

# Registration: Interim

## Interim 2012

### Art

**ART W40 Color Image, Marketing & Design.** Colors are everywhere. Humans are surrounded by uncountable numbers of colors and influenced by those colors unconsciously. This course is designed to help students understand the diverse dimensions of color that are derived from color's physical and emotional aspects; this course also investigates the effective use of colors for marketing and design. In this course, students will learn how colors are tied to humans' emotions, how different cultural groups have different reactions to colors and how designers use colors in commercial spaces and items. The course's aim is to help students mature as culturally sensitive designers by offering students' necessary knowledge about the influence of colors on human emotions. This is a design studio. Students' performance in this class is evaluated based on quality of design projects, attendance, and participation in class discussions. This course may fulfill an elective in the Art & Art Education majors. *Y. Ahn.* 8:30 a.m. to noon.

**ART W80 Documentary, Difference, Power.** Documentary is a visual record, political tool, and entertainment. With the current popular interest in reality television, documentary films, and the ubiquity of the photographic image, everyone feels like an expert in documentary. However, documentary images are frequently made and consumed with little regard for how the images construct concepts of what is "real" or "true". When photographs and films show images of other people, their audiences become voyeurs into the subjects' lives, often without realizing the unequal balance of power in that relationship. When documentary is tied to the desire to change the world and to help others (it's most prevalent historical legacy), power and charity make for a combination in which social and political differences are portrayed as detrimental. The result is that the subjects are patronized even when (especially when) photographers and viewers want to help. In this class the students and professor will study a history of documentary films and photographs, read theories of photography, and analyze images (still photographs and films) with the goal of understanding the transparency of the medium and the relationship of power between subjects, viewers, and producers. The class will also put their ideas into practice by making documentary images and discussing the moral, relational, and spiritual dimensions of contemporary documentary practice. This course may fulfill an elective in the Art History and Art majors/minors. Prerequisite: Art 153, CAS 141, or the permission of the instructor. *E. Van Arragon.* 8:30 a.m. to noon.

**ARTH W60 The Visual & the Visionary.** To be a mystic is to remain silent and to close one's eyes, to be, in a sense dead to this world. And yet, over and over again medieval mystics spoke of their ecstatic visions, their personal encounters with God. Although mystical experiences, by definition, were considered, in part or in whole, incommunicable, beyond the capacity of words and images, artists and writers produced works with the intention of showing people pathways to meet with the divine. In this course, we will read texts and look at visual images aimed at fostering mystical revelation. Readings will include selections from authors such as Augustine,

Bernard of Clairvaux, and Meister Eckhart. Special attention, however, will be given to the writings of female mystics, such as Mechtild of Magdeburg, Gertrude of Hefta, and Hadewijch of Antwerp. Students will be evaluated on the basis of class participation, an oral presentation, and final examination. Prerequisite: ARTH 101 or 102. *H. Luttikhuisen*. 2:00 p.m. to 5:00 p.m.

**ARTH W80 Venetian Art & Architecture.** This course is intended to introduce students to the art and architecture of the Venetian Empire, from the Late Medieval period through the nineteenth century. The first three days will be spent in Grand Rapids with the bulk of the course sited in and around Venice. Day trips will be made by train to Verona, Ravenna, Padua and one or two other nearby cities. In addition to providing an overview of the art and history of a single city, the course aims to help students think more clearly about the larger topic of cultural travel given that Venice has such a rich history of tourism. Students' performance will be assessed on the basis of a book review and slide exam (completed before we leave Grand Rapids) and a journal and synthesis paper (completed in Venice). This course may fulfill an elective in the Art History major. This course will fulfill the CCE requirement. Prerequisite: ARTH 102. Course Dates: January 4-21. Fee: \$3195. *C. Hanson*. Off campus.

**IDIS W16 Green Cuisine.** Fee: \$125. *A. Hoogewerf, A. Wolpa*. 2:00 p.m. to 5:00 p.m.

**IDIS W63 The Creative Toolbox.** *F. Speyers*. 8:30 a.m. to noon.

## Biology

**BIOL W10 The White Plague- Poverty and the threat of Tuberculosis.** Historically known as the White Plague, Tuberculosis (Tb) is a highly contagious airborne disease. It is estimated that one third of the world's population is infected, and Tb accounts for 2 million deaths every year. Tb is often characterized as a disease of poverty since the poor and marginalized bear the heaviest burden. While this is true and the vast majority of Tb-related deaths currently occur in the developing world, Tb remains a significant public health concern worldwide. In fact, several developed countries continue to experience higher than expected rates of infection and some have even experienced a resurgence of Tb infections over the past decade. This class provides a historical perspective of the impact of Tb on human health, an analysis of past and present public health strategies used to control this disease, and explores what needs to be done to confront new challenges posed by Tb. Students investigate the biological, socio-economic and geo-political factors that contribute to shaping the current face of Tb, paying particular attention to how poverty impacts efforts to control Tb disease both within the United States and internationally. Students are responsible for specific reading assignments everyday and classes largely revolve around discussions of the assigned readings and/or documentaries watched during class. Students are evaluated based on daily reflections on the assigned readings, participation in classroom discussions as well as a final project. An extensive understanding of biological concepts is not required for this class and students from a variety of academic backgrounds are encouraged to enroll. *T.Y. Bediako*. 8:30 a.m. to noon.

**BIOL W61 Pathophysiology.** Pathophysiology is the study of altered normal body function leading to a state of disease. This course presents the etiology, pathology, and prognosis of many human diseases. The structural and functional changes of diseases of the cardiovascular, gastrointestinal, hormonal, muscular, neural, renal, reproductive, and respiratory systems are covered using the classic organ system approach and case studies. Students are evaluated on the basis of tests, a research paper, and a class presentation. Prerequisite: Biology 206, 242 or 331. *R. Nyhof*. 2:00 p.m. to 5:00 p.m.

**BIOL 354 Investigations in Winter Ecology.** This course will study field and laboratory investigations examining the unique abiotic conditions and biological adaptations that determine ecological processes under winter conditions. Interpretation of scientific literature, study design, and the collection, analysis, and presentation of data will be emphasized. Students will develop and conduct research projects related to the winter biology of animals and plants. This course will include extensive field work on Calvin's ecosystem preserve and field trips to local sites. Completion of this course will fulfill the research/investigations requirement for the B.S. degree in biology. Letter grades will be awarded. Prerequisites: BIOL 242 & 243 OR BIOL 250 and permission of the instructor. *K. Grasman*. 8:30 a.m. to noon.

**[IDIS W10 Glaciers, the Outback and the Great Barrier Reef](#)**. Course dates: January 4-24. Fee: \$5700. *C. Blankespoor, S. Vander Linde, A. Warners*. Off campus.

**[IDIS W16 Green Cuisine](#)**. Fee: \$125. *A. Hoogewerf, A. Wolpa*. 2:00 p.m. to 5:00 p.m.

**[IDIS W17 Local Food Options & Challenges](#)**. Fee: \$150. *D. Koetje*. 8:30 a.m. to noon.

**IDIS W18 Chinese Medicine & Chinese Culture**. Fee: \$250. *A. Shen*. 2:00 p.m. to 5:00 p.m.

**IDIS W19 Exploring the Arts to Foster Creation Care**. *G. Heffner, D. Warners*. 8:30 a.m. to noon.

**~~CANCELLED~~ IDIS W25 Exploring Bioinformatics**. *R. DeJong, S. Nelesen*. ~~2:00 p.m. to 5:00 p.m.~~

**IDIS W40 Transforming Cambodia**. Course dates: January 4-24. Fee: \$3900. *D. Dornbos Jr., L. De Rooy, P. Dykstra-Pruim (Calvin College), S.K. Lee, H. Kim (Handong Global University)*. Off campus.

**IDIS W60 Science & Religion: Italy & England**. Course dates: January 3-24. Fee: \$4,050. *H. Bouma III*. Off campus.

## **Business**

**IDIS W11 Business as Mision in India**. Course dates: January 4-25. Fee: \$3850. *L. Van Drunen*. Off campus.

**IDIS W12 Business and Culture in Brazil**. Course Dates: January 4-25. Fee: \$5300. *R. Eames, E. Van Der Heide*. Off campus.

**IDIS W20 Social Media: for Business?** *T Betts*. 8:30 a.m. to noon.

**IDIS W21 Maximize Your Job-search Strategy**. *S. Van Oostenbrugge*. 8:30 a.m. to noon.

**IDIS W52 Business, Engineering & Religion**. Course dates: January 6-26. Fee: \$4395. *C. Jen, N. Nielsen*. Off campus.

## Communication Arts & Sciences

**CANCELLED CAS W10 Producing Media for Worship.** In this course students develop a biblical definition of worship, assess the use of electronic media in worship settings, and work to create worship aids from digital photographs, moving images, and recorded music. Time-intensive projects—assessed by rubrics which focus on the fit of context, content, and form—constitute the majority of the coursework. Though CAS 190 and 249 are not prerequisites for the course, students who have had either may find the work easier. *B. Fuller.* 8:30 a.m. to noon.

**CAS W40 English Language by Rail.** (MAY) Students explore the dialects of the English Language within a historical context. While in Great Britain and Ireland, students travel by rail through different regions, collecting samples of English, Scottish and Irish dialects and visiting important linguistic sites. By collecting samples from each of these regions, students learn about the history of English as it is spoken in the United Kingdom and Ireland as well as in the United States. Students must complete readings on the linguistics of the regions, present on the features of the dialect samples they collect, and write three papers that summarize their readings, analyses of data, and interviews in each region. Students learn how to use the International Phonetic Alphabet to transcribe recorded samples. Students compare and contrast the speech sound features of common dialects in the United Kingdom and Ireland such as British Received Pronunciation, Cockney, Estuary, Scottish, and Irish. Students also compare and contrast lexical usage among the various dialects. They describe key historical factors in the rise of the English Language, as related to local events in the United Kingdom and Ireland. Students are evaluated on the quality of their papers, presentations, tests of readings, transcriptions, and participation in discussions. This course may fulfill an elective in Speech Pathology major. This course is a CCE optional course. Course dates: May 21-June 8. Fee: \$4490. *P. Goetz.* Off campus.

**CAS W41 Impact FX Using After Effects.** Lights! Color! Text! Graphics! Music! Animation! The dazzling world of visual effects is great for selling cars and toothpaste. But what if you have a deeper message to communicate — an emotion, a process, a complex layered story? Adobe After Effects is the première desktop application for creating motion graphics and video image processing. This course has two main learning objectives: the student will become efficient in the use of Adobe After Effects as a tool to produce visual effects for video, and; the student will develop the skills to effectively communicate message and emotion using visual effects. Focus will be given to how the principles of visual rhetoric can be applied to enhance communication. The student's performance will be evaluated on the basis of a series of short assignments, one major project and class participation. A working knowledge of Adobe Photoshop will be quite useful but not required. This course may fulfill an elective in CAS major and minor programs. *D. Porter.* 2:00 p.m. to 5:00 p.m.

**CAS W42 Scripture as Script.** In this course students will learn to study Scripture as narrative, theatrical script. Students study, produce and perform Scripture selected from the 2011-2012 all-campus Bible study in a fully-realized theatrical production. Students gain experience in various aspects of theatre including stage management, performance, and technical production (sets, props, and costumes). This course also teaches scriptural analysis through both theatrical and Biblical text and emphasizes a deeper understanding of scriptural and theatrical character development. Students have the opportunity to learn about the text from guest lecturers including

a biblical scholar and/or the college chaplain as well as a professional biblical storyteller. Evaluation is based on several short written reflections on the process and completion of theatrical assignments (whether performance or technical work). This course may fulfill an elective in the Theatre major. *J. Lawrence, A. Ytzen.* 2:00 p.m. to 5:00 p.m. and 6:00 p.m. to 9:00 p.m.

**SPAUD 343 Principles of Communication Neuroscience.** This course attempts to engage students in exploring the structure and function of the brain and spinal cord and their link to various neurological and developmental disorders. Topics of study will include microscopic anatomy, blood supply to the brain and spinal cord, sensory systems, the cerebellum, and subcortical and cortical regions. Imaging techniques and discussion of neurological disorders, such as epilepsy and speech disorders, will also be covered. Students will gain an appreciation of the three dimensional structure of the brain and spinal cord as well as a basic understanding of its functional capacity. The course will consist of morning lectures and discussions. The student will complete an independent project. Field trips will allow exposure to brain imaging techniques and case studies in neuropathology. An assigned text is augmented by prepared handouts. Students will be evaluated by class participation, performance on exams, and an oral presentation. Prerequisites include either Biology 115, 205, CAS 210 or Psychology 333 and consent of the instructors. *E. Helder, P. Tigchelaar.* 8:30 a.m. to noon.

**IDIS W34 Crime & Detective Fiction.** *G. Pauley.* 8:30 a.m. to noon.

**~~CANCELED IDIS W41 Jazz in New York.~~** ~~Course dates: January 4-23. Fee: \$1685. G. Pauley. Off campus.~~

**IDIS W46 Film Noir and American Culture.** *J. Bratt, W. Romanowski.* 2:00 p.m. to 5:00 p.m.

**IDIS W47 Sexuality & Rock and Roll.** *C. Smit.* 8:30 a.m. to noon.

**IDIS W48 Western Films & American Culture.** *W. Katerberg, C. Plantinga.* 2:00 p.m. to 5:00 p.m.

## Chemistry

[IDIS W22 Better Cooking through Chemistry](#). Fee: \$50. *D. Benson, C. Tatko*. 2:00 p.m. to 5:00 p.m.

[IDIS W23 Bridge, a Card Game for Life](#). *D. Vander Griend*. 2:00 p.m. to 5:00 p.m.

[IDIS W65 Fluorescence: science & use](#). *M. Muyskens*. 2:00 p.m. to 5:00 p.m.

## Classics

**CLAS W40 Homer Goes to Hollywood: the Classical World in Film.** Even now in the 21st century the nearly 3,000 year-old epics of Homer, and their transformations in Greek tragedy, as well as the 2,000 year-old empire of Rome, continue to influence the way we tell stories, our conceptions of heroism and the nation-state, and our understanding of what it means to be human. From its inception (with films such as *Quo Vadis* and *The Robe*) to the present day (with films such as *Gladiator* and *O Brother, Where Art Thou?*) Hollywood has, time and again, tapped the ancient world for inspiration and narrative. In many ways, film is the best analogue we have to the ancient experience of the tragic theatre or recital hall where the Greeks and Romans, as we do today, looked back upon their past and then wrestled, twisted, and shaped it into something new and relevant. This course will examine how the medium of cinema has told, retold, and repackaged the ancient Greco-Roman myths with a particular eye to the following questions: How do the Homeric 'hero' and the tragic 'hero' compare to the 'Hollywood hero' and what does this comparison tell us about the cultures that produced them? At what points in the history of Hollywood does the fascination with the Classical world go in and out of favor? Why? What elements of ancient understandings of divine agency and fate do Hollywood retellings retain or discard? Why do films change fundamental details of the ancient texts? Has Hollywood transformed ancient myth into new, distinctively modern mythologies? What does 'Rome' symbolize or stand in for in film? How has Christianity developed its own myths in relation to its experience with the Roman Empire? Class time will be spent viewing and discussing several films as well as discussing readings of several seminal literary works from the Classical world. Students will be responsible for lively participation in class discussions, maintaining a journal of reviews of both texts and films, quizzes on readings, and a presentation concerning a film not viewed in class. This course may fulfill an elective in the Classical Studies major. *U. Dhuga*. 2:00 p.m. to 5:00 p.m.

**IDIS W42 Italy: Ancient & Medieval.** Course dates: January 4-24. Fee: \$4,320. *K. Bratt, M. Williams*. Off campus.

## Computer Science

**CS 104 Applied C++ (2).** This course provides an introduction to problem solving and program design for engineers and scientists. Examples and homework exercises and projects will focus on building C++ applications that solve problems in these areas. Topics covered will include: problem solving strategies, program design and software engineering; types of data, how they are represented in memory, basic operations; input and output; control structures; functions, parameter passing, libraries; using classes and objects (including the use of templates); file I/O; arrays and vectors; building classes. Students will also develop and execute programs in C++ for assigned projects that use the techniques and tools being studied. Evaluation will be based on lab exercises, projects and tests. Prerequisite: MATH 132 or 161. *L. Nyhoff.* 8:30 a.m. to noon.

**IDIS W24 Computer Games as Theatre.** *J. Nyhoff.* 8:30 a.m. to noon.

**IDIS W25 Exploring Bioinformatics.** *R. DeJong, S. Nelesen.* 2:00 p.m. to 5:00 p.m.

**IDIS W61 Int'l Missions Computing/Accounting.** Course dates: January 4-24. Fee: \$1882. *V. Norman.* Off campus.

**IDIS W64 Creating Smartphone Apps.** *K. Vander Linden.* 2:00 p.m. to 5:00 p.m.

## Developing a Christian Mind (DCM)

Developing a Christian Mind (DCM) is a first-year core course that introduces students to the central intellectual project of Calvin College, the development of a Christian worldview, and a faith-based engagement with culture. All DCM sections include common readings and plenary lectures, which sketch out the broad contours. Each section then works out the implications of a Christian frame of reference in relation to an issue of contemporary relevance. Student evaluation is based on classroom participation, quizzes on the readings and lectures, writing assignments or presentations, and a final exam.

**IDIS 150 01 DCM: Eugenics & Personal Genomics.** Eugenics – the self-direction of human evolution through the promotion of desirable traits and the elimination of undesirable traits – is the topic of this hybrid on/off campus DCM course. While eugenics is a philosophy we most commonly associate with Hitler and Nazi Germany, few are aware of the eugenics programs that were vigorously promoted by prestigious institutions, notable political leaders, and pastors in the United States well before Hitler. Would it surprise you to know that tens of thousands of people were sterilized during the American eugenics movement? For obvious reasons, after WWII eugenics programs and their support fell into disfavor. However, the sequencing of the human genome coupled with advanced technology has again made directed modification of the human species probable, with seemingly good intentions. However, is the genetic modification or selection of embryo's to prevent disorders an acceptable form of “treatment,” rather than drug therapies and surgical procedures used today? Is the unprecedented accessibility to data from your own personal genome (90 diseases and traits for as little as \$400) leading us again down the slippery slope of hatred, discrimination, and devaluation of subsets of humanity similar to the old eugenics movement? Using readings, class discussions, and visits to key historical sites in the eugenics movement (including Cold Spring Harbor Laboratories, Ellis Island, and the United States Holocaust Memorial Museum), this course will evaluate the rise of eugenics, its original hopes, subsequent fall, and re-invigoration in the genomic era. Students will learn to recognize eugenics in all of its forms, and will evaluate its implications in political, socio-economic, moral, and religious contexts. ~~Students will spend approximately one week in New York and Washington, D.C.~~ Students will be graded on the basis of class participation/activities, blogs and reflection essays, an exam, and a course paper. ~~Fee: \$1500.~~ **NOW offered ON-campus.** *J. Wertz, A. Wilsterman.* 8:30 a.m. to noon.

