

Hope College Parents' Place E-Newsletter

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June 2005

Volume 2 - Issue 3



Commencement Weekend 2005



[Hope Summer Repertory Theater](#)

Hope Summer Repertory Theatre (HSRT) opens its 34th season of professional theatre featuring musicals, drama, and comedy on June 17.

[Click here](#) to view this season's schedule.

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Message from the Director

Even if the weather isn't yet indicative of the change in seasons, the departure of students at the close of spring semester certainly signaled the arrival of summer here at Hope College.

Although many students are away and life on campus is moving at a slower pace, there is still a great deal of activity throughout the summer months. In addition to course offerings for May, June and July, numerous conferences and camps are hosted on campus and construction continues on both the [DeVos Fieldhouse](#) and the [Martha Miller Center for Global Communication](#).

We hope you enjoy this edition of the Parents' Place E-Newsletter. If there are specific topics or issues which you would like to see included in future publications, please call our office at 616.395.7250 or [email](#) us to share your ideas.



Stephanie Haag '95 Greenwood
Director of Parent Relations

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College News & Information At Your Fingertips



Photo Galleries

- [2004-05: Year in Pictures](#)
- [Commencement Weekend](#)

Earlier this Spring, the [Office of Public and Community Relations](#) released its newly redesigned website. Following are some of the highlights of the new site:

[Campus Development](#)

Visit this page for up-to-date information about the new Martha Miller Center for Global Communication, the DeVos Fieldhouse, the Science Center, and Hope's largest single fund-raising effort in the college's history, *Legacies: A Vision of Hope*.

[Photo Galleries from the 2004-2005 Academic Year](#)

View a variety of photos from campus events throughout the year including Dance Marathon, Musical Showcase, and the Nykerk Cup Competition.

[E-Postcards](#)

Send a Hope College e-greeting! Simply select one of the images, enter your recipient's email address, and add a personalized message.

[Hope Images](#)

Several Hope College desktop images are now available for download. These campus images can be used as background pictures on the desktops of most Macintosh and Windows computers.

[Hope in the News](#)

Holland Sentinel articles from the 2004-2005 academic year are available for online viewing.

[Faculty, Staff, and Student Kudos](#)

Read press releases highlighting faculty, staff, and students who have made the news in the 2004-2005 academic year.

[news from Hope College](#) (Current Issue and Archives)

Did you miss an issue of *news from Hope College*? Here is your chance to dive into issues archived back to 1999.

[Presidential Updates](#)

Archived updates are available online back to 1999.

[Events](#)

Information concerning events including campus visits, dance, music, and theater performances, and more can be found here.

[Calendars](#)

View calendars and schedules for a complete list of campus events and important dates.

[Press Releases](#)

Read up on events, announcements, and achievements at Hope with archived files back to 1999.

[Whom to Contact](#)

This list is provided to help you find answers to your questions. Phone, fax, and email contact information are available.

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Faculty Kudos

Read what students have to say about Hope College faculty!

[Maxine DeBruyn](#) (Dance)

"The most inspirational educator I've ever had the pleasure to study under is Maxine DeBruyn. She had the single most impact on my life. Maxine served as a role model, mentor, friend and a fine example to follow as a human being. Maxine's ability to motivate her students to excel and help them to realize their own strengths in all areas of their lives is second to none.

Maxine inspires her students to push themselves to their limits, step back, take a look from a new viewpoint and excel to a higher level. Her work ethic demonstrates how to juggle many projects and responsibilities at once, pour your heart and soul into them and complete each and every

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task at the highest level.

She helped guide me to observe and absorb my surroundings and apply what I learned from each experience and evaluate from every angle. Maxine inspires by example. She helped guide her students to make the most of every situation, be true to yourself, take a chance, dare to be different/original and put a little of yourself in all you do. Maxine inspires her students to go out and do your best, then go do it better. She always promotes "telling it like it is" yet in a positive and constructively critical way. In my student days, if I needed guidance, I 'took it to the Max.' Maxine is a fine example of an exceptional mentor for all to live by."