**IDIS 150 38 DCM: Eugenics & Personal Genomics.** The self-direction of human evolution through the promotion of desirable traits and the elimination of undesirable traits is a philosophy we most commonly associate with Hitler and Nazi Germany. Would it surprise you to know that eugenics programs, including mandatory sterilizations were vigorously promoted in the United States well before Hitler by prestigious institutions such as the Carnegie Institute and the Rockefeller Foundation, and by notable persons such as H.G. Wells, Theodore Roosevelt, J.H. Kellogg, and Woodrow Wilson? Would it surprise you to know that the American eugenics movement, American funding and American technology promoted Hitler’s human extermination program? For obvious reasons, after WWII eugenics programs and their support fell into disfavor. However, the sequencing of the human genome coupled with advanced technology has again made directed modification of the human species probable, with seemingly good

intentions. However, is the genetic modification or selection of embryo's to prevent disorders an acceptable form of "treatment," rather than drug therapies and surgical procedures used today? Is the unprecedented accessibility to data from your own personal genome (90 diseases and traits for as little as \$400) leading us again down the slippery slope of hatred, discrimination, and devaluation of subsets of humanity similar to the old eugenics movement? What decisions go into obtaining and interpreting this genetic information, who should have access to it, and what values should guide our use of it? This course will evaluate the rise of eugenics, its original hopes, subsequent fall, and re-invigoration in the genomic era. Students will learn to recognize eugenics in all of its forms, both past and present, and will evaluate its implications in political, socio-economic, moral, and religious contexts. Students will be graded on the basis of class participation/activities, blogs and reflection essays, an exam, and a course paper. *S. Nelesen & R. deJong*. 8:30 a.m. to noon.

**IDIS 150 02 DCM: Global Hunger: Issues of Food Security and Sustainability.** In this course students identify the root causes of global hunger and its linkage with environmental health, economic health, and social justice issues. By developing a clearer understanding of where our food comes from, students evaluate the sustainability of our current food system on environmental, nutritional, and social health. Factors considered in local context include land and water resource use, pesticides and chemicals, biotechnology, organics, farmer markets and community-supported agriculture. The local context, once fully informed, is applied to the global environment. Having understood the current global situation from environmental, economic and social justice points-of-view, students can then investigate ways in which they can serve as intentional and effective agents of redemption today and in the development of their vocational plans. This course examines how our perspectives influence our perceptions and understanding of world hunger issues. Students examine how the causes of world hunger are deeply rooted in our understanding of the nature of human beings, the meaning of creation, and the relationship of human beings to their environment. Students also consider how our understanding of the norms of justice and how a biblical concept of justice applies to the worldwide distribution and availability of our daily bread. *U. Zylstra*. 8:30 a.m. to noon.

**IDIS 150 03 DCM: Christian Practices in Business.** Is business inherently evil, a sphere of activity that worships money, dehumanizes people, and destroys the earth? Or through God's grace can it be an avenue of redemptive activity, one into which the faithful are called to do His work? If the second, how do faithful men and women serve God in business? This is a daunting question. We address these questions in this course by examining Christian beliefs and practices to seek to understand how they may lead to faithful business practices. Students will develop their own understanding of how Christian practices can influence business practices based on observations, lectures, and readings. Evaluation will in part be based on reflection papers, cases, a project and a final exam. *T. Cioffi, P. Snyder*. 8:30 a.m. to noon.

**IDIS 150 04 DCM: Leadership & Character - Why?** "...becoming a leader is synonymous with becoming yourself. It's precisely that simple, and it's also difficult. So let's get started." (Warren Bennis). There is a lot of talk about "character" but what does it actually mean and how can we relate it to the world in which we live, learn, and work? The Christian life we lead is in the present - but God also redeems our past and has plans for our future. If we are to understand

this Christian life, with its responsibilities and particular callings, we must start by understanding ourselves - in Christ. Our character is a complex interaction between God's 'wiring' of our bodies and background, the contributions others make to our life, and our unique participation in co-writing our story with God. Leadership first rests on character and the importance of ethics and authenticity. In business, and in life, you can't lead others if you can't lead yourself. Students will explore the scriptural basis and foundation for Christian "character" and "virtue". "Who" we are is critical in dictating our moment by moment actions and the impact we have on others. Following the study of current virtue taxonomies (NT Wright, and others), students will prepare and present an analysis of a current or historical figure of interest. Students will also explore their own Core Identity – starting with purpose and calling (using writings by authors such as L. Hardy and O. Guinness). Students will also use new assessment tools and processes. The course will culminate with the development of a Core Identity statement consisting of: Virtues, Values, Passions, Spiritual Gifts, Strengths, Competencies (knowledge, skills, abilities, and personality), and their Story. Evaluation will be based on written reflections on assigned topics, an in-class presentation, class participation, and an integrative paper that includes their Core Identity statement. *B. Cawley*. 8:30 a.m. to noon.

**IDIS 150 05 DCM: Having Faith in the Theatre.** Students engage with key issues of our faith and culture. These issues include questioning our own sense of truth, the meaning of human suffering, death and dying, longing for fulfilling relationships, abuse and power, racism and sexism, and the struggle of human existence. Through a thoughtful and careful study of contemporary plays such as “Doubt,” “August/Osage County,” Next to Normal,” and other works currently running on the worldwide stage, students delve into the meaning of a Christian’s role in contemporary life. Students read six plays (also viewed on film and in the theatre if possible), keep a daily journal on their reading, give a critical presentation on one of the plays, write an integrative essay, and take a final exam. *S. Sandberg*. 8:30 a.m. to noon.

**IDIS 150 06 DCM: Non-profit Issues & Challenges.** Grand Rapids has many non-profit agencies dedicated to helping people in various ways. This course explores what it takes to find a career in non-profit work, and what leadership qualities non-profit agencies need. Through course lectures and discussions, and through the use of the course textbook, Forces for Good: The Six Practices of High-Impact Non-Profits, students gain an awareness of the local non-profit network, as well as an understanding of non-profit leadership issues. Students also engage in self-assessment for potential work in the non-profit arena. Evaluation is based on daily journal entries and participation in book discussion sessions. *M. Fackler*. 8:30 a.m. to noon.

**IDIS 150 07 DCM: Theatre, Faith & Identity.** Theatre is “the stuff” of human behavior and human interaction. Theatre allows students to see characters striving to make a life in this world and sometimes failing. Students see that a character from centuries past, from a continent away, from a culture unlike our own, is much like ourselves: human, fallible and broken searching, for meaning and identity—searching for God. Theatre breaks down barriers by allowing students to understand that all people fail, laugh at human foolishness, and weep with characters that are undone by circumstance. This course examines several plays that highlight how theatre helps mankind to understand identity and faith and Christian practices of testimony, discernment and hospitality. *D. Freeberg*. 8:30 a.m. to noon.

**IDIS 150 08 DCM: Sustainability and Worldviews.** Global environmental issues related to creating a sustainable future generate much debate in the public media, among policy-makers, and even on a personal level. What shapes our view of the natural environment and how do these views affect our response to environmental issues? The course examines how different worldviews play out in human interaction with the created world. In particular students study modern, post-modern, and some explicitly Christian worldviews with respect to our relationship to the natural world. Drawing on the Biblical themes of creation, fall, redemption, and sanctification and their implications for environmental stewardship, this course seeks to cultivate a mature Christian response to environmental issues, especially as these come to expression in issues related to the sustainability of modern civilization. Global issues relevant to the sustainability of human society include climate change, energy supply, biotic carrying capacity, environmental pollution, the carbon cycle, biodiversity, water resources. The course will feature videos, guest lectures, professorial presentations, discussion, and student presentations. Assessment will be based on attendance, quizzes on reading assignments, class tests, writing assignments, class participation, a project report, and final exam. *H. Fynewever, K. Piers.* 2:00 p.m. to 5:00 p.m.

**IDIS 150 09 DCM: Two Kingdoms: Homer, Augustine and Christian Faith.** This course features selections from Homer's Iliad and Odyssey as well as Augustine's City of God. Through careful reading, extensive classroom discussion, and short student papers and presentations, the course will seek to examine the first, and arguably most robust and compelling, account of the earthly city in the Western tradition, namely Homer's tragic vision of a world in war and peace. We will then look at Augustine's attempt to delineate the two kingdoms by their respective loves and ends. Foundational questions of the course will include: What is the nature of human excellence (arête)? Does this excellence vary from person to person or is it uniform? What obligations does the human being who seeks such excellence have to self, others, and God? What resources are there within the Reformed confessions, relying as they do on Augustinian anthropology and soteriology, for answering these questions? *D. Noe.* 2:00 p.m. to 5:00 p.m.

**IDIS 150 10 DCM: Practices of Christian Pilgrimage.** Life is full of noises, hurry, busyness, crowds and of frustrations, fears, resentments and worries, too. Each of these—and a thousand other static noises—tend to distract a person. They can lure one away from the path of careful Christian obedience—from living with careful Christian focus and purpose. How then, amid these discordancies and distractions, to learn to slow down and to 'let life's blessings catch up'? How daily to cultivate awe and delight? Jesus invites his would-be followers to walk attentively—daily to train their eyes to see and their ears to hear God amid the fine-print details of their circumstances. He wants them to grow, as He did, in faith, hope and love. And in deep wonder, too. This course shall explore the several Christian 'practices of the heart' which generation upon generation of Christians have commended as useful for learning to live with, like & for Jesus. Students will read and reflect together upon a number of (classic and contemporary) Christian treatises. The course will include a pilgrimage into the deliberate rhythms of monastic Christian community at the Abbey of Gethsemani in Trappist, Kentucky. Students will be given opportunity to report on this "journey into solitude" at the 2012 Calvin Symposium on Christian Worship. Fee: \$500. *D. Cooper, D. Kelderman.* 8:30 a.m. to noon.

**IDIS 150 11 DCM: Capitalism.** First, this course offers an introduction to the way economists think about market-based economic systems, including the institutional foundations of well-functioning market economies. Second, it examines major Christian and secular critiques and defenses of market economies, including both moral and practical arguments. Students interact with these arguments and use them to discuss questions related to major policy disputes. Should we support international trade & globalization? How strictly should we regulate financial institutions? How much wealth should we redistribute? Additionally, the class focuses on questions of individual participation in market economies given a Reformed Christian worldview. In this vein, students consider their consumption and production choices. Are Christians called to buy Fair Trade? Should we buy primarily locally produced goods? Should a Christian business look different from a secular business? Students are evaluated using exams, writing assignments, and various forms of class participation. *S. McMullen.* 8:30 a.m. to noon.

**IDIS 150 12 DCM: God and Culture.** Have you ever had a puzzling conversation with someone where even though you spoke the same language you could not quite communicate and this led to frustration or misunderstanding? Our ways of communicating, as well as our values, norms, and behaviors are shaped not only by our language, but also by cultural influences. In this course, students deepen their understanding of the cultural influences on their own values, norms, and behaviors as well as on those from other cultures, with a special emphasis on Native American cultures. Lack of cultural awareness can lead to severe problems, from oppression by dominant cultures throughout history to simple cultural misunderstandings that impede communication in international relations today. At a national level, this can lead to human suffering. At an individual level, lack of cultural awareness can result in lost opportunities to grow from encounters with those different from us. Throughout the course students read, discuss, and listen to a variety of speakers and insights. The learning objectives include a heightened awareness of how cultural contexts and faith traditions impact human relationships; a deeper understanding of how the Reformed tradition of Christianity relates to other faith traditions; and increased listening and conflict resolution skills. Evaluation will be based on written papers, oral presentations, and thoughtful discussion. *B. Haney.* 2:00 p.m. to 5:00 p.m.

**IDIS 150 13 DCM: Pop Culture in the Empire.** The word "empire" refers to a complex reality that is referenced throughout Scripture and has significant implications for daily faithfulness in today's world. This course uses *Colossians Remixed* (Brian Walsh & Sylvia Keesmaat) and additional resources to help define empire and the role of fully awake Christians living in the empire. Popular culture is explored in a very broad sense, with particular reference to food, fashion, shopping, advertising, television, film and music. The course material interweaves pop culture with theological and philosophical concepts such as truth, storytelling, imagination, hope, modernism and postmodernism. Through reading, film viewing, discussion, guest speakers and special projects, students explore the problem of sin reflected in idolatry, consumerism and power manipulation, but they are also encouraged to find hope in the Kingdom of God, rooted in individual practices and communal rituals. Course evaluation consists of reading responses, group projects, online conversation with other students in the class, as well as a final project that allows students to choose a particular area of pop culture in which to apply the theological framework presented in the course. *K. & R. Vander Giessen-Reitsma.* 2:00 p.m. to 5:00 p.m.

**IDIS 150 14 Dramatic Families: Dreams, Dysfunctions, and Occasional Solutions in Shakespeare and Modern Drama.** This DCM section will study a number of plays featuring families suffering from maladies such as death, abandonment, and betrayal; these same families have members who each have their own dreams, desires, and aspirations. We will ask questions such as these: How do these families differ from what might be considered God’s design for families? What has brought about these problematic situations? How do characters’ dreams seek to rise above the dysfunction? How are they the cause of it? How is redemptive hope present (or absent) in the different families? How is all of this relevant to our own lives? How can the study of such material glorify God, draw us closer to Him and others as we become increasingly conformed to His image, and help advance His Kingdom? We will study *The Tempest* by William Shakespeare, *A Doll House* by Henrik Ibsen, *The Glass Menagerie* by Tennessee Williams, *Death of a Salesman* by Arthur Miller, and *A Raisin in the Sun* by Lorraine Hansberry. *D. Urban.* 8:30 a.m. to noon.

**IDIS 150 15 DCM: Utopian Literature.** The word “utopia” means both “good place” and “no place,” and utopian literature has traditionally been about places that are too good to exist in the world as we know it. The Garden of Eden is a kind of utopia; the redeemed heaven and earth promised in the Bible is another. In between those utopias, humans have always—and will always—create utopian visions of their own, usually in comparison to the cultures they live in, but also to pose larger questions: What would an ideal world look like? What in human nature prevents our world from looking like that? And wouldn’t one person’s idea of utopia be awfully oppressive or boring to someone else? Students this course arrive at questions like these through class discussion of major utopian works, such as Thomas More’s *Utopia* and George Orwell’s 1984, through short written assignments, and through a creative project. Students will also be evaluated using daily quizzes and an exam. *C. Engbers.* 8:30 a.m. to noon.

**IDIS 150 16 DCM: Called to Serve - Called to Lead.** Through tears of shattered dreams, empty success, cruel injustice, and broken promises, the world cries for a sense of meaning, a sense of hope, and new life. Where are the leaders who can show us a “new land”, a “new beginning”, and a “new hope” for a better tomorrow? Exploring the commands of Jesus, the Biblical message, and Reformed theological insight, the course will examine (in practical terms) two propositions: (1) “Leadership is not simply a question of how can “leaders better serve”, but rather how can “servants better lead” and (2) “Today’s leaders are already in our midst.” Class sessions will incorporate guest speakers, lectures, one-on-one and small group discussions, videos, and readings from Neal Plantinga, Jim Collins, Dietrich Bonhoeffer, and Timothy Keller. Students will be evaluated on the basis of performance during in-class discussion, group work, writing assignments, and final exam. *S. Berg.* 8:30 a.m. to noon.

**IDIS 150 17 DCM: Cooking & Eating in American History.** Eating is something we all have in common: it opens up both our senses and our consciences to our place in the world.” Through films, readings, discussions, cooking, and eating, this course examines how Americans have put food on their tables and consumed that food from the colonial era to the present. Course material draws on cultural studies, gender studies, political theory, environmental studies, and reformed theology, and examines all in historical perspective. Individually and communally, students will learn to articulate how the reformed tradition both fosters and inhibits a moral analysis of historical and contemporary food production and consumption. Specific topics for investigation

include: farming, gardening, processing, industrialization, consumerism, fast food, gender roles, kitchen technology and design, multinational corporations, Jamie Oliver and Alice Waters, and connections between mealtime, civility, and American democracy. Each day, participants will gather around a table to consider food in light of reformed understandings of creation, sin, justice, and shalom, discovering the Christian mind while appreciating that the mind inhabits a body that must be fed. Methods of Evaluation include written reflections and papers, presentations, a take-home exam, and class participation. *K. Du Mez*. 2:00 p.m. to 5:00 p.m.

**IDIS 150 18 DCM: Other Sheep Have I.** This course will examine theological, doctrinal, sociological, and philosophical motivations for African American Christians engaging in African missions work. The objective is to understanding how one group of Christians has approached missionary work as a vocation, and how Christians may have multiple motivations for missionary work. The primary focus will be on African American Protestants and their work in Africa historically Students will be evaluated on the basis of performance during in-class discussion, short-writing assignments, journals, a long essay, group presentations, and a final exam. *E. Washington*. 8:30 a.m. to noon.

**IDIS 150 19 DCM: Coaching Young Athletes.** This course is designed to provide students with knowledge and practical experiences related to coaching young athletes. The focus is on knowledge, skills, strategies, and issues in youth sport. This course aims to develop insight and knowledge for a youth sport leader, primarily in the areas of philosophy, psychology, and pedagogy, and secondarily in physiology and risk management. Cultural norms involved in coaching the young athlete will be critiqued using a Reformed worldview in an attempt to expose the complicated demands of coaching and the necessary tools one should possess in order to be successful in coaching. *J. Bergsma*. 8:30 a.m. to noon.

**IDIS 150 20 DCM: Music, Manipulation & the Mind of God.** This course explores music's power to influence our feelings, thoughts, actions, and beliefs in light of the Christian's call to spiritual freedom and service. We'll hear from filmmakers, psychologists, musicologists, philosophers, theologians, linguists, sociologists, music therapists, church fathers, rock stars, civil rights activists, worship leaders, poets, economists, classical composers, and athletic trainers – all of them taking their best shot at identifying various types of musical power, while suggesting ways we might incorporate them into our lives. Students willing to evaluate their own habits and attitudes regarding music will find plenty to stretch their imagination while encouraging new means of spiritual growth. *D. Fuentes*. 2:00 p.m. to 5:00 p.m.

**IDIS 150 21 DCM: The Music of Joy.** "It is a certain sound of joy without words, the expression of a mind poured forth in joy." For St. Augustine, music—especially wordless singing—is a means through which joy becomes embodied in meaningful sound. This linkage of music and joy is deeply embedded in human culture from antiquity to the present day. And as for St. Augustine, such music is for many the expression of joy rooted in contemplation of God. But music can also trigger a response that is palpably similar to the experience of joy, that might be described as not only expressive of joy but an actual experience of joy itself. In this way it may produce what C. S. Lewis described as a "stab of joy:" an experience that may arise, unlooked-for, at any time and in any circumstances. Such experiences can produce an almost unbearable longing that finds its true object in Jesus Christ alone. Building on key passages in the Old and

New Testaments, the task of this course is to assemble a framework for understanding joy and its relationship to the experience of music. Consideration is given to how joy emerges even in the midst of sorrow, and that the experience of joy can lead to compulsive behaviors and even idolatry. Musical examples include chants by Hildegard of Bingen and the polyphonic organum of the medieval cathedral of Notre Dame in Paris, music by Bach, Mozart, Beethoven and other classical composers, the progressive rock of Yes, the jazz of John Coltrane, and film scores by Howard Shore (*The Lord of the Rings*) and Vangelis Papathanassiou (*Chariots of Fire*). Students will keep a daily journal, write the obligatory DCM integrative paper, and take a final exam. *T. Steele*. 8:30 a.m. to noon.