Joel Toppen (Political Science):

"Dr. Toppen was a true inspiration in my life. I had him for several classes and I cannot even begin to explain how much I learned from him. His focus on international human rights and the essential need to address the situations of the impoverished in the world struck a cord with me.

As an example, Political Science majors are required to take a capstone seminar, where you write a 40-page research paper. I had already completed my capstone seminar, but when Dr. Toppen told me about the seminar he was teaching entitled Global Poverty, I couldn't help but sign up. I knew this class would benefit me beyond words, both in its content and the simple fact that Dr. Toppen would be leading us in our analysis of these important issues.

Dr. Toppen aided me in improving my research and critical thinking skills. He also helped me channel a strong compassion for those less fortunate into an academic rigor that still maintains a certain level of passion. I also worked with him during the Model UN conference. My senior year I was the Secretary General and he was one of the faculty advisors. I feel very fortunate to have known Dr. Toppen in this different capacity. He was a great advisor to have around and always encouraged me in all my off-the-wall ideas for the conference and was sure to check in with me as the stress level got higher and higher! Dr. Toppen has had a profound influence on the person I have become and will continue to serve as an example in the years to come."

Charlotte vanOyen Witvliet (Psychology)

"Dr. Charlotte VanOyen Witvliet was the first professional woman I ever encountered. Her manner—one of respect and humility—and her genuine interest in who I was and what I wanted to be immediately won me over. I walked out of her office thinking, 'If this is what I Hope College is like, I can't wait to come here!' What I was trying to say was, 'If this is who I can be at Hope College, sign me up!'

Dr. Witvliet's representation of Hope and herself did not disappoint me. She is one of my favorite professors, and people. I have enjoyed learning from her and working with her immensely. She has given me the privilege of co-authoring a paper with her, and the time and energy she puts into the process has meant so much to me. I hope to be a professor, and seeing how Charlotte's faith and sense of calling is central to her teaching is an inspiration to me."

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Promoting Parent Involvement

*The following article is reprinted
with permission from [College Parents of America](#).*

ADMINISTRATORS PROMOTING PARENTAL INVOLVEMENT
Jim Boyle - President, College Parents of America

The Times They Are A Changin' may be a song from the baby-boom era, but it is also a phrase that aptly describes how colleges are beginning to treat parents.

Until the beginning of the 1990s, it was rare for any college or university to think of parents as anything other than good targets for fundraising. A typical pattern for schools was mail tuition bill, receive tuition payment, and send solicitation for annual fund.

Slowly but surely, this restricted view of parents began to unravel about ten to twelve years ago, thanks to the leadership of schools such as The George Washington University (GW), Syracuse University, the University of North Carolina and the University of Minnesota.

These forward-thinking schools, now joined in the past decade by many others, had the vision then to see what now seems obvious: that parents can play an important role in the recruitment and retention of students.

I had the privilege of speaking to a gathering of such schools, at a conference in Boston, hosted by Northeastern University, and held under the auspices of Administrators Promoting Parent Involvement (APPI).

Convened by Northeastern's Director of Parent Programs, Susan Brown, the conference was a high-energy, three-day affair, with panels touching on technologies, publications, orientations – all normal “campus” themes – but, in this instance, always revolving around the wants and needs of today's parents.

What was most satisfying about the conference was the degree of professionalism shown by the nearly [90 attendees](#)*, who came from as far away as Santa Clara University on the West Coast and who even included an international attendee, from Oxford Brookes in the United Kingdom, where a decade-and-a-half after the United States, schools are starting to realize the need to better communicate with and serve parents.

These parent program professionals all recognize the importance of treating you, the current and future college parent, with the respect and care that you deserve. As Rodney Johnson, who heads parent services at GW puts it, when you are “paying \$40,000 a year, and making supreme sacrifices on behalf of your child, you want to know what is going on with that investment.”

I had a chance to speak at the conference on our advocacy efforts at College Parents of America and to encourage member and non-member schools alike to make parents aware of our online petition to extend and expand tax deductibility for tuition and higher education related expenses.

Just as important, my colleague Jon Englund and I had a chance to interact with parent relations professionals at other roundtables sessions, at meals and in those invaluable exchanges that take place in the hallway or sometimes even the elevator.

My elevator-speech to schools is simple: we are here to support and to supplement your parent relations efforts. Several schools mentioned to me that they liked our Web site, and felt good to know that our national organization of parents is “on the same page” when it comes to issues such as letting go, campus security, fire safety and use of alcohol.

This was the seventh year for an APPI meeting and my second. In just one year, the number of conference attendees nearly doubled, a strong signal of the growing emphasis on parent relations at colleges and universities.

Whether you are the parent of a nearly graduated senior in college, or a precocious middle schooler, you should be pleased to know that inside the college gates around America are parent relations professionals who realize that meeting your needs will make the process of educating your child a whole lot easier. They were in Boston to share best practices and now they are back on campus, energized by meeting like-minded peers and full of ideas on how they can serve you even better.

*Hope College was represented at this conference by Stephanie Greenwood, Director of Parent Relations. Stephanie presented a session describing the development of Hope's comprehensive parent relations program, which was initiated in the fall of 2003.

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Off-Campus Summer Study Opportunities

In addition to the on-campus courses Hope offers during the May, June, and July, a variety of off-campus courses are also available to students. Students receive course credit as they would for courses offered on campus while having the opportunity to experience new people, places, and cultures. Following are some of the courses offered for the 2005 summer session.

Landscape Workshop in Michigan

May Term – Art 295

Professor [Katherine Sullivan](#)

A week-long, intensive painting workshop, immersing students in the Michigan landscape, this class will be based at the Blue Lake Resort in Fountain, Michigan.

Field Studies In Biology - Natural History of Florida

May Term - BIOL 380

Professor [Tom Bultman](#)

This course will acquaint students with invertebrate animals in their natural environment. The emphasis of study will be marine invertebrates and terrestrial arthropods. About twelve days will be spent at selected ecological communities.

Film Production A to Z At Compass Arts Academy in Grand Rapids

May Term - COMM 395

Professor [David Anderson](#)

This course covers the key processes, individual components, and procedures of basic film production as it is applied in a variety of forms in the theatrical and broadcast entertainment industry. Students are introduced to the entire film production, distribution, and exhibition timeline through a series of practical lessons with heavy emphasis on hands-on work with each of the elements that create a strong and effective film title. This includes film projects starting with an edit-in-the-camera project and ending with a completed, high-definition video or 35mm short film project. Student film teams gain experience and opportunities on how to handle this powerful art form. Underpinning the practical experience is a look at placing the heart of God into the public square through viable film production. Classes will be held at the Compass Arts Academy in Grand Rapids.

Rural Education in Northern Michigan

May Term - EDUC 488

Professor [John Yelding](#)

This class provides an immersion experience in the rural education environment where participants spend three weeks working directly with children. Under the guidance of skilled educators, students plan and deliver their own lessons, grade papers, assess student progress, and assume responsibility for all aspects of classroom management. Those who have participated in the program describe it as "confirming of their calling to be a teacher", "a great opportunity to reflect and grow", and "powerfully insightful as to what it is really like to be a professional educator." The class is open to all students who have successfully completed Educational Psychology, EDUC 220 & 221.

Self, Nature, and God

May Term - PHIL 232 / IDS 495

Professor [Jim Allis](#)

Two of the most important developments in the modern West have been the rise of science and technology and the rise of liberal democracy, both of which embody a view of the self that is in crucial ways set up over and against the natural world. While modern science and democracy have given us tremendous benefits, their assumptions about how we are to view ourselves may have contributed to some disturbing realities of the 20th and 21st centuries, such as alienation, objectification and environmental degradation.

In this class, we will explore some of the assumptions about the self and the world that enabled modern science and democracy to come about, then consider challenges to these assumptions which offer alternative views of the self and human relationships. These competing views are at the source of a number of contemporary debates: the need for energy vs. the need to preserve natural places, the need for logging vs. the importance of wilderness, the pressures of development vs. the desire to protect open spaces and animal habitats, the rights of ranchers vs. the drive to protect wolves.