**IDIS 150 22 DCM: Figuring Yourself Out.** Who are you? Most of us have no clue. The aim of this class is to help students figure themselves out by asking questions. We ask two kinds of questions. On the one hand there are the philosophical and theological questions, the "head questions." So in the first part of the class, before the break each day, we read through *Engaging God's World* and tackle whatever questions the students want to address about prayer, God, evil, free will, etc. But there are also, and centrally to this class, the much more personal "heart questions"; the sorts of questions you need to have answered if you are going to understand you better. The second part of the class each day tackles these questions. This involves lots of quiet journaling (with music!) in response to lots of focused questions, and lots of discussion (also with music!) in pairs, in small groups, and as an entire class. We get to know each other very well. Both inside and outside of class, the students answer some 200 questions about themselves; about every aspect and dimension of their self-conceptions, deep desires and longings, childhood memories, wounds and traumas, relationships with God, thought lives, insecurities, personal philosophies, hopes for the future, etc. Throughout, students are encouraged to locate themes that run throughout their lives and to understand these in the light of the cosmic drama of Creation, Fall, Redemption and Vocation. The final assignment encourages students to synthesize the main messages and themes of their life into a single essay: grades are based on attendance, class investment, daily journals, a large final paper, and the final exam. *D. Herrick*. 2:00 p.m. to 5:00 p.m.

**IDIS 150 23 DCM: Jewish Thought & Culture.** Christianity arose from a Jewish context, but interactions between Jews and Christians have often been strained. The Jewish people have developed traditions that are frequently quite different from those found in Christianity. This course aims to improve students' understanding and appreciation of Jewish thought and culture. Through this process, this course aims to encourage a greater understanding of the Reformed tradition of the Christian faith. We will explore the lives and writings of several important Jewish thinkers. We will also explore creative and artistic works, looking for insight into Jewish culture and Jewish experiences. Evaluation will be based upon class participation, a journal, and a final exam. *D. Billings*. 8:30 a.m. to noon.

**IDIS 150 24 DCM: Christian Perspectives on Politics/Public Policy.** This course focuses on key questions involved with a Christian understanding of and action in the public sphere. These topics include; the purpose of government and Christian attitudes toward government (with special emphasis on comparing Reformed perspectives to other Christian and other religious perspectives), civil religion and its dangers (with special reference to the United States), church-state separation/interaction issues, mixing biblical readings and public policy is an

advantage. The main objective is to encourage intelligent, critical, and humble Christian reflection on and engagement in political and public policy issues. Objectives will be achieved through lectures, critical reading of texts (accessible yet thoughtful articles on each topic), class visits by political practitioners, classroom simulations, classroom debates, videos, and movies. Evaluation will be in regular quizzes, grading of writing assignments, and evaluation of classroom participation and preparation. *D. Koopman*. 8:30 a.m. to noon.

**IDIS 150 25 DCM: Human Nature.** Does the Bible or religion have anything to say to Psychological Science? This course suggests that psychological issues have been contemplated throughout history. Issues such as mind and body, emotional disorders, child development, and social interactions have been addressed by many religious traditions. Students will review some of the basic topics of current psychological science. Each area will be followed by an exploration of what people – particularly as found in the Bible - have historically understood about these issues. Discussions will focus on the contrasts and similarities between each perspective. Considerable weight will be given to appropriate ways to understand biblical passages, theological interpretations and modern psychological theories. Discussions will also focus on ways to develop a coherent approach to resolve apparent conflicts or to benefit from each perspective. Students will lead many of the discussions and there will be several small group presentations and discussion sessions. *S. da Silva*. 8:30 a.m. to noon.

**IDIS 150 26 DCM: Psychological Perspectives on Humor.** Humor is an integral part of the human experience, yet we rarely talk about it in academic settings. This course explores the many facets of humor, including a growing body of psychological research on why humor exists, and how it impacts our daily lives. The course follows three themes: 1) Why were we created to have humor? 2) How and why has humor been distorted and sometimes causes harm? 3) How can we be discerning with humor and use humor in the way it was intended? Specific topics include, psychological theories of humor (including recent evolutionary accounts), Biblical portraits of humor, the way our brains process humor (including brain conditions where humor comprehension is diminished), how humor develops in children, adolescents and emerging adults, social and psychological effects of humor (i.e., dark humor, humor that stereotypes, etc.), and the social and psychological benefits of humor. Considerable class time is devoted to critiquing and discussing examples of humor (e.g., comedy routines, movies, literature, sarcasm, jokes, etc.). In addition to exams, students are evaluated through group projects that observe the occurrence of humor in a particular setting - using themes learned during the course. *L. DeHaan, D. Tellinghuisen*. 8:30 a.m. to noon.

**IDIS 150 27 DCM: Interpersonal Relations.** Students investigate the psychology of interpersonal relationships, particularly one-to-one relationships, by examining their initiation, development, and patterns of interactions. Discussion includes topics such as roles, motives, aspirations, expectations, communication, self-disclosure, and resolution of problems. Classes consist of lectures, small-group discussions, analysis of case studies, films, and videotapes. The initiation, breaking, and restoration of relationships is an example of the creation/fall/redemption theme that will be developed in this course. Evaluation is based upon daily written assignments, daily attendance, analysis of case studies, a book-based paper, class participation, and a final test. *A. Shoemaker*. 2:00 p.m. to 5:00 p.m.

**IDIS 150 28 DCM: Animals, Angels, A.I.** This class explores the distinctiveness of human beings as created in the image of God and the nature of human rationality in relation to other non-human creatures marked by some form of intelligence: animals, angels, and artificial intelligences. Focusing on human intelligence in comparison to non-human intelligence will help highlight the strengths and shortcomings of limiting our notion of imago dei and human uniqueness to rationality. By examining the nature of non-human intelligences and how human beings relate to creatures with such intelligences, the class addresses the questions “What does it mean to be human?” “What is ‘intelligence’?” “How should we understand and respect the integrity of the non-human?” “How should human beings interact with the non-human?” “What relationships do non-human creatures have with each other and with God?” Textbooks, essays, short stories, and films serve as materials to engage the topic. Students keep a daily journal recording comments, questions, and insights arising from these materials. Class time involves lecture and discussion. Students write three essays, take quizzes, and write a final exam. *B. Madison.* 8:30 a.m. to noon.

**IDIS 150 29 DCM: The Scandal of the Incarnation.** This section is designed for students who wish to explore in greater theological depth various readings of the familiar “Creation-Fall-Redemption” paradigm so frequently employed at Calvin College in discussions of its educational mission and its Reformed worldview. In particular, we will strive for greater theological insight through a study of the Incarnation of the Son of God and the implications that doctrine might have for Calvin’s paradigm. Readings will be from St. Irenaeus, the 2nd century Church Father who first clearly articulated the Church’s response to the growing anti-creational and anti-incarnational threat of Gnosticism. Implications for the contemporary setting of Christians and Christian churches in American society will be discussed. Students will learn basic theological concepts and vocabulary and learn how to express them coherently in written and spoken form. Students will be evaluated with quizzes, exams, papers, and discussions. *A. Griffioen.* 8:30 a.m. to noon.

**IDIS 150 30 DCM: World Christianity: Christ of the China Road.** Some say that by the end of the 21st century, China will be largely Christian. How is Christ received by Chinese people accustomed to Confucian, Daoist, and Buddhist traditions? How do indigenization and syncretism differ? What are the main doctrinal characteristics of the indigenous Chinese Church? What are Chinese “cultural” Christians? What are Chinese “house” churches? What is the relationship of the Christian church to Chinese government? To universities? To seminaries? What are six important ways in which CRC Christians are engaged in China today? How will Christian faith continue to grow and deepen in China in the future? Through readings, art, short videos, feature-length films, and class discussion, students will learn 1) about indigenous Chinese religious traditions, 2) good Christian mission, and 3) the history of Christian faith in China, with a focus on the post-1949 Christian church in China. Students will also integrate what they learn about Christ on the China Road with Reformed narrative theology: creation, fall, redemption, renewal/restoration. Students will also learn how to do good sentence outlines. Students are required to do daily outlines of readings, take daily quizzes on all the readings, participate daily in class discussion, participate in one team presentation, write one carefully constructed integrative essay with sentence outline, and take one final exam. Students will receive a letter grade (A-F) for all daily outlines, quizzes, team presentation,

integrative essay, and final exam, Through this very structured course students work hard and enjoy how much they learn! *D. Obenchain*. 2:00 p.m. to 5:00 p.m.

**IDIS 150 31 DCM: Living the Psalms.** This particular “Developing a Christian Mind” course focuses on God’s world through the eyes of the biblical psalms. It entails a history of the Book of Psalms, and study of the common genre of psalms (lament, praise, thanksgiving, and psalms for wisdom teaching or festival use), their spiritual and literary qualities, and their use in personal and corporate worship. The themes of Plantinga’s *Engaging God’s World* (creation-fall-redemption-vocation-kingdom-consummation) will be explored in specific psalms by the instructor and by students in their presentations, so that there will be interaction between the psalms and the Christian world-and-life perspectives that are central to the mission of Calvin College. The course requires an oral presentation, written work, group discussion, and tests. *B. Polman*. 2:00 p.m. to 5:00 p.m.

**IDIS 150 32 DCM: Music as Therapy in Everyday Life.** Think of the myriad ways one engages with music through the course of a day. What needs in our lives does music fulfill? What needs in the world can be addressed by music? This course will explore the ways in which music can impact our lives, transforming us and reflecting God’s redemption of the world. Through readings from contemporary musicology and the social sciences, films, and a variety of musical styles, students will explore the questions, 1) What is music? 2) How does music make us human? And 3) How might different musical forms and practices contribute to the healing of a broken world? The field of music therapy will be looked at as a “case example” of themes and concepts discussed. No formal music training is required, though students will have the opportunity to participate in group music-making experiences. Evaluation will be based on participation, reading responses, journal entries, oral presentations, and a final exam. *E. Epp*. 2:00 p.m. to 5:00 p.m.

**IDIS 150 33 DCM: The Church in the 21st Century.** The local Christian church is changing rapidly. Shifts in worship style, music, the visual arts, and the role of lay leadership are only a few of the elements driving these changes. Others are asking, “What does a biblically functioning church look like?” And, “What is the role of the local church in the Kingdom of God?” Still deeper, many Christians are questioning the necessity of the institutional church. These questions are compounded by a North American society that is becoming rapidly more secular, pluralistic, and materialistic. Local churches must be ready to respond and speak clearly to these and other issues. This course will challenge students to think about their individual roles within the local church, and to think carefully about the nature and mission of the local church within a broad Kingdom context. Students will be required to attend local church worship services each Sunday (and one Saturday evening) of Interim. *R. S. Greenway*. 2:00 p.m. to 5:00 p.m.

**IDIS 150 34 DCM: Catholic Reformers & the Hispanic Spiritual Tradition.** As Christians, we are called to sharpen our understandings of our own practices and points of view through hospitable but critical analysis of other peoples and cultures. This course will do that by closely investigating the founders and legacy of one of the principal rivals of the Protestant Reformation from which Calvin College takes its bearings—the Catholic Reformation of the 16th and 17th centuries. We will engage with such spiritual giants as Saint Ignatius of Loyola and Saint Teresa

of Avila as they explore the interconnections of spiritual devotion, faith and doctrine. We will also investigate through text and film how heirs of the Catholic Reformation throughout the centuries have dealt with issues of high import at Calvin College today. For example, we will study how the Spanish Enlightenment priest Jerónimo de Feijoo handled the intersection of faith and "science," and we will use the Hollywood hit film *Romero* and Guatemala-centered documentary *Reparando* to explore Christianity's counter-cultural mission, its calling to pursue political and social justice as this resonates both on the current Latin American scene and with the idea of Kingdom consummation in Cornelius Plantinga's DCM text, *Engaging God's World*. Join this course to see where, why, and how Catholic reformers and their inheritors might converge with or separate from Calvinists on important matters of theology, faith and spiritual practice. In the process, be enriched in your understanding of the religious background and spiritual perspectives of your Hispanic neighbors in North America. Course and readings will be offered in English with some optional original texts for those who read Spanish. *A. Tigchelaar*.

**IDIS 150 35 DCM: The Gospel According to Oprah: Religion, Media, & Contemporary Female Authority.** Oprah Winfrey has been described as the "media messiah for a secular age." Through her daily television program, magazine, and cable network, Oprah has successfully used the mass media to present messages about morality that reflect – and occasionally challenge – popular culture. This course is a critical exploration of Oprah and her ideas, and of how a single black woman became arguably the most influential person of our time. Comparisons to other figures will be made wherever appropriate, in an attempt to understand the (gendered) role of cultural authority in postmodern society. *M. Hughes*. 2:00 p.m. to 5:00 p.m.

**IDIS 150 36 DCM: Multi-Sensory Worship.** As they critically examine the formal elements of art and popular culture, students are led in the study of aesthetic principles governing the creation of ministry and fellowship aids, then challenged to apply those principles in collaborative design projects which may include, power point, video, website design, worship bulletins, cooking, painting, photography, aromatherapy, and architecture. *B. Fuller*. 8:30 a.m. to noon.

**IDIS 150 38 DCM: Eugenics& Personal Genomics**, *S. Nelesen & R. deJong*. 8:30 a.m. to noon.

**IDIS 150 39 DCM: God Rested - Why Can't You?** Living in a life of a 24/7 world, the notion of rest may come to our mind as an anachronism, a fantasy, or simply unimaginable. While we are created to worship God and rest in Him, we tend to worship our work, and rest in ourselves. These distortions affect our perceptions of ourselves, our relationships with others, and most importantly, our relationship with God. We may wonder, "Do I realize life while I live it, every, every minute?" This class will examine some of the personal and socio-cultural forces that drive us toward living restless life. In addition, this class will assist in developing a new perspective that will help rediscover leisure, work and rest. Assessments will include quizzes and a personal plan for leisure project. *Y. Lee*. 8:30 a.m. to noon.

## **Dutch**

**DUTC W10 Introduction to Dutch (1).** This course intends to offer an introduction to the comprehension and use of spoken and written Dutch as well as exposure to the people and culture of the Netherlands. The course will acquaint students with elementary language functions. The objectives are that students learn to give and receive appropriate greetings; to express information about themselves, their families, and their environment. Students will also learn to use essential vocabulary to express gratitude for help and hospitality. They will acquire a basic cultural knowledge and a skill set for navigating the social and geographical terrain of the urban area in which they will live. Daily homework and quizzes and periodic tests will assess and evaluate student learning. This course is intended as a prerequisite for students who will go on Calvin's Semester in the Netherlands Off-campus Program at the VU University Amsterdam. *H. DeVries*. 7:00 p.m. to 9:00 p.m.

## Economics

**ECON W80 Globalization: the New World Economy.** Many people believe that globalization, the spread of international trade and investment, is the key to a new economy, with low unemployment and inflation, and growing productivity and income. But there are important critics who believe that the global economy leads to declining labor standards and wages, increased environmental degradation, and dangerous financial instability. Students in this course will read and report on a variety of economic commentary on globalization, learning to discuss articulately the arguments for various positions. Evaluation is based on oral book reports, participation in class discussion, and a written essay exam. This course may fulfill an elective in the economics major. Prerequisite: one course in Economics. *J. Tiemstra.* 2:00 p.m. to 5:00 p.m.

**ECON W81 Institutional Economic Analysis of Discrimination.** In many less developed countries (LDCs), certain inherited beliefs, traditions, taboos, customs, and myths continue to play significant roles in marginalizing the poor, (e.g., minority groups, and women) by limiting their capabilities, participation, and effective representation in many spheres of life. Accepting, ignoring, or failing to challenge these discriminating informal institutions can diminish or nullify the effectiveness of proposed interventions, despite the positive intentions of such interventions. This course utilizes 'new institutional economic analysis' which opens up a genuinely interdisciplinary discussion involving political science, religion, sociology, and psychology, as well as economics. This framework is used to investigate the formal and informal institutions that embody societal reward and penalty systems that play crucial roles in spreading or eradicating the practice of modern-day slavery in many countries. The course uses case studies from different LDCs to highlight the specific factors and dynamics that create such fallen institutions as modern-day slavery, Dowry systems, female genital mutilation, domestic violence, discriminating personal status laws, Dowry burning, and honor killing. The course also proposes solutions and intervention schemes from a Christian perspective to redeem the victims and end these and other practices that violate human rights. In the end, solutions should empower the victims to attain greater capabilities, representation, and participation in various spheres of life in LDCs. This course is designed for students interested in economics, gender studies, history, international development studies, and political science. Students will be evaluated based on attendance, class participation, journals, quizzes, presentations, a course project and a final exam. This course may fulfill an elective in the Economics major/minor. Prerequisite: ECON 221. *A. Abadeer.* 2:00 p.m. to 5:00 p.m.

**IDIS W10 Glaciers, the Outback and the Great Barrier Reef.** Course dates: January 4-24. Fee: \$5700. *C. Blankespoor, S. Vander Linde, A. Warners.* Off campus.

**IDIS W12 Business and Culture in Brazil.** Course Dates: January 4-25. Fee: \$5300. *R. Eames, E. Van Der Heide.* Off campus.

**IDIS W50 NGOs and Grassroots Development – The Salvation of the Global South?** *T. Kuperus.* 8:30 a.m. to noon.

## **Education**

[IDIS W26 The Beatles, U2, and you, too.](#) R. Keeley. 8:30 a.m. to noon.

## English

**ENGL W10 Spirituals and the Blues.** This course presents a study of the spirituals and the blues, analyzing their common origins in American slavery and the historic divide between sacred and secular music in African American culture. Whereas blues singers were often condemned for singing “the devil’s music,” James Cone, in his seminal book, *The Spirituals and the Blues*, argues in contrast that the blues should be interpreted as “secular spirituals.” Students will read descriptions of the spirituals and blues written by influential African American authors, including Frederick Douglass,

W.E.B. DuBois, Zora Neale Hurston, Richard Wright, and Ralph Ellison. Students listen to and analyze lyrics from spirituals and blues music in order to evaluate the validity of Cone’s thesis. Requirements include an oral presentation, that is, an “ethnomusical” biography of an important blues musician. Students also take a final exam, which asks them to develop their own analysis of the relationship between the spirituals and the blues, the sacred and secular music of African American culture. *B. Ingrassia*. 2:00 p.m. to 5:00 p.m.

**ENGL W40 New England Saints.** In the mid-nineteenth century, a group of New England writers created a body of literature dealing with significant religious, philosophical, and artistic questions that challenged conventional understandings of the world. This course deals with these authors and their questions, grappling with the way their writing and their lives challenge contemporary Christians. It studies Hawthorne and his reaction to the Puritan tradition, the transcendentalists and their uneasy union of philosophy and literature, and the Romantics and their departure from Emerson. After three days of on-campus classes, and after reading Emerson, Thoreau, Dickinson, Alcott, Longfellow, Whittier, Hawthorne, and Bradford, the group travels to a living history museum in Maine to enter the period, and then to Concord, for on-site discovery, examination, and discussion with local academics and historians. The class remains in New England for 2 ½ weeks, visiting Salem, Cape Cod and Plymouth, Lowell, Boston, Amherst, and Springfield. The objective in each case is to unite the students’ reading, their experience on site, and their own wrestling with what it means to be a Christian writer, artist, and thinker. This course may fulfill an elective in the writing major, the literature major, the English secondary and elementary education majors and the language arts major. Course dates: January 4-24. Fee: \$1995. *N. Hull, G. Schmidt, W. Vande Kopple*. Off campus.

**ENGL W41 Dialects & Disney.** Villainous voices? The hero, the sidekick, and the maiden in distress...what do their voices tell us? Children’s movies rely heavily on the use of accent and dialect to create memorable characters and often communicate dominant beliefs about speakers from particular language groups. This course investigates the sociolinguistic implications of the stylistic deployment of dialect in voicing characters in animated films directed toward children. Students will learn phonological bases of accented Englishes and syntactic and phonological structure of specific American dialects including Chicano English, Appalachian English, and African American English. In addition to exploring linguistic detail of these varieties, students will learn to analyze linguistic features presented in children’s films and evaluate the social import of linguistic features. Student evaluation will be based on brief exploratory essays, class participation, and a final project. Each student will also prepare one class presentation. This class may fulfill an elective in the English major, the Linguistics major, the ESL minor, or the English minor. *A. Kortenhoven*. 8:30 a.m. to noon.

**CANCELED ENGL W42 Multi-media Story Telling.** This course explores multimedia storytelling and journalism. Students combine writing, photography, graphics, and video to produce interactive feature stories and non-fiction pieces. Students work on several individual and collaborative projects, doing library/field research, interviewing sources, shooting pictures, writing and editing text, as well as experimenting with graphic design and website production. Student evaluation is based on class participation and on successful completion of assigned projects. This course may fulfill an elective in the Writing major/minor, Literature major, Journalism minor, Secondary Education major, ESL minor, and Language Arts major. *D. Hettinga.* 8:30 a.m. to noon.

**CANCELED ENGL W43 Human Creativity & the Literary Arts.** This course is designed for, but not limited to, writers interested in exploring the creative process as well as looking for inspiration for their art. Throughout the course, students investigate answers to a variety of questions: What is the source of human creativity and how do writers tap into it? What can be learned from pioneers in and outside the literary arts—their methods, their studios, their habits of thought? What does creativity have to do with godliness? The primary text for the course is Peter Turchi's *Maps of the Imagination: The Writer as Cartographer*, but students watch and discuss documentaries of various artists reflecting on their art—architects such as Frank Gehry, musicians such as Les Paul, photographers such as Annie Liebovitz, and others. The course approaches creativity in a multi-sensory, multimedia way. Class periods not only provide opportunities for the mind to roam in conversation but also hands-on exercises, mini field trips, and invitations to play. Throughout the course, students reflect, dabble, scheme, and dream in a sketchbook—blank pages for their observations, questions, and creative responses, including the rough beginnings of stories, poems, or compositions. Students will be evaluated on the quality of the sketchbooks (25 page minimum) and a short reflection paper on the creative process (4 page minimum), as well as their level of engagement with the assigned readings and class activities. The ultimate goal, then, is that the course will serve as a hothouse for student creativity. This course may count as an elective in the Writing minor. *L. Klatt.* 8:30 a.m. to noon.

**ENGL W44 Vampire Literature.** This course challenges the claim that the current interest in vampires is a “recent” one. In fact, great interest in vampires has bubbled up at several points in history, and it will be the task of the class to determine how these responses have been similar or unique. We will proceed by examining the development of the vampire mythos in England and Europe, and our texts will include vampire stories from the 18th, 19th, and 20th centuries, including, of course, *Dracula*. We will read these texts in the context of their reception by original audiences and try to determine if those responses are comparable to those by audiences of today. We will also examine a couple of “vampire epidemics” that occurred in the 18th and 19th centuries. Newspapers at both times diligently reported on what was thought to be sudden plagues of vampires in their communities and we will consider what features of those cultures might explain the “appearance” of vampires. Our exploration of the history of vampire literature will also cause us to ask more fundamental questions such as “What characteristics does a creature need to possess in order to be considered a vampire?” and “Are the *Twilight* films and *The Vampire Diaries* TV series actually vampire stories?” Students will read a collection of vampire literature from various genres and watch several films. Evaluation will be based on a one-page response paper for each of the readings. This course may fulfill an elective in the English majors. *J. Williams.* 8:30 a.m. to noon.

**ENGL W45 Native American Literature.** This course will focus on oral traditions and the narrative, prose, and poetry of Native (North) Americans. Students will learn of the richness and diversity of various American Indian peoples, traditions, and beliefs as well as similarities in themes and storytelling styles. The literature will be examined in relation to the values (including Christian) and “history” of dominant Anglo culture, which the voices of the authors resist, affirm, and/or illuminate. Students will thereby better understand American literature and history and the role Christianity played and continues to play in Native American identity. Readings will include, among others, the writings of Occum, Appess, Zitkala-Sa, Waters, Momaday, Erdrich, Harjo, Alexie, and Silko. Evaluation will be based on quizzes and worksheets, a group presentation, and a critical paper. This course may fulfill an elective in the English majors. *L. Naranjo-Huebl*. 2:00 p.m. to 5:00 p.m.

**ENGL W46 Twice Told Tales.** There are some stories, it seems, that we all “know” whether or not we have read them. For instance: even those who have never read *The Scarlet Letter* know the “A” is for adultery, just as people who have never opened a Bible could tell you that Jesus’ first basinet was a manger. Often, though, our collective familiarity with these stories keeps us from really knowing them. This class, then, offers students a chance to encounter anew some of the stories most familiar to us (including fairytales, Biblical narratives, and *The Scarlet Letter*) by studying retellings of those stories in literature and film. Evaluation will be based on written responses to the texts assigned and will also craft their own retellings of a familiar narrative. This course may fulfill an elective in the English majors. *J. Holberg, J. Zwart*. 8:30 a.m. to noon.

**ENGL W47 Finding God in the Movies: Kieslowski & Malick.** This course will look closely at the work of two “giants” in the domain of religion and film, particularly the work of the great Polish filmmaker Krzysztof Kieslowski (1941-96) and contemporary American writer-director Terrence Malick (b. 1943). Both filmmakers have deeply invested themselves through the length of their careers in the challenge of exploring religious belief and the nature of God. Although Hollywood and film generally are usually seen as bastions of gleeful secularism, these two writer-directors have produced an extraordinary body of film that is religiously acute and moving. The course will look at the sorts of religious statements these films make and how they go about making them, concentrating on the interrelation between means and “message.” The course will begin by asking the question of what makes a film religious, and then move on to consider the drama of religious experience in the journey from darkness to light, from despair to hope, and from tragedy to comedy. We will also reflect on the nature of audience response and the legitimacy of oft-drawn distinctions between religious film and Christian film. As much as possible the course will follow a seminar format. Recent viewing of all films in the course is a requirement. Class sessions will include the viewing of films and discussion, including some time for professor lecture on filmmakers and meanings, though this is kept to minimum. Students will be responsible for viewing the films and reading analysis of written critical texts. The course is rather intensive, examining some fourteen films in as many sessions. It should also be noted that a number of the films in the course are R-rated and often dark in their estimate of human life. The viewing list will include such films as *Kieslowski’s Blind Chance, Decalogue, Three Colors*, and *Heaven* and Malick’s *Badlands, Days of Heaven, The Thin Red Line, The New World*, and *The Tree of Life* (forthcoming). The course is designed to immerse students in the work of the two great masters of religious cinema to develop their own awareness of the religious capacities of cinema but also their exploration of the presence and character of

the divine. Students will keep a daily log of reactions to films, write three analytic papers, and take a final exam on the substance of the course. This course may fulfill an elective in the English majors. *R. Anker*. 2:00 p.m. to 5:00 p.m.

**CANCELED ENGL W48 Revising for Publication.** ~~This class will operate as a writing workshop in which students revise their writing with the goal of submitting it for publication at the end of the course. As members of this workshop, students will learn about and practice a range of strategies for developing new material and refining that material into writing that is reader-ready. Throughout their revising, students will receive feedback from professors and peers in small-group settings and one on one. In addition to daily workshop sessions, students will hear from editors and published authors about strategies for and the joys and frustrations of getting writing into print. This workshop is open to students who are writing in a variety of creative, academic, and professional genres. Since students in this course will focus on revising, they should have completed a substantive rough draft of the writing that they hope to publish at the end of the course. Evaluation will be based on the participation in the writing workshop, engagement with the revising process, and the completeness of a writer's journal. This course may fulfill an elective in the Writing major/minor. *D. Ward*. 2:00 p.m. to 5:00 p.m.~~

**ENGL 374 English Grammar.** This study of traditional grammar focuses on its history, its system, its applications, its competitors, and its place in the middle school and high school classroom. Special emphasis is given to the system and terminology of this grammar. Evaluation is based on daily assignments, in-class projects, and tests. *J. Vanden Bosch*. 8:30 a.m. to noon.

**IDIS W27 Inside the January Series.** *R. Honderd, K. Saupe*. 8:30 a.m. to 11:00 a.m. and 12:30 p.m. to 1:30 p.m.

## Engineering

**ENGR W80 Advanced Chemical Engineering.** This course addresses essential advanced topics for design. Topics build on the foundational concepts from several earlier engineering courses. The course includes advanced topics from separations, heat transfer, and non-elementary kinetics. An introduction to mathematical modeling for advanced transport is considered. In addition, fundamental concepts of environmental, health, and safety issues, as well as corrosion and materials of construction for design are presented. Evaluation will be based on written lab reports, homework, oral presentations, and final exam. This course may fulfill a senior topics elective in the Engineering major. Prerequisites: Engineering 330, 331, 335, and senior standing. *J. & J. Van Antwerp.* 8:30 a.m. to noon.

**ENGR W81 Stormwater Management.** Civil and Environmental engineers today are frequently faced with the problem of managing the impacts of stormwater within both urban and rural environment. Management involves addressing issues of both stormwater quantity and quality. The first objective of this course is to introduce the basic principles, computational methods, and treatment approaches used to manage stormwater quantity and quality. The second objective is to introduce the students to issues of professional practice through design projects. The projects will look at problems of both urban and rural stormwater management and treatment. Guest speakers and case study reviews are also used to emphasize basic principles and management techniques. Course evaluation is based on problem assignments and design projects. This course may fulfill a senior topics elective in the Engineering major. Prerequisites: Engineering 320 and 306 or permission of instructor. *R. Hoeksema.* 8:30 a.m. to noon.

**ENGR W82 Sustainable Energy Systems.** Renewable and sustainable energy systems are providing increasingly large fractions of the energy mix worldwide. In this course, students consider historical development, fundamental engineering principles, economic factors, and energy return on investment for a wide variety of renewable and sustainable energy technologies. An understanding of system design software is obtained through in-depth focus on one renewable energy technology. Evaluation will be based on several required design projects are required. This course may fulfill a senior topics elective in the Engineering major. Prerequisite: Engineering 333 or permission of the instructor. *M. Heun.* 8:30 a.m. to noon.

**[IDIS W40 Transforming Cambodia.](#)** Course dates: January 4-24. Fee: \$3900. *D. Dornbos Jr., L. De Rooy, P. Dykstra-Pruim (Calvin College), S.K. Lee, H. Kim (Handong Global University).* Off campus.

**[IDIS W52 Business, Engineering & Religion.](#)** Course dates: January 6-26. Fee: \$4395. *C. Jen, N. Nielsen.* Off campus.

**[IDIS W82 iPhone App Startup.](#)** *R. Brouwer, S. Vander Leest.* 8:30 a.m. to noon.

**[IDIS 103 Oral Rhetoric for Engineers.](#)** *M. Steelman-Okenka.* 8:30 a.m. to noon or 2:00 p.m. to 5:00 p.m.

## French

**FREN 112 Multisensory Structured French II.** The second course in a three-course sequence of language study designed to meet the special needs of at-risk students. Materials are presented with an emphasis on understanding the nature of language. General language-learning skills are developed as specific foreign language goals are met. The course is open to students who are continuing from French 111 and expect to complete through the French 113 level. Evaluation will be by means of quizzes, tests, writing assignments, oral interviews, cultural projects and activities, journals, and one-hour afternoon small group sessions. Prerequisite: French 111 or permission of instructor. *I. Konyndyk, J. Vos-Camy.* 9:00 a.m. to noon & 12:30 p.m. to 4:00 p.m.

**FREN 132 Intermediate French.** This is the second course in a closely integrated and intensive sequence of language study involving two semesters and the interim, for students who have completed two years of high school French but who, on the basis of a placement test, are not prepared for 201. The course is also open to strong language learners who have had no previous French, but who are capable of learning French in a fast-paced sequence. Students in this sequence complete their foreign language core requirement with French 202. *A. VanderWoude.* 2:00 p.m. to 5:00 p.m.

**[IDIS W13 French Feminism in Paris.](#)** Course dates: January 2-24. Fee: \$3684. *V. DeVries.* Off campus.

## **Geology, Geography & Environmental Studies**

**GEOL 153 Big Sky Geology** (4) (May). This is a field-based introductory geology course taught in southwestern Montana. A study of the materials and processes of Earth, leading to a responsible Christian appreciation for Earth and its proper stewardship. Topics include minerals, rocks, and ores; Earth's interior and crustal structure; plate tectonics; surface processes producing soils and landforms; geological time and principles for interpreting Earth history; natural geological hazards such as earthquakes, volcanoes, floods, landslides; and human abuse issues such as groundwater pollution and their remediation. This course is offered as an "Interim in May"; thus all participants will not take one normal January interim class: either the January interim preceding the May session, or the January interim following the May session. The course also requires participation in three preparatory sessions of two-three hours each during the Spring term, prior to leaving for Montana, plus a 1-hr. rock & mineral quiz. This course will fulfill the Natural World Core. Course dates: May 21-June 4. Fee: \$1250. *R. Stearley*. Off campus.

**IDIS W43 Economic and Environmental Planning in Hong Kong and the Pearl River Delta**. Course dates: January 1-25. Fee: \$3975. *J. Curry*. Off campus.

## German

**GERM W80 German Interim Abroad.** Participants engage with and improve their knowledge of the German language and culture on this study experience, which includes stays in Schleswig-Holstein, Berlin, locations in former East Germany, and in southern former West Germany. Activities include four home stays, lectures, discussions, interviews, tours, and attendance at cultural and social events. Course participants choose where they will travel independently during the last five days. Course goals include active participation in course activities, growth in intercultural sensitivity, gains in mastery of the language, and increased understanding of various religious, political, and broadly cultural phenomena of Germany. Students will be assessed on their individual vocabulary acquisition, submission of an examination of a current issue in German society based upon two interviews, and submission of at least two analytic journal entries. This course may fulfill an elective in the German major & minor. Prerequisites: German 301 and permission of the instructor. Course dates: December 28 - January 27. Fee: \$2700 and up to \$600 for personal and final-week costs. *M. Buteyn.* Off campus.

**GERM 122 Intermediate German.** This course is the second in a closely integrated sequence involving two semesters and the interim. The sequence is intended for students who have completed one to two years of high school German but who, on the basis of a placement test, are not prepared for 201. It is also open to students who show strong language aptitude in German 101, providing an accelerated core track. The course includes a strong emphasis on oral interaction and intercultural learning. Evaluation is based on tests, quizzes, class participation, and an exam. Prerequisite: GERM 101/121. *D. Smith.* 8:30 a.m. to noon and 2:00 p.m. to 3:00 p.m.

**IDIS W40 Transforming Cambodia.** Course dates: January 4-24. Fee: \$3900. *D. Dornbos Jr., L. De Rooy, P. Dykstra-Pruim (Calvin College), S.K. Lee, H. Kim (Handong Global University).* Off campus.

**IDIS W81 Chinese Characters: Origins & Meanings.** *L. Herzberg.* 2:00 p.m. to 5:00 p.m.

## **Greek**

**GREE 101 R Review Greek (0).** This review is intended for all students who have completed Greek 101 and intend to continue in Greek 102. The course thoroughly reviews the elementary Attic Greek grammar which was presented in 101 and aims to insure that students maintain proficiency until 102 begins, since there is no review in the spring semester. No work outside of class is required in Greek 101-R, though optional exercises are available. Since the course is non-credit, it is typically taken in addition to a regular Interim class. Identical sessions of Greek 101-R are offered each morning and afternoon to avoid any conflict with regular Interim classes. *J. Winkle.* 11 a.m. to noon or 2:00 p.m. to 3:00 p.m.

## History

**HIST 294 Research Methods in History (2).** This course, required for majors in history, and optional for minors, offers an introduction to historical sources, bibliography, and research techniques, giving particular attention to the different genres of history writing, the mechanics of professional notation, and critical use of print and electronic research data bases. The course is intended as preparation for 300-level courses. This class also focuses on the role of the Christian historian as a professional and a person of faith. Student learning objectives include learning how to analyze primary sources (measured through practice exercises and assessed document analysis); learning how to locate, evaluate, and cite a range of sources (measured through practice exercises and an assessed bibliography); and learning how to craft strong research papers in history (measured through assessed research paper) Evaluation is based on several reports, essays, and exercises as well as a final exam. Prerequisite: one course in history or permission of the instructor. *K. van Liere.* 8:30 a.m. to noon.

**IDIS W46 Film Noir and American Culture.** *J. Bratt, W. Romanowski.* 2:00 p.m. to 5:00 p.m.

**IDIS W48 Western Films & American Culture.** *W. Katerberg, C. Plantinga.* 2:00 p.m. to 5:00 p.m.

**~~CANCELLED~~ IDIS W49 The U.S. Civil War: a Tragedy in Three Acts. *D. Miller.* ~~8:30 a.m. to noon.~~**

**IDIS 306 A History of the Book.** *F. van Liere.* 8:30 a.m. to noon.

**IDIS 340/HIST 380 Field Work in Archaeology.** Course dates: January 2-28. Fee: \$3400. *B. deVries.* Off campus.

**IDIS 375 Methods & Pedagogies for Secondary Social Studies.** *R. Schoone-Jongen.* 8:30 a.m. to noon.

## **Interdisciplinary (IDIS)**

**IDIS W10 Glaciers, the Outback and the Great Barrier Reef.** This course takes students to Australia and New Zealand to experience local indigenous populations, explore the natural world, and discover the interdependence and interconnectedness between human populations in different places and the non-human natural world. Specifically, students will witness the relationship between the people of the South Pacific and their natural environment, and process how life in North America is interrelated with this life. The classroom is Australia—the home to the Outback and Aboriginal communities, lush tropical rainforests, golden beaches, and the marine diversity of the magnificent and stunning Great Barrier Reef—and New Zealand, an island nation with a unique population and natural heritage, that contains geological formations, flora and fauna unknown elsewhere in the world. The course focuses on learning through guided action. Students spend about 70% of their time traveling the national parks, forests, wildlife reserves, and coastlines of South Queensland, Australia and the South Island of New Zealand. Students take classes and local field trips with program faculty and local experts. Highlights will include snorkeling the Great Barrier Reef, experiencing Aboriginal bush life, and hiking in a tropical forest, swimming with dolphins at Kaikoura, a guided kayak of Abel Tasman National Park, a guided hike on Fox Glacier, a visit to a Maori marae (meeting house of the New Zealand indigenous people), and a whale-watching boat cruise on Milford Sound. Students will gain an understanding of the natural history, biogeography, ecological diversity, and related economic, social and cultural contexts of Australia and New Zealand. As well as be able to address relationships between human societies and their natural environments. Evaluation will be based on a daily journal, active participation in course activities, and two exams. This course will fulfill the CCE requirement. Course dates: January 4-24. Fee: \$5700. *C. Blankespoor, S. Vander Linde, A. Warners.* Off campus.