We will explore these debates and how they originate out of different views of self during a week of class on campus, followed by a two-week stay in the Grand Teton National Park in Wyoming. We will spend 11 days at the Murie Center, where we will meet and talk with participants in these debates from the the Jackson Hole area, then finish with a 3-4 day backpack trip (no experience required).

Throughout the course, the focus will be on what matters in trying to live a human life. What's important to you as you develop your own self? How do you see your place in this world? What's your relationship with the natural world? With God? How do you want to live your life?

Wilderness Politics in Colorado

July Term - POL 365 / IDS 495

Professor [Jack Holmes](#)

Wilderness Politics is a case examination of the American political system through a detailed field study of the wilderness issue. The three-week course is held in Colorado each summer with one week devoted to group interviews on the subject, one week to a field trip, and a final week to a project which can be done in a location of the student's choice. Special emphasis is placed on the interaction of local, state, and national

governments in addressing one of the most controversial issues in the Western United States. Open to qualified students in all classes. Students must provide their own transportation to and from Vail, Colorado.

MI - The Helping Relationship: Principles & Skills

May Term - PSY 365 / IDS 495

Professor [James Motiff](#)

The Helping Relationship is a counseling psychology seminar-workshop held for twelve days at Camp Miniwanca on Lake Michigan. It is designed for people who are or will be working in counseling, child care, teaching, social work, mental health, community relations, medicine, public welfare, rehabilitation or the ministry. The course provides a framework for students to view helping functions and skills in a systematic manner and enables them to discuss principles and practice skills involved in helping others. A psychological perspective for functioning paraprofessionals is emphasized. The Helping Relationship satisfies the Psychology "helping skills" major requirement. Pre-requisite is completion of three psychology courses.

Ecological Theology and Ethics in the Adirondacks

May Term - REL 365

Professor [Steven Bouma-Prediger](#)

This off-campus course studies the nature and causes of ecological degradation, the witness of Christian scripture and tradition concerning matters ecological, the duties and responsibilities of humans as earthkeepers, and the practical implications of living in a more earth-friendly way. It combines traditional academic study with a wilderness backpacking, canoeing, and kayaking trip. Along with examining issues of ecological theology and ethics, students learn wilderness camping skills and develop their leadership ability. The first few days of the course are spent at Hope, followed by two weeks in the Adirondacks of upstate New York, and the remaining time back at Hope.

Field Studies in the Galapagos and Tropical Rainforest

May Term - BIO 380

Professor [Harvey Blankespoor](#)

This class focuses on the natural history of the Galapagos Islands and the Amazon jungle. The course includes eight days touring the islands and six days visiting a pristine section of the tropical rainforest. Lectures, slide, presentations, videos and field trips will be part of the offering.

The Golden Age of Photography in England:

19th Century Imagery and Processes

May Term - ART 295

Professor [Steve Nelson](#)

This course will survey both the imagery and invention of photographic processes that evolved simultaneously within England in the 19th century. From the pre-inventions of the early 19th century to the mid-century discoveries by key inventors and image-makers like Henry Fox Talbot, we will explore the path of these inventions and the evolution processes that led to photographs and to late-century refinement of methods that are currently in use. We will explore this medium's unique history in the landscape of its invention. Taught both on campus (May 9-19) and in England (May 20-June 3), the class will provide Art students with first-hand experience in practicing various 19th century photographic processes. Students will also prepare for the off-campus component of the history of imagery through lecture, discussion, and examination of key works in the collection at the Grand Rapids Art Museum.

Globalization and Europeanization: A View from Germany

May Term - ECON 395 / MGNT 395 / IDS 495

Professor [John Lunn](#)

This interdisciplinary course explores the processes of economic and political integration. The process of "Europeanization" involves more political integration as the European Union expands its political institutions and incorporates many new countries into the union. Globalization focuses more on economic integration, yet still has generated international institutions that have a political character. We also will explore the benefits and costs of each. This course will be located in Germany, a country in the midst of re-integrating the eastern portion of the nation under the western portion. Germany is the largest member of the European Union, and Germany is clearly involved in globalization. We will spend most of our time in Gottingen, which is a university town about midway between Frankfurt and Berlin. There will be visits to Frankfurt and Berlin. Students from the University of Gottingen will also participate in the class. This course is intended for majors and minors in Economics, Management and Accounting.