**IDIS W11 Business as Mission in India.** It has become important for business persons to understand India. It is also important for Christians to understand God's intended role for business in society. Explore both by engaging with business people in India, many of whom are Christian. Travel to India (Delhi, Agra, Jaipur and Hyderabad) and explore the history and culture of India as well as engage in a ten-day unpaid internship in Hyderabad at either a non-profit or for-profit organization, many of which are operated by Christians with a business as mission model. The course includes twelve distinct internships for twelve students. All internships are in a specific area of business, accounting, economics or development studies, and students are matched according to expertise and interest. The internships allow students to experience business in India and work alongside their Indian peers. The course includes readings on Indian culture, business as mission and cross-cultural understanding. Evaluation is based on engagement in the internship, an internship presentation and a reflective essay. Open to sophomores, juniors and seniors of any major. Preference will be given to juniors and seniors majoring in business, accounting, economics or international development studies. The course will fulfill the CCE requirement. Course dates: January 4-25. Fee: \$3850. *L. Van Drunen.* Off campus.

**IDIS W12 Business and Culture in Brazil.** Brazil has become an important part of the world for a business person to understand. It is important for Christians to understand God's intended role for business in society. Learn about both by exploring global and local businesses and by

engaging the culture in Brazil, one of the major emerging markets and economies in the world today. Travel to Manaus, Sao Paolo, and other interior cities in Brazil as we meet with leaders in business, religion, and education to learn more about the history, culture and economy of this emerging global power. The course includes readings in the history and culture of Brazil, the current trade situation, the history of several Brazilian companies and also economic and political reports and briefings on the current status of the economy. We will also examine the condition of the Church in Brazil as part of the trip and plan to have extensive engagement with Brazilians at the Mackenzie Presbyterian University and other higher ed institutions that we will stay with and learn with during the trip. Open to sophomores, juniors and seniors of any major. Preference will be given to students majoring in business, economics, accounting or international development studies. This course will fulfill the CCE requirement. Course Dates: January 4-25. Fee: \$3945. *R. Eames, E. Van Der Heide*. Off campus.

**IDIS W13 French Feminism in Paris.** French feminist philosophy emphasizes lived experience and perspectivalism, situatedness, and context in a way that is quite different from Anglo-American feminism. For American students, however, have very little understanding of French history, language, religion, and culture. This interim class will read French feminist theory in its own context, focusing on three central issues in feminist theory: essentialism, the relationship between gender and rationality, and the relationship between gender and ethnicity, culture, and race (with special emphasis on Islam). While reading the most important works that have shaped this debate, the class will consider the cultural and linguistic factors within which these questions arose, and meet with some contemporary French theorists. The class will also consider the ways in which these issues intersect with Reformed perspectives: feminist discussions of standpoint theory share enormous epistemological ground with Reformed worldview discussions; feminist wrestling with issues of culture/race/ethnicity helps us understand the complexity of similar questions in a Reformed context. French is not a requirement for the class, students fluent in French will have the opportunity to read and write in French; English translations will be available for all the readings as well. Students will be evaluated on the basis of class discussion, regular journal entries, and a final reflection paper. This course will fulfill the CCE requirement. Course dates: January 2-24. Fee: \$3568. *V. DeVries*. Off campus.

**IDIS W14 River & Rainforest: Costa Rica.** This 19-day cross-cultural wilderness adventure features two primary phases. The first phase consists of a nine day backpacking descent from high elevation cloud forest to low elevation tropical rainforest. During this trek, students will master backcountry living and travel skills, gaining introductory knowledge of the diverse ecological systems. The main emphasis of this phase is on cultural immersion. During the trek students enjoy cultural and Spanish immersion experiences through continuous home stays with Costa Rican Families. Following the trek, students will trade backpacks for whitewater boats. Over the next eight days, participants will engage whitewater rafting skills, hard shell kayak instruction, and a Whitewater Rescue Technician course. The course will conclude with three days of surf instruction and exploration of magnificent natural beauty of the Manuel Antonio National Park along the Pacific coast. Along with gaining wilderness and whitewater travel skills, students will develop cross-cultural awareness as they interact on a daily level with remote Costa Rican communities and instructors. This course will fulfill the CCE requirement. Course Dates: January 4-24. Fee: \$3300. *R. Rooks, D. Vandersteen*. Off campus.

**IDIS W15 L'Abri Fellowship.** L'Abri Fellowship is a Christian study center situated in the French-speaking portion of the Swiss Alps. Founded in the 1950s by the Presbyterian missionary couple, Francis and Edith Schaeffer, it has become known as a place where people with questions about the Christian faith can go for instruction and counsel. Instruction is based on the tutorial system. Typically, students spend half the day in study, the other half working in the community. Up to five Calvin students may spend the month of January at L'Abri in independent study for interim course credit. Students determine the course of their study with their tutors on site. Evaluation for the course is based on a daily journal of readings notes and reflections. This course is CCE optional. Course dates: January 3-28. Fee: \$2500. *L. Hardy*. Off campus.

**IDIS W16 Green Cuisine.** There are many reasons why individuals choose a diet that reduces or altogether eliminates animal products, in favor of plant-based whole foods. In this course students will learn about the nutrients needed for healthy living, and they will explore the spiritual, moral, social, environmental, and health issues that lead many individuals to “eat lower on the food chain.” Although many are intrigued by a “Green Cuisine,” they don’t know how to buy ingredients and prepare delicious and nutritious foods from scratch. This course will highlight firsthand experience in the preparation and enjoyment of plant-based foods, and will include readings and videos concerning nutrition, health and the social, spiritual, and moral issues that arise when we all sit down to the dinner table. In addition to lots of hands-on experience cooking, students will take a fieldtrip to a restaurant for some hands-on experience eating and being in community around food. Students will be evaluated by participation in cooking, journals, reading quizzes, and a reflective paper. Fee: \$125. *A. Hoogewerf, A. Wolpa*. 2:00 p.m. to 5:00 p.m.

**IDIS W17 Local Food Options & Challenges.** For many different reasons, more and more people are opting to become locavores – those who eat primarily local foods. Some do so because they want foods that are fresher and more nutritious. Others choose local foods because they are concerned about the environmental costs of the alternative: foods grown in the global industrial food system. Local gardens, farms, and processors also increase local food security – another reason why this movement is increasingly popular. In this course students explore the movement, grapple with some of its challenges, and learn first-hand from local leaders how locavores are striving to make Michigan more food self-sufficient. Students also explore sustainable options for eating products from local domesticated and wild animals. They learn the principles and practices of growing and processing local produce, and then try their hand at gardening, canning, freezing, and dehydrating. Field trips showcase real-world challenges and opportunities for local food producers, processors, and retailers. Students reflect on the opportunities and sustainability of our local food system through class discussions and journal-writing, culminating in oral presentations at the end of the course. Fee: \$150. *D. Koetje*. 8:30 a.m. to noon.

**IDIS W18 Chinese Medicine & Chinese Culture.** Traditional Chinese medicine (TCM) with its practice in acupuncture and herbal remedies is becoming more and more recognized and popular in western societies including the US and Europe. With a holistic approach, TCM focuses more on improving the body’s natural ways of healing rather than combating germs directly. Therefore it is very effective in dealing with chronic conditions such as migraine,

asthma, depression and infertility. It has also been used to complement the use of western medicine (for example alleviating the side effects of Chemotherapy). Knowledge about and familiarity with TCM has increasing values for future healthcare professionals. In this course the students learn the theory and practice of TCM and observe patient treatments in local clinics. We will also discuss Chinese history, philosophy and culture in this class, as Chinese medicine is based on a wider cultural background of the Chinese people. Through instructions by native Chinese instructors, as well as field trips to Chinese restaurants, stores, churches and Chicago Chinatown, students will have first-hand experience of Chinese culture. The course consists of lectures, discussions, exercises, independent projects and field trips. An all-day field trip on Jan 14 2012 is required. This course will fulfill the CCE core requirement. Fee: \$250. *A. Shen.* 2:00 p.m.to 5:00 p.m.

**IDIS W19 Exploring the Arts to Foster Creation Care.** This course uses the arts (visual, literary, film) to develop and deepen a faith-based care for creation. Questions to be addressed include: How do the arts inform, challenge, and shape us to consider the need for creation care? How does our perception of beauty and ugliness contribute to the way we think about place? Can our sense of beauty promote unhealthy practices and erode creation's integrity? How and why do aesthetics vary among different cultures and how can this inform our understanding of beauty's potential to inspire and exhilarate? This class will be actively engaged with the Center Art Gallery Exhibition by Mary Abma (Jan 4-Feb 18). We will also be discussing readings from the disciplines of philosophy, biology, theology, and art. This class will include guest speakers, films and field trips. Evaluation will be based on class assignments, participation in discussions and a final project. *G. Heffner, D. Warners.* 8:30 a.m. to noon.

**IDIS W20 Social Media: for Business?** The role and impact of the internet and social media changes quickly in society today. In this course students would study and discuss this field and its impact on business, including: the history of the Internet and evolution of social media, types and functions of different social media applications, the business and personal uses of the leading social media applications, the ethics and other implications, the effect of social media on relationships and the development of actual social media sites for business and personal use—possibility including work for outside clients. This course will include multiple guest lecturers who are experts in the field and have practical experience. Evaluation will be based on presentations, participation, quizzes, a group project and a final reflective paper. *T Betts.* 8:30 a.m. to noon.

**IDIS W21 Maximize Your Job-search Strategy.** This course is an introduction to and application of the principles and methods of conducting a successful job search. Students will learn how to prepare and conduct themselves through the process of their job search campaign. Students will utilize the methods from within the context of a professional sales process which utilizes four primary sales steps: Approach; securing desire; handling objections; and closing. Each of these steps allow the student to both understand what is required through research, introduction, rapport, determining the needs of potential employers, presenting themselves properly while also being able to handle potential objections or deficiencies within their skill-sets through the preparation and creation of the necessary materials to effectively search for, find and act upon employment opportunities that may arise. Evaluation will be based on class participation, assignments, and reflections. *S. Van Oostenbrugge.* 8:30 a.m. to noon.

**IDIS W22 Better Cooking through Chemistry.** In this course fundamental cooking techniques will be examined to improve understanding and reliable food preparation. This course will emphasize ingredient measurement, order of addition, and temperature control in food preparation. Flours, eggs, and fats will be discussed from a cooking perspective, but also from a health and affordability perspective. Students will prepare basic recipes not only to understand the principles presented, but also to understand how pre-existing recipes can be improved. In addition to learning and cooking, students will practice hospitality in serving each other. This course assumes no prior knowledge of chemistry or biochemistry. Students will use kitchen and laboratory equipment for cooking. Hospitality will be provided to the community through practicing learned cooking techniques at local outreach organizations. A detailed analysis of each laboratory group's product will be discussed with an eye towards improving technique through a scientific rationale. Evaluation will be based on short quizzes, lab participation, cooking notebook, and an independent cooking project.

Fee: \$50. *D. Benson, C. Tatko.* 2:00 p.m. to 5:00 p.m.

**IDIS W23 Bridge, a Card Game for Life.** Bridge is arguably one of the best games ever, combining unmasterably complex strategy (like chess) with teamwork, analysis, and a very small dose of quantifiable luck, all with just 52 cards. Students who study this surprisingly challenging yet social game through this course learn to play the game, including the bidding and scoring. They become well-versed in common bidding conventions and ultimately adapt their own between themselves and their partners. They learn the etiquette and variations associated with tournament play. Ultimately, members of the class play at the official Grand Rapids Bridge Club and possibly begin to earn Masterpoints. To begin to master the game, students train their problem solving, decision making, and partnership building skills. More importantly, students develop an appreciation for a mentally invigorating game that they will enjoy for the rest of their communal lives. Students will also get a chance to join the nearly 700,000 member World Bridge Federation. For evaluation, class members compete against each other in tournaments as well as take several written tests that promote problem solving and informational learning. *D. Vander Griend.* 2:00 p.m. to 5:00 p.m.

**IDIS W24 Computer Games as Theatre.** The form of personal computing first introduced commercially by the Apple Macintosh (1984) and Microsoft Windows (1985) and dominant to this day was strongly inspired by a team of researchers at Xerox PARC in the 1970s. Years later, team leader Alan Kay reported that key to their revolutionary invention of "point-and-click" personal computing at Xerox PARC had been their persistent discussion of this technology as a form of theatre. Likewise, Brenda Laurel demonstrated in *Computers as Theatre* in 1991 that programmers continued to struggle in the design of Macintosh and Windows software primarily because of their lack of awareness and understanding of the fundamentally theatrical user experience they were trying to construct. Formerly of Atari, Laurel pointed to computer games as only the most obvious examples of the theatricality that has continued to inform personal computing, to this day. In this course, students will explore ways in which a specifically theatrical approach – considering character, (inter)action, space, and audience – can enrich our understanding, experience, and design of computer games. Students will work in small teams to create simple computer games using Adobe Flash and its built-in scripting language, "ActionScript." Other course activities will include looking at theatrical aspects of existing computer games, visits by experts, and (following the example of designers at Pixar and other

studios) a few simple theatre and improv games played as a class. Special consideration will also be given to ways in which the situation of this work at a strong liberal arts college with a Christian perspective can make a difference to both the process and product, in the hope of creating computer games that are not only entertaining but also thought-provoking. This course is intended for any Calvin student, and no prior formal experience in theatre, computer programming, or scripting is required. *J. Nyhoff*. 8:30 a.m. to noon.

~~**CANCELLED IDIS W25 Exploring Bioinformatics.** Ever wondered about the science behind the genomic revolution? How about exploring bioinformatics, an exciting interdisciplinary field that has transformed medicine and biology? This course highlights the range of bioinformatics by covering topics such as: what analysis of genomes can tell us about organisms, how DNA sequences can be used to construct the tree of life, why computers AND human trial and error are needed to predict the structure of proteins, and how bioinformatics could be part of your career. The class is hands-on, using preexisting bioinformatics software and elementary programming in Python (no previous experience required), and is designed for students from any science major. Teams of students will be formed to work on a collaborative project. Evaluation will be based on a quiz, a test, a variety of assignments including laboratory activities, and a project. *R. DeJong, S. Nelesen*. 2:00 p.m. to 5:00 p.m.~~

**IDIS W26 The Beatles, U2, and you, too.** In this course the students get an overview of the careers of two of the most important artists in the history of popular music. They study the music and the lives of the Beatles and U2 in both their musical and historical settings. The course includes an analysis of their recordings and films, videos and concert recordings. Readings include recent books and articles that give context to their music and their careers. The students are required to make some sort of personal response (artistic or academic) representing their serious engagement with either a song or an album by one of these artists. Students are also required to write journals reflecting on their readings, viewings and listening. There is an emphasis on understanding the music in the context of the career path of each artist, other music of the time and other things going on in the world that both influenced and were influenced by their art. The spiritual dimension of the music of U2 is also a significant component of the course. *R. Keeley*. 8:30 a.m. to noon.

**IDIS W27 Inside the January Series.** The Award-winning January Series brings some of the world's greatest authorities in their fields to Calvin to speak on a range of topics. Participants in this course encounter a diversity of issues and perspectives by attending the January Series programs. Students enjoy additional opportunities to interact with the speakers by watching live interviews with several presenters and spending part of each morning in personal conversation with the speakers. In response to the values and ideas they encounter with each speaker, students are challenged to clarify and articulate their own worldviews and to find ways to put their values into action. Course requirements include attendance at all January Series events, a short reflection paper on each presentation, and a research paper on one of the Series speakers or topics. *R. Honderd, K. Saupe*. 8:30 a.m. to 11:00 a.m. and 12:30 p.m. to 1:30 p.m.

**IDIS W29 A Real Pain of a Class.** This course will introduce students to the human pain experience as a sensory and emotional experience that is influenced by one's social history and cultural expectations as well as individual differences in physiological, developmental and

psychological makeup. The student will compare and contrast the values, beliefs and issues regarding pain as found in the Bible as well as ancient and modern philosophical texts. The student will demonstrate understanding of pain mechanisms and pain management strategies at both the central and peripheral nervous system level. Finally, the student will identify patient, health care provider and health care system characteristics that influence the human experience of pain, treatment of pain, as well as pain-related research. Students will be evaluated through class participation, exams and assigned activities. *E. Byma*. 2:00 p.m. to 5:00 p.m.

**IDIS W30 Tolkien's "The Lord of the Rings"**. Part of the power of J.R.R. Tolkien's epic story *The Lord of the Rings* is the fully developed mythological world of Middle Earth in which it is set. Its development began long before *The Lord of the Rings* was written, and was an intentional vehicle through which Tolkien could work out complex ideas about creation and art, evil and suffering, death, stewardship, service, friendship, and hope. Evidence of the power of the (nonallegorical) story is the degree to which readers find it an insightful commentary on current issues of faith, politics, and more. Students in this course read *The Lord of the Rings* in its entirety, as well as portions of *The Simarillion*. Occasional lectures illuminate the biographical and literary contexts for Tolkien's work. Most class time, however, is devoted to discussion of the daily readings, with the themes and applications that arise from them. In the final week, portions of the Peter Jackson film adaptations are viewed, accompanied by discussion of how the themes from the book are treated. Students are evaluated on participation, a reading journal and a final project. The work load for this course is heavy: reading assignments typically exceed 100 pages per day. Students registered for the course should read *The Hobbit* over the break and expect an extensive quiz on the first day. *L. Molnar*. 8:30 a.m. to noon.

**IDIS W31 Dancing Across the Arts**. This course explores the creative process across the arts. *The Creative Habit* by Twyla Tharp and other readings form the basis for improvisation exercises and dance compositions using visual art, music, poetry and drama. Students study and employ artistic elements common to dance and the other arts. Using creative problem-solving techniques and working alone or in groups, students create new dances inspired by the arts, "embodying" visual art, music, poetry and drama. Students study selected readings, journal their daily experiences and reflections, and write in-depth about their creative process and compositions. Students are assessed through writings, in-class activities and dance compositions (peer and instructor-evaluated). No prerequisite except an open mind and body. *E. Van't Hof*. 8:30 a.m. to noon.