Cross-Cultural (MK) Education in Papua New Guinea

May Term - EDUC 488

Professor [Ron Wolthuis](#)

This intensive education experience is designed for students who desire to combine their interest in missions with their desire to teach. The MK Education Immersion Experience is intended to immerse students in the real world of MK education-providing quality educational experiences for "Missionary Kids" - the children of missionaries - those involved in translation and literacy work as well as those providing the support services needed to maintain a viable mission program.

Students will travel to Papua New Guinea where they will spend three weeks working with MKs and teachers in the Ukarumpa International School, a multi-mission, cross-cultural comprehensive K-12 school program operated by the Summer Institute of Linguistics (a sister organization of Wycliffe Bible Translators). Students will live in mission housing, the accommodations provided for short-term mission personnel. While in Papua New Guinea, they will be exposed to the challenges and rewards of working and living in the multi-cultural Ukarumpa community and in the host culture of Papua New Guinea which differs significantly from ours in

language, customs and traditions.

One of the primary goals of this May Term is to expose participants to the realities of MK education with the intent of beginning the process of discernment regarding their call to teach MKs.

Seminar on Contemporary Issues in Japan

May Term - IDS 280

Professor Andy Nakajima

This seminar serves as an introduction to the rich cultural traditions of Japan. A series of lectures and field trips as well as personal contact with Japanese students will give a unique perspective on various aspects of contemporary Japanese society.

Classes are held on the campuses of Meiji Gakuin University in Tokyo and Yokohama. The university setting allows Hope students to observe and participate in student activities on the campus and interact informally with university students, especially those who have visited Hope College or who plan to come to Hope's campus in September of 2005.

The class lectures focus on the study of culture and religion, social, political, and economic issues in Japan, Japanese education, as well as some "survival" and conversational Japanese. Class content is reinforced with field trips to an elementary school and relevant business, social service, religious and historical sites. Students are housed in the central area of Tokyo with easy access by train or subway to museums, commercial and shopping areas and cultural centers. An important aspect of the program is a weekend home stay with a Japanese family. Usually Japanese families entertain guests outside of their homes, so this is a special opportunity to learn about Japanese home life first hand.

Since one cannot fully understand contemporary Japan without understanding its historical and cultural traditions, the participants will travel to the historic and cultural centers of Japan. Near Tokyo these centers include Nikko, with its famous ornate architecture, and Kamakura, site of the great outside Buddha and many temples and shrines. The last week of the program we will travel to such places as Kyoto, which offers 2000 years of history; Hiroshima, site of the Peace Memorial Park, a tribute to the victims of the atomic bomb; and Mt. Fuji, the most beautiful, highest mountain in Japan.

Celtic Wisdom, Irish Spirituality and Culture

May Term - IDS 495

Professor [John Tammi](#)

This Senior Seminar will survey the ways that spirituality manifests itself in Irish culture from Celtic times to the present. The aim of the course is to experience the art, literature, politics and wit of Irish culture and to discover the spiritual qualities in these and other dimensions of Irish life and thought. We will find that these spiritual qualities pre-date the coming of Christianity to Ireland in the fourth century.

Christianity made a deep impression on Irish life, of course. At the same time, however, Irish culture absorbed Christianity and reshaped it according to its own needs and in keeping with the rich cultural and social traditions already well established in pagan (Celtic or pre-Christian) Ireland. The carryover of pre-Christian traditions and values is evident, for example, in the Irish reverence for learning, storytelling, and faithfulness to family and friends. The privileged status of scholars and artists in contemporary Ireland is foretold by the privileged position of the seanachies, bards and brehons of the pre-Christian age. The energy and creative genius in modern Irish drama, poetry and literature has its roots in the oral traditions of the pre-Christian and pre-literate Celts. The political, economic and social successes of generations of Irish immigrants to Canada, Australia, the United States, and even England is owing in no small part to the high value placed on personal ties and loyalties within their communities that has held those ties and loyalties in greater regard than any successes that might ensue from them. The Irish adopted Christianity with enthusiasm and put it in the service of values already cherished. They gave to Christianity an earthbound, generous impulse that is tolerant and clear-eyed, a serviceable spirituality.

Management in the British Economy

May Term - MGNT 358 / ECON 358 / IDS 495

Professors [James Heisler](#) and [Thomas Smith](#)

This interdisciplinary course explores the economy, politics and culture in Britain as they influence values and attitudes toward business and business practices. Seminars with leaders of business, labor and government are conducted in London and various other locations in England. Organizations visited have included Amway UK, United Biscuits, Goldman Sachs, Villeroy and Boch UK, Herman Miller, Ford Motor Company, Jaguar, The All-England Tennis and Croquet Club (Wimbledon), the Bank of England, TUC, the BBC, Railpen and Parliament. Special attention is paid to unique forms of management and business organizations as well as the role of the UK in the European Union. The program also places emphasis on cultural experiences including theatre, concerts, art galleries, and museums. An optional trip to Paris for four days is a regular feature of the program.

The Sacred and the Profane: A Musical Tour of Great Britain

May Term - MUS 295 / IDS 495

Professors [Brian Coyle](#) and [Brad Richmond](#)

Does Music fill some essential need inside of you? Is this need emotional, physical or spiritual? Or is it a combination of all three? What influences your listening habits?

This course will explore vibrant musical traditions both inside and outside the churches of Great Britain. Our travels will take us to splendid English Cathedrals in London and Canterbury where we will experience the

uniquely English service known as Evensong. We will learn about the Anglican choral tradition and enjoy lecture/tours explaining the history and tradition associated with each site we visit. We will also be treated to special performances of English folk music and dance in the pubs of Canterbury and London, enjoy lecture presentations on the history of English folk culture, and attend a major world-music festival in Bath. Our quest will be to identify the roles spirituality plays in these sacred and secular musical traditions. We will attend performances, lectures, clinics, and, most importantly, we'll engage in lively discussion amongst ourselves.

Faith Seeking Justice:

An Encounter with the Power of the Poor in Mexico

May Term - PSY 281 / WS 281 / IDS 495

Professors [Jane](#) and [Larry Dickie](#)

This course is an interdisciplinary exploration of the liberating character of justice work, especially as that liberating character is voiced by Latina women. The setting for the course will be the Hope College campus and the Center for Global Education in Mexico. The center offers participants the opportunity to enter into solidarity with the Latin American people as they struggle with rural and urban poverty. The program includes encounters with an historian, laborers, political and religious grassroots leaders, and women and men working for gender equality. Trips provide first-hand knowledge of the people's plight in squatters' settlements and rural villages. The personal engagements involve participants in the liberating socio-economic efforts of Base Christian Communities and indigenous organizations.

The first week of the course will emphasize readings, discussions and dialogue on campus. Resources from theology, sociology, psychology, economics and women's studies will raise the participants' awareness of the questions, narratives and analyses concerning justice, especially from the perspective of Latina women. The Hope week will include conversation with members of Holland's Hispanic community.

The second and third weeks will be spent in Mexico; the first two days in Mexico City, then on to Cuernavaca. Each day will focus upon a particular dimension of the Cuernavaca community's quest for justice; one day is spent considering the life of women in Mexico, another day with grassroots pastoral and community leaders. A home visit with members of the community will give a personal and first-hand experience of Mexican hospitality and family life.

The Indian Worldview

May Term - REL 480

Professor [Boyd H. Wilson](#)

The purpose of this travel-seminar, A View of the Indian World: The Indian Worldview, is to introduce students to the world of India as well as the world of meaning that is assumed in India. Although there will be extensive travel and sight-seeing during the four weeks in India, the emphasis is not on tourism. The goal is to experience India with understanding: learning about India and experiencing India, not just seeing India. The itinerary includes: Delhi, Jaipur, Mumbai, Bangalore, Tiruchirappali, Madurai, Chennai, Mahabalipuram, Kolkata, Varanasi, and Agra.