**IDIS W32 Theory and Practice of Quilting**. This course is an introduction to the theory and practice of quilting. The course examines the most important forms of quilting in the American context, such as whole cloth quilts, pieced quilts and the significance of various patterns, album quilts, appliqué, slave quilts, and Amish quilting. The course examines the historical context of this unique art form, and the role that quilting played in social settings, such as the Westward expansion and in slave communities. In particular, the course focuses on the way that various faith communities used quilting as a location for creating meaning, the significance of simplicity in Amish quilting, and the importance of aesthetic creation in human life. The course will also introduce students to basic techniques in quilting: design, piecing, machine quilting and binding. Students will design and complete a lap quilt in a traditional log-cabin or nine patch design, using scrap fabrics. The course requires regular journal reflections on the practice of

quilting in American History as well as the completion of the student's own quilt. In addition to the text book, students will need access to a sewing machine (which will be brought to class on a regular basis), and basic sewing supplies: scissors or rotary cutter and mat, fabrics, thread, batting, etc. *S. Clevenger*. 2:00 p.m. to 5:00 p.m.

**IDIS W33 Spiritual Strength Training.** Do you want to build your spiritual strength and be strong in the Lord? Do you want to deepen your relationship with God through the power of the Holy Spirit? This course is designed for students who desire to have a dynamic, intimate relationship with Jesus, and who long to cooperate with the Holy Spirit in all aspects of life. The third person of the Trinity is often the least known, yet it is He who makes Jesus Christ known to us. Special emphasis is placed on teaching students about the Holy Spirit to understand how one may be transformed and empowered to live as Christ leads, rather than charting one's own course and asking God to bless it. Course topics will include, historical overview of the church's understanding about the Holy Spirit; waves of renewal within the 20th century; theological and historical reasons why many traditions have resisted emphasis on the Holy Spirit; what the Bible teaches about the divine personhood, and inward and outward works of the Holy Spirit; how to receive guidance from, cooperate with, and be empowered by the Holy Spirit; how to discern and develop one's gifts from the Holy Spirit; and what the Bible teaches about the healing ministry of Jesus, as it relates to spiritual, inner, relational and physical healing. Students are regularly provided with opportunities for the practical application of theoretical topics via the incorporation of in-class exercises; opportunities to pray with classmates; opportunities to dialogue with, and receive personal prayer from spiritual trainers; and participation in a local 2 1/2-day spiritual retreat (1/19/12-1/21/12), sponsored by the Presbyterian Reformed Ministries International Dunamis Project. Students are evaluated by written tests, critical reviews of assigned books, group research project and presentation, and reflection papers. *J. Kraak, N. Van Noord*. 2:00 p.m. to 5:00 p.m.

**IDIS W34 Crime & Detective Fiction.** This course involves close study of crime and detective fiction—mostly by American and British authors, though also by writers from Scandinavia. The course focuses on reading novels and short stories, but students also watch and analyze film and television adaptations. Learning objectives include an understanding of the history and development of the genre; an understanding of how crime and detective stories address cultural attitudes about crime and punishment, social problems, and human nature; and an ability to engage in a close reading of literary and cinematic texts; and the ability to write a short piece of crime fiction. Student understanding and skills are evaluated by a reading and viewing journal, an exam, a book review, class participation and creative writing. *G. Pauley*. 8:30 a.m. to noon.

**IDIS W40 Transforming Cambodia.** The goal of this class is to identify and understand the root causes of abject poverty in Cambodia. Issues to be engaged include food production capacity, land use trends, availability of adequate water or reasonable quality, availability of education and human health care. We plan to engage a variety of non-governmental organizations involved in supporting the holistic transformation of communities; CRWRC village projects enabling people to produce greater quantities of healthful food, water filtration and pumping methods, orphanages, Kindergarten classes, hospitals, and several Christian churches. Students will have opportunity to contribute service-learning hours by working with several of these organizations. The class will start by engaging the historic and cultural

underpinnings that created the current situation in Cambodia. A visit of the Angkor Wat temples will lay an ancient historical foundation of Cambodian culture, followed by the Killing Fields and Tuol Sleng prison to underscore the recent impact of the Khmer Rouge. Students will gain a clear understanding of what current living conditions are in Cambodia for an average Cambodian citizen, how they have come to be as they are, what the impediments to change are, what can and is being done to make a positive and sustainable change, how to be agents of redemption in a deeply troubled society. This class is a cooperative learning adventure with Calvin College and Handong Global University (South Korea). Student evaluation will be based on participation with local culture, group discussion, individual journaling, and in a final report describing key features of their learning experience. This course may fulfill an elective in the International Development Studies major and minor. It also qualifies toward the requirements of the Engineering Department's International Designation program. This course will fulfill the CCE requirement. Course dates: January 4-24. Fee: \$3900. *D. Dornbos Jr., L. De Rooy, P. Dykstra-Pruim (Calvin College), S.K. Lee, H. Kim (Handong Global University)*. Off campus.

**CANCELED IDIS W41 Jazz in New York.** ~~An introductory course in jazz history, theory, and criticism for both seasoned and novice jazz listeners. Students develop an understanding of the basic rhythmic, harmonic, melodic, and formal conventions of jazz. Students also come to understand the history of jazz especially its stylistic evolution, its key figures and their music, and its cultural influence. Student learning is evaluated by an exam, a group project, a listening journal, and a cultural learning journal. Experiencing live performances is essential to understanding how an improvisational art like jazz works: As such, a week-long trip to New York City (January 16-23) to attend jazz concerts is a vital part of the course. This course may fulfill an elective in the Music major and minor. Course dates: January 4-23. Fee: \$1685. *G. Pauley*. Off campus.~~

**IDIS W42 Italy: Ancient & Medieval.** The primary academic objective of this trip is to gain an understanding of the classical context in which western Christianity developed and flourished. Participants visit many sites in Italy, with special emphasis on the urban centers of classical, medieval, and Renaissance culture. On-site lectures address topics in Roman and early Christian history, religion, literature, art, and architecture. The itinerary includes Rome, Naples, Pompeii, Herculaneum, Sorrento, Amalfi, Palestrina, Perugia, Assisi, Ravenna, Bologna, Florence, Tivoli, and Ostia. Participants write a take-home test on background readings (available in October), prepare an oral report for delivery at an assigned site, keep a detailed journal, and write a comprehensive essay on one of the major topics covered by the course. This course may fulfill an elective in the Classics major and minor. Optional cross-cultural engagement credit is available for those who meet additional requirements. Prior course work in classical languages or culture is not required. Course dates: January 4-24. Fee: \$4,320. *K. Bratt, M. Williams*. Off campus.

**IDIS W43 Economic and Environmental Planning in Hong Kong and the Pearl River Delta.** This course explores the economy, environment, and culture of the region of the Pearl River Delta in Southern China, including Hong Kong, the adjacent industrial regions of Shenzhen and Guangzhou, as well as the city of Macao. The course focuses on the themes of cross-cultural understanding, globalization, social justice, and social and environmental sustainability. Through this course students will be able to see issues from the perspective of

people from another culture and region, to articulate the issues related to understanding the Christian faith within another cultural context, to consider the interplay of economics, environmental stewardship and social equity in building a sustainable future and to be able to understand the conceptual and theoretical concept of sustainability at various scales of application. Student evaluation will be based on class participation and active engagement; completion of a reflective journal which will form the basis for final essay ; preparation for being assigned and carrying out being lead person for particular site and a final essay. This course may fulfill an elective in the Geography and Environmental Studies majors and minors. This course will fulfill the CCE requirement. Course dates: January 1-25. Fee: \$3975. *J. Curry*. Off campus.

**IDIS W44 "Just" Leisure: Living our Virtues.** (3 semester hours + PER 143). Through this course, students will explore a number of issues related to living justly in our work and play. South Florida, one of the United States fastest growing and diverse areas, provides the context for students as they explore issues related to stewardship, where they live, what they eat, and how they play. Special emphasis will be placed on developing both a leisure and outdoor ethic within a Christian worldview. In addition, students will learn and practice a variety of outdoor skills (such as outdoor cooking, canoeing, kayaking, and snorkeling) as they paddle parts of the wilderness canoe trail in Everglades National Park; snorkel in parts of the Florida Keys, and explore issues of justice as they relate to leisure in and around Miami. Student evaluation will be based on daily journal entries, individual presentations, and a final summary paper/report. This course may fulfill an elective in the Recreation majors. Course dates: January 4-24. Fee: \$1300. *D. Bailey, D. DeGraaf*. Off campus.

**IDIS W45 Building Communities in Uganda.** This course asks a basic question in the ethics of development: how can governments, churches, and nonprofit agencies work together most effectively to address urgent needs and strengthen political and social structures in Africa today? The Christian Reformed World Relief Committee will again coordinate in-country visits. But in 2012 the site will move to neighboring Uganda, a former British colony bordering Kenya, and CRWRC contacts will be supplemented by those that the instructor has established with Catholic mission and relief initiatives. Sites to be visited will include schools, clinics, and agricultural projects in cities and rural areas of central and northern Uganda. We will meet community leaders, medical workers, pastors, members of religious orders, and business owners and learn how Ugandans are coping with a history of civil war, drought, and autocratic government to build a better future. We will also hear from guest lecturers at leading Catholic and Protestant universities. Readings on East African history and politics, recent critiques of foreign aid, selected fiction set in East Africa, and class lectures and discussions will provide a basis for student reflection on issues of justice, human rights, health care, and community development in Africa today. Student will gain a deeper understanding of the challenges facing impoverished rural communities, the resources available to address them, and the supporting role of church and nonprofit organizations. They will also make plans for sharing what they have learned with church and community groups after their return. Included in our activities are visits to view birds, animals and primates in some of Uganda's extraordinary game reserves and national parks, such as Murchison Falls National Park on the Victoria Nile and the chimpanzee communities of Rabongo Forest. Evaluation will be based on a daily journal with responses to assigned questions and active participation in group activities and discussions. This course may

fulfill an elective in the African and African Diaspora Studies minor and the International Development Studies major and minor. Course dates: January 4-24. Fee: \$3350. *D. Hoekema*. Off campus.

**IDIS W46 Film Noir and American Culture.** This course is an interdisciplinary analysis of film noir, a “style” or “historical genre” of film that emerged during World War II and flourished in the postwar era. This course begins with an examination of representative films from the classic noir period (1941-1953), approaching them through close analytic and interpretive readings which we will discuss together in class. Exploration of the legacy of film noir affords opportunity to see how filmmakers have amended and adapted aspects of its style and subject matter in different periods in American history. Identified as “neo-noir,” films like *Chinatown* (1974), *Body Heat* (1981), and *L.A. Confidential* (1997) reflect historical and cultural changes in the American society and raise questions about remakes, nostalgia, and pastiche in the contemporary cinema. This course may fulfill an elective in the Film Studies major and with prior permission, in the History major. *J. Bratt, W. Romanowski*. 2:00 p.m. to 5:00 p.m.

**IDIS W47 Sexuality & Rock and Roll.** Rock and roll music has always been inextricably linked to sexuality; noting historical and contemporary examples of this axiom, this course introduces students to key critical and theoretical concepts wrapped up in the dynamic fusion of gender, sexuality, and popular music. Students analyze historical and contemporary musical examples from a wide variety of popular music genres that loosely fall under the umbrella term “rock ‘n roll.” After taking the course students are able to offer an intelligent, Christian response to historical and contemporary representations of sexuality and gender in popular music. Evaluation will be based on a music listening journal, write a small reflection paper, and present on a variety of required readings and musical texts. This course may fulfill an elective in the CAS majors. *C. Smit*. 8:30 a.m. to noon.

**IDIS W48 Western Films & American Culture.** The cowboy and gunfighter are iconic figures in American film and television and in American culture more generally. From countless ordinary men and women to presidents like Teddy Roosevelt and Ronald Reagan and celebrities who buy ranches, for more than a century Americans have styled themselves after these iconic Western figures. Foreign observers also identify the cowboy and gunfighter as representing something essential about the American character. Even today, the nation’s frontier West heritage often is used to explain its obsession with gun rights and its high levels of violence. In short, the Western film and its iconic elements are fascinating in their own right, but also powerfully representative of the nation’s mythology, identity, and political ideology. This course focuses on the major directors and films in the Western film, surveying the genre in its classic and contemporary forms, including iconic actors like John Wayne and Clint Eastwood and characteristic plot lines, settings, characters, and symbols. It does so in the context of the history of the West as a region and the nation as a whole, beginning in the late 1800s when Buffalo Bill Cody’s “Wild West” show played to millions of customers around the world each year. It focuses on the film era, at the beginning of the twentieth century, looking at how urbanization and the end of the frontier shaped the genre, and then how World War II, the Cold War, and the war in Vietnam reshaped it, concluding with “anti-Western” films like Eastwood’s *Unforgiven*, which tried to redefine the genre. The course examines the roles of women and men, the place of Indians and Mexicans, and themes of redemptive violence and vengeance. Evaluation is based on

two short papers, a group presentation, a final exam, and daily class participation. This course may fulfill an elective in the Film & Media major and the History major/minor. *W. Katerberg, C. Plantinga*. 2:00 p.m. to 5:00 p.m.

**CANCELLED IDIS W49 The U.S. Civil War: a Tragedy in Three Acts.** ~~The middle of the nineteenth century was a watershed in U.S. history: the Federal Union broke apart after a generation of sectional bickering; civil war left half the nation in ruins; and a campaign to promote racial justice was undone by paramilitary violence. The nation that emerged from the ordeal was richer and more powerful than ever before but it was no closer to the egalitarian promise of the Declaration of Independence. This course deals with the history of slavery and the secession crisis, rival explanations of the war's outcome, and the controversial history of Reconstruction. Classroom activities include lectures, videos, discussions, student presentations, and a simulation game. Students are evaluated on the basis of an oral report, two written reports, a journal of class readings, a final examination, and participation in class activities. This course may fulfill an elective in the History major/minor. *D. Miller*. 8:30 a.m. to noon.~~

**IDIS W50 NGOs and Grassroots Development – The Salvation of the Global South?** Non-governmental organizations (NGOs) have exploded in numbers since the early 1900s, and are often regarded as being especially instrumental in alleviating poverty in the Global South. In the 1990s, in fact, the international development community shifted its support from large-scale, International Monetary Fund (IMF)/ World Bank (WB) initiated development projects to grassroots development, civil society, and NGO supported projects. This course will examine why this shift was made within the development community and whether NGOs and civil society, as some argue, ‘do development better’. This course will cover the academic literature regarding these debates as well as study a significant number of NGOs, both faith-based and secular, involved in the field of development. Through readings, movies, guest speakers and classroom discussions, students will discern the complexity of the grassroots sector of development as well as the many opportunities and challenges it poses for development. Evaluation will be based on participation, written journal entries, a paper and an in-class presentation. This course may fulfill an elective in the International Development Studies major. *T. Kuperus*. 8:30 a.m. to noon.

**IDIS W51 The Changing Faces of War.** Over the past one hundred years, the practice of armed conflict has changed more rapidly and dramatically than in the previous millennium. Who can be a soldier, what constitutes an army, what practices are legitimate in the course of battle, what technologies are available to uncover, target and destroy enemies: these and many other questions have found radically new answers at the opening of the 21st century. This course examines the changes to the practice of war and their consequences for military personnel, civilians, and the very shape of the international system. By examining scholarly studies, as well as journalistic reports, first-person narratives, fictional accounts, documentaries, and feature films, students will reflect on the implications of contemporary understandings of war and potential future developments. Students will learn to analyze representations of armed conflict, to evaluate claims as to the legitimacy of any particular war, and to compare the conduct of war before 1945 to the more recent experiences of armed conflict. Evaluation will take place through oral and written responses to readings and videos, group presentations, and a final project. This

course may fulfill an elective in the Political Science and International Relations majors. *S. Goi, J. Westra.* 8:30 a.m. to noon.

**IDIS W52 Business, Engineering & Religion.** In Today's global economy, business practices, engineering design, product development, and product marketing must take the international market into account. This course introduces the students to the business practices and product development in the international market, focusing on business and R & D in Europe. Students will learn how the languages, history, culture, economics, regulations, and policies of Europe shape the business and design process through tours of businesses, engineering research facilities, manufacturing facilities, as well as discussion sessions with leading business executives and research engineers in Europe. A second theme of the course reviews the history of the reformation with visits to Wittenberg, Heidelberg, and more. Locations will include Amsterdam, Brugge, Paris, Trier, Munich, Nurnberg, Prague, Leipzig, Berlin, and Bremen. Additional religious and cultural locations will include visits to the Begijnhof, The Hague, Versailles, Notre Dame Cathedral, Reims, Dachau, Neuschwanstein, St. Vitas Cathedral, and more. Evaluation will be based on a research paper, a daily journal, class participation, and a paper regarding the cultural aspects of the course. This is a CCE Integral Course. This course qualifies towards the Engineering Department's "International Designation" program. Course dates: January 6-28. Fee: \$4,395. *C. Jen, N. Nielsen.* Off Campus.

**IDIS W53 One Bible, Many Readings.** This course examines the emergence, development, and practice of non-Western-centered biblical hermeneutics. Special attention is given to the phenomenon of biblical interpretation in Asia: how the Bible, a Semitic book formed in an entirely different geographic, historical, and cultural context, and interpreted for so many centuries by the West, can and should be interpreted in Asia by Asian Christians for their own people. In what way does biblical authority help Asian Christians confess Christ in a multi-scriptural content? Through engaging in meaningful dialogue with others, students learn a balanced attitude toward diverse readings of biblical texts. Student learning objectives will include an extensive amount of reading of biblical theological works of the Third-world perspectives, especially Asian perspectives; the ability to summarize and analyze the nature and contribution of this movement; and the examination and construction of their own biblical hermeneutical perspective. This course is designed for active dialogue sessions among participants on the subject matter. To facilitate discussions, each student will lead two sessions on how non-Western readers interpret biblical texts (one from the Old Testament and the other from the New Testament); lead one session on a reading from "Asian faces of Jesus"; bring a short paragraph reflecting the assigned readings. A final 5 page paper on a chosen biblical text which show how "you" read the text will also be required. This course may fulfill an elective in the Asian Studies major. *W. Lee.* 8:30 a.m. to noon.