Zach Bush
"The Indian Worldview"
May 2004

"There were too many great things to list about the trip, however, one of the many things that I enjoyed was encountering different cultures and religions. I learned a lot about the practice of multiple religions by witnessing their ways of worship. I also learned a lot about myself, and how God's love is unfathomable. The trip also showed me the importance of entering dialogue with other religious faiths, but being quick to listen compassionately and slow to speak."

Vienna Summer School

49th Annual Program

Professor [Steven Hemenway](#)

In 2005, the Hope College Vienna Summer School celebrates its 49th year. The academic program for this summer's session features eleven courses and the option of an independent study, each for four semester hours of credit.

Classes are held at the Austro-American Institute of Education, in the heart of Vienna. German-language courses are taught partly in German with English explanations of grammar. All other classes are taught in English and require no previous study of German.

Dr. Stephen Hemenway will lead the program for the 30th consecutive year. In addition to the orientation sessions, Dr. Hemenway will lead weekend excursions to Salzburg (Austria), Prague (Czech Republic), Budapest (Hungary), Bratislava (Slovakia), and the Austrian Alps.

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Planning Calendar

Click on the dates highlighted in the calendar below to view details regarding upcoming events.

Click [here](#) for a complete listing of calendars & events at Hope College.

June	July	August	September
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June						
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
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26	27	28	29	30		

July						
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31						

August						
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28	29	30	31			

September						
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11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

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Summer Reading Recommendations

Be sure to catch the June issue of [news from Hope College](#) which will include a list of summer reading recommendations from Hope College faculty and staff. Both fiction and non-fiction titles are included. Following are a few selections faculty and staff members recommend as summer companions.



A Spiritual Field Guide: Meditations for Outdoors

by Bernard Brady and Mark Neuzil

"A compilation of meditative selections from authors ancient and modern, with pithy introductions by the editors, this fresh-off-the-press volume displays the truth that God's fingerprints can be seen in and through the natural world. Excerpts from, among others, Augustine and Confucius, Francis of Assisi and Therese of Lisieux, Barbara Kingsolver and Annie Dillard, Ed Abbey and Wendell Berry."

(Dr. Steven Bouma-Prediger '79, the John H. and Jeanne M. Jacobson Professor of Religion)

The Five Love Languages

by Gary Chapman

"Great book on dealing with people--especially spouses and children (there is a Five Love Languages of Children, too). This has also been very helpful in motivating student employees and athletes. If I'd read this 15 years ago, I'd have saved a lot of headache and heartache."

(Tod Gugino '85, director of chemistry laboratories)

ShoGun

by James Clavell

"A long but fast-paced epic novel about the first Englishman in feudal Japan, with Clavell's classic detailed character development and intricate plot twists, and an ending that twists just enough to make you want to reread the whole thing from a different perspective. The historic detail interwoven with depths of personal relationships as well as the fast-paced action and the question of what it is like to become integrated and assimilated into a totally foreign culture really made this a great ride and one of my favorite novels of all time. The only caveat—the frequent violence and graphic sexuality would earn this at least an R and probably an NC-17 rating if faithfully translated to film."

(Dr. Jason Gillmore, assistant professor of chemistry)

Departures and Home Away from Home

Lorna J. Cook

"This is a first-class writer with a first-class mind. Her prose is altogether her own and it works. I think she's shortly to bring a new book to market, but Departures and Home Away from Home are such pleasures to read that I can hardly wait."

(Dr. David Schock, associate professor of communication)

The Brothers K

by David James Duncan

"I think this book is bound to be an American classic. Duncan writes masterfully. The Brothers K is a story that takes you through the landscape of an American family in the 1960s and along the way the reader encounters baseball voodoo, broken dreams, love, war, humor and ultimately the grace of God. At its core this book is an exploration on prayer, that is often irreverent, but at the same time winsome in truth."