**IDIS W60 Science & Religion: Italy & England.** Italy and England present some of the most significant developments in science, religion and culture. Through on-site visits, this course explores the lives and times of prominent scientists from antiquity through the Scientific Revolution and the Age of Enlightenment, their seminal discoveries as influenced by culture, and their struggles with the Christian faith and the church. Students begin their journey in Rome with an introduction to the history of western science and the Catholic church. Visits include the Colosseum and Vatican City. The class travels to Florence, Pisa, and Venice, with particular

emphasis upon Galileo Galilei (1564-1642), but also Galen, Leonardo da Vinci, Andreas Vesalius, and their European predecessors and counterparts. From Venice, the class travels to London, to explore the lives and contributions of Isaac Newton (1642-1727) and Charles Darwin (1809-1882), and their struggles with their faith and the Church of England. Attention also focuses on Francis Bacon, Robert Boyle, John Flamsteed, William Harvey, Robert Hooke, John Hunter, John Snow, Florence Nightingale, and Alexander Fleming. Visits include historical sites and museums in London, Cambridge, Oxford and Windsor as well as Stonehenge and Salisbury. Students read biographies of Galileo, Newton, and Darwin, and select writings of these individuals and other scientists. They learn about crucial experiments, clashing interpersonal relationships, and tensions between science/technology/medicine, culture and Christian faith traditions. Short daily lectures, group discussions and projects focus the issues. Visits to homes, science and cultural museums, cathedrals and universities enhance their learning. Students will learn how to travel through Europe on an economical budget using hostels for accommodations and public transportation. Evaluation is based on readings, discussions, journals, and an on-site oral presentation. This course will fulfill the CCE requirement. Prerequisites: One course in the Physical World or Living World, or permission of the instructor. Pre-course meetings on November 20 and December 4. Course dates: January 3-24. Fee: \$4,050. *H.*

*Bouma III.* Off campus.

**IDIS W61 Int'l Missions Computing/Accounting.** Students will travel to Carlisle, England, to the international headquarters of Operation Mobilization, to learn first-hand the needs of an international missions organization in the areas of business/accounting and software development. While there, computer science and information systems students will learn the Open Petra open-software system, including its culture, how to build it, test it, document it, file and fix bugs, etc. Accounting students will work with the international finance team to learn non-profit international financing procedures, generate end-of-year fiscal reports, document internal controls, etc., and how to market OM internationally to donors. CS/IS majors will be required to know some C+ before the trip, and will be encouraged to contribute to OpenPetra after the trip. Students will be evaluated on their written journals, their work with the team at OM, and their teamwork within the student group. This course will fulfill the CCE requirement. Prerequisites: CS 108 & 112 or BUS 203 & 204. Course dates: January 4-24. Fee: \$1882. *V. Norman.* Off campus.

**IDIS W62 Partnering to Improve Health in Rural India.** In this course students learn how a community-based primary health care (CBPHC) approach to health and development enables and empowers people and communities to take health in their own hands, particularly in a developing country. Sustainable community-based health and development are discussed as students learn about the multi-tier approach to community health that is practiced in the Comprehensive Rural Health Project (CRHP) villages with village health workers providing the majority of primary health care and health education at the grassroots level. The objective of CRHP is to work with poor and marginalized people and enable them to achieve an acceptable level of health through the primary health care approach. Through this approach people are enabled to improve their health and lives in a holistic sense. The emphasis is on building capacity, empowering people and working towards achieving equity and integration of all health services. The overall success of this project has prompted CRHP to focus increasing attention on

its role as a model project for both government and non-government organizations throughout the world. The model is used by the World Health Organization. Students have classroom sessions aimed at practical application of concepts and take part in field visits and discussion sessions with village health workers and members of farmers clubs, adolescent girls clubs and the mobile health team. Topics addressed include the principles of community-based health and development and understanding primary health care and its implementation. The course also includes sessions on leadership and personal development. Students are personally challenged by issues of justice, compassion and faith as they interact with Indian people in a rural setting. Evaluation is based on reflective journals, a presentation, and participation. This course will fulfill the CCE requirement. Prerequisite: Junior standing or above. Course dates: January 3-24. Fee: \$3125. *D. Bossenbroek, M. Doornbos*. Off campus.

**IDIS W63 The Creative Toolbox.** The Creative Toolbox: is an interim course that shepherds students through a repertoire of principles and practices of effective visual communications. It consists of a knowledge base that can only be developed through a practical hands-on experience. The course covers a series of challenging exercises in Adobe Illustrator and Photoshop that focus on personal and conceptual thought processes with an emphasis on concept rather than on technique. Preference is given to individual solutions that lead to developing one's graphic design skills. Focus is on principles such as formal reference, positive/negative relationships and cropping techniques, which engender innovative visual communication skills. Prerequisite: ENGL 101. *F. Speyers*. 8:30 a.m. to noon.

**IDIS W64 Creating Smartphone Apps.** Women and men who are interested in smart-phones are encouraged to enroll in this course, where they will learn how to create their own apps for phones running Google's Android operating system. To simplify this task, Google has created App Inventor – an innovative system that lets people with no prior programming experience build mobile apps. This drag-n-drop system eliminates typing errors, letting students create apps without having to learn arcane programming language syntax. Students will learn about a variety of topics including web/network services, graphical user interface design, usability testing, and basic programming concepts. For the course project, students will design and build their own original apps using App Inventor. Students who own Android-based phones will be able to install and run their apps on their phones; others will be able to run their apps using App Inventor's phone simulator software. In this hands-on course, evaluation will be based primarily on a student's completion of the course project. Prerequisite: IDIS 110, its equivalent, or permission of the instructor. *K. Vander Linden*. 2:00 p.m. to 5:00 p.m.

**IDIS W65 Fluorescence: science & use.** Fluorescence is a very important and practical phenomenon in science and every-day use. Green fluorescent protein (GFP) has allowed the detection of gene expression in living organisms, and its discovery and application was recognized with the 2008 Nobel Prize. Fluorescent materials have high visibility. The success of the Human Genome Project was due in part to the use of fluorescence for automated gene sequencing. Fluorescence has applications in chemistry, biology, geology, physics, medicine, engineering and technology. This course will give you a better understanding of what fluorescence is and how it is used. What kinds of substances are fluorescent, what colors do they emit, and how can they be used in practical applications? Our primary mode of learning in the course will be hands-on activities investigating aspects of fluorescence, with some class

discussion and visits to local research labs that use fluorescence. Participants will get experience using a variety of scientific instrumentation, and they will also complete a fluorescence project of their own choosing. Students in any science and engineering field are encouraged to take this course. Student work will be evaluated based on lab and classroom participation, lab electronic-notebook/journal, project report and presentation. Prerequisite: CHEM 103 or one college science major course or permission of instructor. *M. Muyskens*. 2:00 p.m. to 5:00 p.m.

**IDIS W80 Performing Asian Choral Music.** This course will examine the study and performance of Southeast Asian choral music in their local contexts and social setting. For this interim course, students will travel to Hong Kong, Guangzhou, Manila, Jakarta, and Singapore to perform among others, selected Asian choral repertoire. The class, as a choir, will have frequent interaction with local choirs and churches through workshops, rehearsals, performances, and home stays. Students will gain a contextual understanding of Asian choral music, competency in performing music from other cultures and cross-cultural engagement of God's creation. Student evaluation will be based on a reflection paper performances and daily engagement in the local culture. This course may fulfill an elective in the Music majors and minors. This course will fulfill the CCE requirement. Prerequisite: Enrollment in MUSC 141. Course dates: January 3-25. Fee: \$3870. *J. Navarro*. Off campus.

**IDIS W81 Chinese Characters: Origins & Meanings.** This course analyzes the entire Chinese writing system by studying the 100 most important "radicals" and the top 40 "phonetics" that are the principal building blocks of the Chinese and Japanese written languages. The etymology and resulting meanings of over 1000 characters are learned systematically. Much is also learned about the history and culture of China through the pictographs. Students read *Chinese Characters*, which is a translation of the 1800-year-old *Shuowen*, the famous Chinese classic of etymology. The fundamentals of calligraphy with a brush are also introduced. Extensive daily quizzes on the origins and current meanings of the 1000 most commonly used characters plus a final exam, along with attendance and class participation, provide the basis for evaluation. This course may fulfill an elective in the Chinese, Japanese, and Asian Studies majors, as well as for the Chinese Group Minor, the Japanese Group Minor, and the Asian Studies minor. Prerequisite: a minimum of one semester of Chinese or Japanese language study, or its equivalent. Prerequisite will be waived for students from Korea. *L. Herzberg*. 2:00 p.m. to 5:00 p.m.

**IDIS W82 iPhone App Startup.** Students who know how to program and students interested in business and entrepreneurship collaborate on development of new iPhone applications and learn how to start a business around their apps. Teams work together to learn product development skills, determinate customer-driven requirements, identify market niches, brainstorm software designs, develop the apps, and test them on simulated and real hardware. The class includes a panel discussion with industry experts regarding the integration of knowledge, marketing research and product development theory. Top performing students in the course will be invited to interview with a start-up iPhone app company. By the end of the course, technical students are able to develop simple iPhone applications and make improvements based on customer feedback. Business students are able to create and evaluate the business case for an app, perform market research, and create a marketing campaign. All students are able to start their own iPhone app business. Faith aspects of entrepreneurship will be emphasized through the

innovation virtues of creativity, diligence, and wisdom supported by the foundational virtues of justice, stewardship, and compassion. Course evaluation includes graded software design and code for technical-track students and graded business case reports by business-track students. Evaluation for all students includes instructor and peer evaluation of team-work. Prerequisites: for students in the technical track only, must have taken at least one object-oriented programming course (e.g., C++ or Java). Instructors reserve the right to balance and limit the enrollment to allow sufficient technical and business-track students. This course may count as an elective in the Engineering major (for technical-track students). *R. Brouwer, S. Vander Leest.* 8:30 a.m. to noon.

**IDIS W83/PHYS W80 Biophysics.** Biophysics is a growing discipline in which the tools of physics are used to elucidate biological systems. The course covers a broad spectrum of topics, including why ants can easily lift many times their own weight, how bees fly, why the cells of an elephant are the same size as those of a chipmunk, and why cats have a higher survival rate when dropped from taller heights. An additional feature of the course is that no calculators are used. All results are achieved by estimation, with a focus on learning the art of approximation. The class is highly participatory and the hope is that students will make the application of physical reasoning to biophysical systems their own, so that they can draw on this skill in the future. In addition to the above items, there is also a section devoted to the construction of simple biophysical simulations using the open source software package Sage, though no previous experience is required. Course objectives are to be able to apply the laws of physics and physical reasoning to biological systems, to develop the art of estimation, and to run computer simulations of biological systems. Evaluation will be based on homework, tests and labs. This course may be used as an elective in the Biology major. Prerequisites: The course is designed to be accessible to any student with at least a semester of algebra based college physics or a year of algebra based high school physics. *P. Harper.* 2:00 p.m. to 5:00 p.m.

**IDIS 103 Oral Rhetoric for Engineers.** A study of the principles of oral rhetoric, with emphasis on developing student competency in preparing and delivering effective speeches. The emphasis is on basic speech design for engineers communicating their creation and refinement of ideas to peers, managers, subordinates, venture capitalists, and to the public at large. This course will be offered at an accelerated pace during the interim term. Pre-requisite: Enrollment in the engineering program. *M. Steelman-Okenka.* 8:30 a.m. to noon or 2:00 p.m. to 5:00 p.m.

**IDIS 306 A History of the Book.** This course will explore the history and various aspects of books and book production in the Middle Ages, both in their material and intellectual context. It will explore issues of medieval literacy, the history of books collections and libraries (including a visit to a medieval manuscript collection), as well as provide some hand-on experience of medieval book production, in the making of paper, the cutting of pens, writing the text, and bookbinding. Although it is primarily intended as a capstone course for those students who have selected a minor in medieval studies, it will also be of interest to anyone with an interest in the Middle Ages. *F. van Liere.* 8:30 a.m. to noon.

**IDIS 340/HIST 380 Field Work in Archaeology.** Offered in conjunction with field work done by Calvin faculty or quality field schools of other universities. This course is an on-site introduction to archaeological field work designed to expose the student to the methodologies

involved in stratigraphic excavation, typological and comparative analysis of artifacts, and the use of non-literary sources in the written analysis of human cultural history. The Jan 2012 Interim field school involves students in a Documentation Season at Umm el-Jimal, Jordan, a well preserved town from the Roman, Byzantine, Early Islamic and modern eras. Students will participate in digital photographic documentation of structures, planning of both digital and actual site-museum presentation, interview-based recording of modern Umm el-Jimal village culture, planning of a community heritage center, architectural analysis of a large Byzantine house, working as part of a team of professional archaeologists from Jordan and the United States. A lecture series on contextual subjects and lessons in Arabic will round out the week-day routine. Three weekends will be used for travel in Jordan, including a visit to Petra; a post session trip to Jerusalem is included in dates and fee. This course may fulfill an elective in the International Development Studies major. This course will fulfill the CCE requirement. Prerequisites: IDIS 240 or permission of the instructor. Course dates: January 2-28. Fee: \$3400. *B. deVries*. Off campus.

**IDIS 375 Methods & Pedagogies for Secondary Social Studies.** This course introduces prospective teachers to important curricular and pedagogical issues related to teaching history and social studies at the middle and high school level. It examines the links between a Christian understanding of human nature, pedagogy, curricular standards, lesson planning and curriculum construction, teaching resources, classroom methods, and assessment instruments. *R. Schoone-Jongen*. 8:30 a.m. to noon.

## **International Development Studies**

\*\*\*The following courses will fulfill an elective in the International Development Studies major or minor.\*\*\*

**IDIS340/HIST 380 Field Work in Archaeology**. Course dates: January 2-28. Fee: \$3400. *B. deVries*. Off campus.

**IDIS W11 Indian Business & Christianity**. Course dates: January 4-25. Fee: \$3600. *L. Van Drunen*. Off campus.

**IDIS W12 Business and Culture in Brazil**. Course Dates: January 4-25. Fee: \$5300. *R. Eames, E. Van Der Heide*. Off campus.

**IDIS W40 Transforming Cambodia**. Course dates: January 4-24. Fee: \$3900. *D. Dornbos Jr., L. De Rooy, P. Dykstra-Pruim (Calvin College), S.K. Lee, H. Kim (Handong Global University)*. Off campus.

**IDIS W43 Economic and Environmental Planning in Hong Kong and the Pearl River Delta**. Course dates: January 1-25. Fee: \$3975. *J. Curry*. Off campus.

**IDIS W45 Building Communities in Uganda**. Course dates: January 4-24. Fee: \$3350. *D. Hoekema*. Off campus.

**IDIS W62 Partnering to Improve Health in Rural India**. Course dates: January 3-24. Fee: \$3125. *D. Bossenbroek, M. Doornbos*. Off campus.

**NURS W60 Belize: A Nursing Experience**. Course dates: January 4-24. Fee: \$2960. *R. Boss Potts*. Off campus.

**SOWK W80 Development in Liberia**. Course dates: January 3-23. Fee: \$3,500. *R. Venema*. Off campus.

**SPAN W80 Interim in Yucatan**. Course dates: January 3-24. Fee: \$2200. *M. Bierling, E. Miller*. Off campus.

**~~CANCELED~~ SPAN W81 Spanish Language and Service Learning in Nicaragua**. Course dates: January 4-24. Fee: \$2700. *O. Leder*. Off campus.

## Kinesiology

**KIN W40 Medical Terminology.** This course fulfills the prerequisite for pre-physical therapy, pre-occupational therapy and Physician's Assistant graduate programs. The course will include basic medical word structure, organization of the body, word parts (roots, suffixes, prefixes), medical specialties, and case reports. Evaluation will be based on chapter quizzes and a comprehensive final exam. This course may fulfill an elective in the Exercise Science major. *N. Meyer.* 8:30 a.m. to noon.

**KIN W41 Sport Nutrition.** Proper nutrition is a key ingredient for success in competitive athletic performance. The goal of the Sport Nutrition course is to investigate the types, amounts, and timing of food and fluid intake, as well as the fact and fiction surrounding nutritional supplements. Specifically, students will study the types of foods necessary before and during exercise, as well as the recommended food/nutrient intake for optimal recovery following exercise. Differentiation between eating on practice vs. competition days will be made, as well as performance eating during all-day events, and when traveling for competition. Students will learn the basics about analyzing food and training plans for strength, power, and endurance sports in men and women. The course will also cover the incidence of body dysmorphias (disordered eating, female athlete triad, Adonis complex), as well as strategies for weight gain. The course will combine a variety of lecture, guest speakers, computerized diet analysis, and group discussions and diet plans. Each student will complete a project that entails the development of a booklet of nutritional guidelines for high school athletes by sport and gender. Evaluation methods include quizzes, a final exam, and the project. If possible, students will pair up to deliver sport-related nutrition information in the Grand Rapids YMCA after-school programs in the Grand Rapids Public Schools. This course may fulfill an elective in the Exercise Science major. Fee: \$30. *J. Walton.* 8:30 a.m. to noon.

~~**CANCELLED RECR 326 Intervention Techniques in Therapeutic Recreation.** Therapeutic recreation (TR) programs contain a theoretically sound and effective set of treatment protocols. It is also important for practitioners to be able to identify client needs and select appropriate interventions to meet those needs. This course provides students with clinical skills related to diverse treatment modalities and facilitation techniques through intentional observations of the programs delivered by master clinicians and hands-on experience of diverse treatment interventions. The learning outcomes are to be assessed through class participation, presentations, personal reflection, exams, and course projects. *Y. Lee.* 2:00 p.m. to 5:00 p.m.~~

**IDIS W10 Glaciers, the Outback and the Great Barrier Reef.** Course dates: January 4-24. Fee: \$5700. *C. Blankespoor, S. Vander Linde, A. Warners.* Off campus.

**IDIS W14 River & Rainforest: Costa Rica.** Course Dates: January 4-24. Fee: \$3300. *R. Rooks, D. Vandersteen.* Off campus.

**IDIS W27 Inside the January Series.** *R. Honderd, K. Saupe.* 8:30 a.m. to 11:00 a.m. and 12:30 p.m. to 1:30 p.m.

**IDIS W31 Dancing Across the Arts.** *E. Van't Hof.* 8:30 a.m. to noon.

**IDIS W33 Spiritual Strength Training.** *J. Kraak, N. Van Noord.* 2:00 p.m. to 5:00 p.m.

**IDIS W44 "Just" Leisure: Living our Virtues.** (3 semester hours + PER 143). Course dates: January 4-24. Fee: \$1300. *D. Bailey, D. DeGraaf.* Off campus.

***PER Activities Courses (1 semester hour)***

**137A Bowling.** #+ *J. Sparks.* 8:35-9:50 (MWF)

**137B Bowling.** #+ *J. Sparks.* 10:30-11:45 (MWF)

**165A Ballet II.** *J. Genson.* 12:30-2:15 (MWF)

**173A Basketball.** *J. Sparks.* 2:00-3:15 (MWF)

**174A Volleyball I.** *D. Bakker.* 10:30-12:30 (TTH)

**174B Volleyball I.** *D. Bakker.* 1:30-3:30 (TTH)

**180A Badminton I.** *J. Kim.* 8:35-9:50 (MWF)

**180B Badminton I.** *J. Kim* 1:30-2:45 (MWF)

**182A Tennis I.** *J. Kim* 10:30-12:30 (TTH)

**185A Soccer.** *B. Otte* 1:30-2:45 (MWF)

**# Fee required.**

**+ Class will meet off-campus.**

## Mathematics

**MATH W80 Advanced Euclidean Geometry.** The development of Euclidean geometry did not end with Euclid. Over the past two millennia many fascinating and surprising results have been discovered. This course explores the results of higher (or advanced) Euclidean geometry. Topics include the theorems of Ceva, Menelaus, Desargues, Brionchon, Napoleon, Miquel, Feuerbach, and Morley as well as Pascal's Mystic Hexagram, Euler and Simson lines, Fermat and Gergonne points, and the nine-point circle. We will examine these results in two ways: using modern software (GeoGebra) to explore geometry in a dynamic context, and using the ancient technique of Euclid (proof) to establish the results. Students learn to be comfortable with both. The two goals of the course are to explore the mathematics itself and to learn an appropriate balance between proof and computer exploration. Students in the course produce a notebook that contains statements and proofs of all the major theorems studied. Each theorem and proof is illustrated

with an appropriate GeoGebra sketch. There are no tests or exams; evaluation of student work is based entirely on the quality of the notebook. This course satisfies the interim course requirement for the mathematics major. Prerequisite: Math 256, or a 300-level mathematics course that emphasizes proof. Math 301 is helpful but not required. *C. Moseley.* 2:00 p.m. to 5:00 p.m.