(the Rev. Trygve Johnson, the Hinga-Boersma Dean of the Chapel)

Word Freak

by Stefan Fatsis

"Fatsis, a journalist and author, got interested in the world of competitive Scrabble. Upon deciding to try to become a ranked player himself, he began a several-year journey filled with outrageous characters, great stories, and unbelievable words. The book is delightfully fun—half-journal, half-reporting, constantly making you wonder what is next. It is a bit profane in places."

(Dr. Matt Boelkins, visiting associate professor of mathematics)

A Prayer for Owen Meany

by John Irving

"Not only does this book include the most humorous account of a Christmas pageant I have ever read, along with many other winsome and witty tales, it also reveals some deep insights about providence and the importance of all the little moments and experiences of life."

(Dr. Kristen Deede Johnson, associate director of the

CrossRoads Project and assistant professor of political science)

Visions: How Science Will Revolutionize the 21st Century

by Michio Kaku

"The topic areas are computer science, molecular biology, and quantum physics. Kaku's book is fascinating. You don't need to be a physicist to understand it. It is written for the layperson. Kaku's vision of the future will astonish you."
(Jan Aslanian, part-time lecturer in English)

Can Hope Endure?

by James Kennedy and Caroline Simon

"A probing historical case study of Hope's ever-evolving 'Middle Way' between sectarian denominational school and secular liberal arts college. A great examination of what it means to be both 'excellent' and 'in the context of the historic Christian faith'—where Hope has been, where it might go from here. A must-read for new faculty, I think it is an excellent read for all those who know and love Hope, or want to know it more."

(Dr. Jason Gillmore, assistant professor of chemistry)

The Devil in the White City

by Erik Larson

"Bringing Chicago circa 1893 to vivid life, Erik Larson's spellbinding bestseller intertwines the true tale of two men—the brilliant architect behind the legendary 1893 World's Fair, striving to secure America's place in the world; and the cunning serial killer who used the fair to lure his victims to their death. Combining meticulous research with nail-biting storytelling, Larson has crafted a narrative with all the wonder of newly discovered history and the thrills of the best fiction."

(Geoffrey Reynolds, director of the Joint Archives of Holland with the rank of associate professor)

Gilead

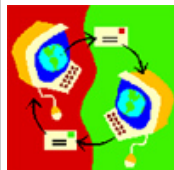
Marilynne Robinson

"Marilynne Robinson's **Gilead** won the Pulitzer Prize for fiction and the Book Critics' Award for 2005. As fiction, its craft is remarkable, but it tells a story that will appeal to almost any adult, and for once the word 'inspirational' truly applies."

(Dr. John Cox '67, DuMez Professor of English)

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Calendar Details

JUNE

June 3 - May term ends

June 6 - June term begins

June 25 - Duluth, GA

Join Hope alumni, parents, and friends in the greater Atlanta area from noon to 2pm for a summer picnic at McDaniel Farm Park, the newly opened county park and preserved family farm in Duluth. Cost is \$5.00 per person to cover food, drinks and facility rental. If you would like to attend or have any questions, please contact Carol MacGregor, alumni board member, at macgreg@comcast.net.

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JULY

July 1 - June term ends

July 5 - July term begins

July 29 - July term ends

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AUGUST

August 1 to 5 - Summer Seminars

August 24 to 26 - New International Student Orientation

August 26 - Residence halls open for new students, 10 a.m.

August 26 to 29 - New Student Orientation

August 28 - Residence halls open for returning students, 12 noon

August 28 - Fall Convocation, Dimnent Chapel, 2 p.m.

August 30 - Fall Semester Classes begin

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SEPTEMBER

September 3 - Time to Serve
New Student Community Service Project

September 5 - Labor Day, classes in session

September 7 - Last Day to Enroll for Credit and Last Day to Drop Classes

September 17 - Hope-Holland Annual Community Day, Windmill Island, 11 a.m. - 1 p.m.

September 24 - 108th Pull tug-of-war, 3 p.m.

September 27 and 28 - Critical Issues Symposium

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