**MATH W81 Curricular Materials for K-8 Mathematics.** This course examines and evaluates K-8 mathematics curricula in the context of the NCTM Principles and Standards for School Mathematics. Although the emphasis this year will be on grades K-5, curricula at all grade levels will be examined. Some of the curricula to be discussed are Everyday Mathematics, Investigations, Math TrailBlazers, Bridges, Connected Mathematics, MathScape, MathThematics, Mathematics in Context, and Singapore Math. Familiarity with a variety of K-8 mathematics curricula, with state and national mathematics grade level standards, and with state and national K-8 mathematics testing instruments is important for prospective teachers. Practice in designing exemplary mathematics lessons, making mathematics/literature connections, and solving mathematics problems are valuable skills for classroom mathematics teachers. Students are expected to complete assigned readings, to participate in and lead sample activities and lessons, and to contribute to small-group and whole-class discussions of the materials under consideration. Evaluation is based on in-class participation, presentation of grade-level lessons, written quizzes, and several written projects. Optional K-8 classroom observations can be arranged for the morning hours. Students should arrange their schedules so that they can spend additional hours in the Curriculum Center. This course is required for the Mathematics Elementary major, and replaces Math 110 for Mathematics Elementary minors (with permission of their mathematics advisor). Prerequisite: MATH 222. *J. Koop.* 2:00 p.m. to 5:00 p.m.

**MATH 170 Elementary Functions and Calculus.** This course is a continuation of Mathematics 159. Topics include applications of derivatives, integrals, the fundamental theorem of calculus, and applications of integrals. Grades are based on problem sets, tests, and a final exam. Prerequisite: Mathematics 159. *M. Bolt.* 8:30 a.m. to noon and 2:00 p.m. to 5:00 p.m.

## Music

**MUSC W40 Opera and Musical Theater Workshop.** Opera and Musical Theater have evolved into an impressive business and art, which encompasses a vast array of participants. Opera and Musical Theatre are the most collaborative of all arts, which include directors, choreographers, dancers, singers, actors, technicians, designers, musicians and the like. This course will incorporate students in these roles with supervision. The goal of the course is to educate and give students the opportunity to exhibit their musical and technical skills in a performance practicum, which will culminate into a musical/opera review. They will be coached on their music individually and collectively depending on their assignment(s). The methods of evaluation will include attendance, participation, creativity and performance. A production notebook will be required that will include research, character development, staging, choreography, costume/set designs, rehearsal schedules and score. This course may fulfill an elective in the Music major/minor. Prerequisite: basic music and acting knowledge. *C. Sawyer.* 2:00 p.m. to 5:00 p.m.

**MUSC W80 The Songs of South Africa.** (MAY) In this course members of the Calvin Women's Chorale participate in worship services, present concerts, participate in workshops in the area of choral music in various cities in South Africa, including Cape Town, Johannesburg, Soweto and Pretoria. The course is taught by the instructor through performance and by being a clinician in workshop settings. The instructor also leads group discussions with the ensemble and facilitates interaction with local students and church members. Students experience worship in a cross-cultural context and communion with other members of the Body of Christ through fellowship and song, as well as learn about South Africa's freedom movement and the role of songs in the movement. The choir visits high schools to interact with students through music as well as visit important sites of the freedom movement. Evaluations will be based on daily participation through performances, group discussions, individual presentations and a daily journal. The course will begin with intensive rehearsals and lectures on campus, followed by a twelve-day trip to South Africa. The sessions prior to the trip will include lectures on worship and choral music of South Africa, including its role in their freedom movement. This course may fulfill an elective in the Music major and minor. Prerequisites: Enrollment in MUSC 191. Course dates: May 25 - June 4. Fee: \$4000. *P. Shangkuan.* Off campus.

**MUSC W81 Instrumental Worship Music.** This course will include a combined performance preparation and historical study of instrumental music written specifically for the liturgical context. Designed for student orchestra, band and keyboard (piano/organ) performers, this course will consider the historical contexts, liturgical traditions, composers and application of instrumental music written for Christian worship from ancient to modern times. Students will develop an understanding of the history of instrumental music used in worship and develop the skills to apply what they learn in a live worship context. Class sessions will be divided between lecture and instrumental rehearsal. Student performers will be organized into an ensemble to prepare specific works for inclusion in the Calvin Worship Symposium. Participation in the symposium is required. Evaluation will be based on reading notes, a test, a research project and presentation and class participation. This course may fulfill an elective in the Music majors. Prerequisite: solid high school level performance level on orchestral or band instrument

or keyboard (piano/organ), participation in a Calvin instrumental ensemble or the permission of the instructor. *R. Nordling*. 2:00 p.m. to 5:00 p.m.

**IDIS W80 Performing Asian Choral Music**. Course dates: January 3-25. Fee: \$3870. *J. Navarro*. Off campus.

## **Nursing**

**NURS W60 Belize: A Nursing Experience.** Immerse yourself in the health issues and nursing care of the people of the small developing country of Belize, Central America. Belize is both geographically and culturally diverse with mountains, rainforests and the largest coral reef in this hemisphere! The objective of this course is to have nursing students reflect on Christian nursing care in a developing country, to experience cultural health care and to adapt nursing skills to a variety of settings. Nursing students have the opportunity to serve in community clinics, private hospitals, struggling government hospitals & an orphanage. Students learn from local herbalists, traditional midwives and folk healers. Students take an excursion to Guatemala for 3 days to explore the contrast in health care and culture of these two developing countries. Students will also have the opportunity to live in a Mayan village absorbing the culture firsthand. Students learn about village health needs and the role of the traditional birthing assistant. Clinical experiences, cultural events, reflective discussion and informal lectures contribute to the learning in this interim. Course goals are that students demonstrate Christian nursing care, understand cultural health care and adapt nursing skills to a variety of settings. Student evaluation is based on preparatory readings, required journal, final presentation and participation in course activities. Prerequisite: Students must complete at least one semester of nursing courses. Course dates: January 4-24. Fee: \$2960. *R. Boss Potts*. Off campus.

**IDIS W29 A Real Pain of a Class.** *E. Byma*. 2:00 p.m. to 5:00 p.m.

**IDIS W62 Partnering to Improve Health in Rural India.** Course dates: January 3-24. Fee: \$3125. *D. Bossenbroek, M. Doornbos*. Off campus.

## Philosophy

**PHIL W10 Moral Expectations in Film.** From an early age all people learn that certain types of behavior are morally expected of them. Morality has its expectations, and it is a high priority that people learn what these expectations are. It is also a high priority that a knowledge of these expectations is passed on to each new generation. The course focuses on this rather neglected area of the moral terrain. The phenomenon of moral expectation is studied in its relationship with more familiar concepts like moral duty, moral responsibility, and supererogation. It is also examined in the context of the Christian life. About eight motion pictures will be shown illustrating moral expectation. Evaluation is based on a research paper and several short written assignments. One previous course in Philosophy is recommended but not required. *G. Mellema.* 8:30 a.m. to noon.

**PHIL W11 Peaceable Kingdom.** Though stewardship of the animal kingdom is one of the primary responsibilities accorded to human beings in the Christian creation narrative, the question of how best to respect the creatures under our care is one that Christians too often neglect to ask. This omission is unfortunate, given the mounting evidence of fallenness in the social and commercial practices that presently govern our relationships to animals. While large-scale animal farming has increased consumer convenience, this convenience comes at a cost, and not just to animals. Our current food system is proving to have negative, if unintended, consequences for the environment, local and global commerce and agriculture in both rural and urban communities, and public health. In view of these considerations, the purpose of this course is two-fold: first, to gain insight into the problem through a survey of the theological, moral, environmental, and socio-economic issues surrounding the treatment of animals and the allocation of natural and human resources by our current food system and other industries that use animals; and second, to take the initial steps toward becoming agents of renewal by discerning an array of concrete approaches to addressing these problems (e.g., legislating for less intensive, more sustainable food systems, community supported agriculture, cooking and eating lower on the food chain, exploring “locavorism,” vegetarianism and veganism, animal compassion advocacy, etc.). Students will be graded on their responses to six journal assignments, a short position paper, and a final essay as well as on their participation in class discussion, events, and fieldtrips. *M. Halteman.* 2:00 p.m. to 5:00 p.m.

**[IDIS W15 L'Abri Fellowship](#)**. Course dates: January 3-28. Fee: \$2500. *L. Hardy.* Off campus.

**[IDIS W45 Building Communities in Uganda](#)**. Course dates: January 4-24. Fee: \$3350. *D. Hoekema.* Off campus.

## Physics

**PHYS W80/IDIS W83 Biophysics.** Biophysics is a growing discipline in which the tools of physics are used to elucidate biological systems. The course covers a broad spectrum of topics, including why ants can easily lift many times their own weight, how bees fly, why the cells of an elephant are the same size as those of a chipmunk, and why cats have a higher survival rate when dropped from taller heights. An additional feature of the course is that no calculators are used. All results are achieved by estimation, with a focus on learning the art of approximation. The class is highly participatory and the hope is that students will make the application of physical reasoning to biophysical systems their own, so that they can draw on this skill in the future. In addition to the above items, there is also a section devoted to the construction of simple biophysical simulations using the open source software package Sage, though no previous experience is required. Course objectives are to be able to apply the laws of physics and physical reasoning to biological systems, to develop the art of estimation, and to run computer simulations of biological systems. Evaluation will be based on homework, tests and labs. This course may be used as an elective in the Biology major. Prerequisites: The course is designed to be accessible to any student with at least a semester of algebra based college physics or a year of algebra based high school physics. P. *Harper*. 2:00 p.m. to 5:00 p.m.

**IDIS W30 Tolkien's "The Lord of the Rings"**. L. *Molnar*. 8:30 a.m. to noon.

**Political Science**

[IDIS W51 The Changing Faces of War](#). *S. Goi, J. Westra*. 8:30 a.m. to noon.

## Psychology

**PSYC W60 History of Psychology & Religion.** This off-campus, European, dual-discipline course will involve the investigation of sites, museums, archives, and institutes of those individuals who created and contributed to the fields of experimental, clinical and cognitive psychology. The best way to understand these famous scientists and their contributions to psychology is to see where they lived, breathed and worked, thereby permitting a greater appreciation of how their contexts shaped their viewpoints and their theories. Our students' immersion in the birthplaces of these distinctive schools of psychological thought will help them integrate different areas of psychology in order to form a deep appreciation for the roots of these fascinating fields of psychology. Texts include original readings (translated) by Wundt, Freud, and Piaget. Additionally, the origins of these "fathers of psychology" are in cities in which the Church Reformers lived and worked, thereby allowing students the opportunity to experience reformation history where it happened. Aspects of reformation history we will investigate include: the Reformation museum in Geneva, Luther in Worms, the Heidelberg Catechism in Heidelberg and the Anglican Church in London. Selected Reformation texts are also included in the readings. Through this experience, we expect our students to articulate the central concept contributions of each psychologist and reformer studied, but more importantly, understand how the cultural and historical context shaped these theoretical perspectives and what that means for a student of psychology and religion today. Student cumulative learning in the course will be evaluated on active engagement in daily group discussions of required readings and site visits, daily guided reflective journal entries and a final presentation summarizing their personal learning objectives. This course will fulfill the CCE requirement. Prerequisites: PSYC 151 and REL 121 or 131. Course dates: January 4-24. Fee: \$3850. *B. Riek, J. Yonker.* Off campus.

**PSYC W80 Knowing Yourself: The Psychology of Self-Understanding.** This course is an introduction to contemporary theories and research about how people come to know and evaluate themselves and how self-judgments influence our emotions, actions, and aspirations. How can an individual's self-concept and self-esteem be assessed? What are the limits and distortions of self-understanding? How does one's self-concept originate and develop? How do people seek to maintain stable self conceptions and enhance their self-esteem? How does self-understanding contribute to the way we deal with anxiety, depression, and personal failure? What dynamics contribute to the disintegration of self? The course includes readings, lectures, class discussions, films, and personal reflection on one's own self-concept. Evaluation will be based on two written tests and to complete a narrative life history that demonstrates their ability to use appropriate principles and concepts from the course. This course may fulfill an elective in the Psychology major/minor. This course is not open to students who have taken or plan to take Psychology 311. Prerequisite: PSYC 151. *J. Brink, G. Weaver.* 2:30 p.m. to 5:00 p.m.

**PSYC W81 Movies & Mental Illness.** From the advent of the motion picture industry, movies have attempted to capture the essence of human affect, behavior, and cognition. This course focuses on the attempts of the movie industry to capture the essence of mental illness. The course is divided into two parts. The first part of the course will trace historical changes in the understanding of mental illness and the perspective on the mentally ill and those who treat them, and in so doing emphasize how movies reflect the Zeitgeist of broader western culture. The second part will focus on various emotional disorders, emphasizing symptoms and perspectives

on the development and the treatment of these disorders. Students view a variety of movies and are involved in critiquing them regarding perspective, accuracy, and realism. The goal is to develop critical-thinking skills in viewpoint film portrayals of psychological disorders. Students are evaluated on the basis of a group project and final paper. This course may fulfill an elective in the Psychology major. Prerequisite: PSYC 212 or equivalent. *S. Stehouwer*. 8:30 a.m. to noon.

## Religion

**CANCELED REL W10 Movies and Music: Theological Themes.** This course examines the expression of theological themes in select musical works and films. Compositions studied include works by Haydn (*The Creation*), Bach (*St. John Passion*, *St. Matthew Passion*, *Cantata 106*), and Mozart (*Requiem*). Films analyzed include *Babette's Feast*, *The Mission*, *The Seventh Seal*, and *Amadeus*. Where possible, the relevant libretto or screenplay is read prior to listening to or viewing the work in question. Students should show an interest in theology, the arts, and their intersection; readiness to listen carefully and watch discerningly; and willingness to engage in discussion. Students will acquire a knowledge of select theological themes, become acquainted with certain sacred compositions (and their composers), enhance their listening skills, become acquainted with certain films (and their directors), advance their skills in film analysis and exercise their skills in discussion and oral presentation. Evaluation will be based on readings, a journal, a paper, engagement in discussion, and a final exam. *R. Plantinga*. 2:00 p.m. to 5:00 p.m.

**CANCELED REL W40 Theology of Beauty in an American Context.** How does the great Christian tradition of understanding beauty theologically (a tradition that is largely European) translate into an American context? This class considers that question by exploring America, focusing especially on art and landscape that is distinctively American. Participants travel exclusively by Amtrak, visiting Chicago, Philadelphia, Washington D.C., New Orleans, Tucson, Los Angeles, and Yosemite National Park. Students visit museums, listen to music, read literature and theology, look at architecture, meet with local experts on various aspects of an American aesthetic, and experience the grandeur of the American landscape, all while encountering some of the cultural diversity of the United States. Student evaluation will be based on reading and listening assignments, to keep a response journal, and to be active, respectful, thoughtful participants in all activities. This course may fulfill an elective in the Religion major. Course dates: January 4-24. Fee: \$2747. *L. Smit*. Off campus.

**REL W41 Israel: Land of the Bible.** This course, based in Israel at Jerusalem University College, studies the geographical and historical settings of the Bible. Students visit ancient historical and archaeological sites with about 80% of the course taught in the field. Students tour key sites in Jerusalem, throughout ancient Judea, and in the region of the Dead Sea, as well as making two overnight excursions—one to Galilee and another to the Negev (southern desert regions). Students also experience contemporary Jewish and Arab cultures, along with the current religious and political situation. Jerusalem University College's location just outside the walls of the old city of Jerusalem makes it a perfect venue for first hand study of the biblical world. Students engage in readings, map work, and field studies. Evaluation is based on completed mapwork, journals, and tests. This course will fulfill the CCE core requirement. Course dates: January 1-23. Fee: \$4,175. *K. Pomykala*. Off campus.

**CANCELED REL W42 Elie Wiesel, Prophet of the Holocaust: In Search of God and Humanity.** Among the atrocities of the modern world that aggravate the problem of evil for our times, the holocaust stands out. Among those who write and reflect on what an Auschwitz means for belief in God and humanity, and our future together, Elie Wiesel stands out. Elie Wiesel, the 1986 Nobel laureate, is aptly called the prophet of the holocaust, devoting his life to

~~the remembrance of this horrific event in the attempt to discern and publish its moral lessons. This course traces the life, times, and ethical vision of Wiesel, particularly through his holocaust experience and subsequent quest to sustain faith in God and hope for humanity in its ever elusive task to build a just and humane society. Students journey with Wiesel by aid of documentary and film, but principally through his own writings, which include *Night*, *The Trial of God*, *The Town Beyond the Wall*, *Twilight*, and selections from his memoirs, *All Rivers Run to the Sea*, *And the Sea is Never Full*. Beyond the inspiration of Wiesel's own life journey, students will deepen their appreciation of the question of theodicy, and of the Jewish resources for persevering in a world with an Auschwitz, a world still dangerously poised. More particularly, students will become conversant in the issues surrounding theodicy, the range of "answers" offered to the problem of evil, as well as how Jewish theological and ethical resources, as exemplified by Wiesel, are formally commensurate with Christian resources, even if materially differentiated by one coming of the Messiah. Evaluation will be based on two papers and a take home final. This course may fulfill an elective in the Religion major. T. Thompson. 8:30 a.m. to noon.~~

**REL W43 Birth, Sex, & Death in the Biblical World.** Why is sexual intercourse "unclean" according to Lev 15:18? If the body is in the grave, where is the "person" after death? In recent years, anthropologists and other social scientists have begun to examine more closely the ways in which human cultures conceptualize and organize the ordinary events of the human life cycle. Biblical scholars, too, have begun to consider these things by using the Bible, not as a theological textbook, but as a window into the lives of ordinary people in ancient Israel and the early Church. This course looks at various aspects of the human life cycle as they are described or discussed in the Bible. Material from other ancient Near Eastern cultures is also used to illuminate the thought world of the Bible. Some of the aspects of the life cycle covered are the reasons why people wanted to have children, theories of conception and fetal development, birth and the postpartum period, the female reproductive cycle, the structure of marriage, raising children, sexual activity and restrictions, celibacy, old age, death, and the afterlife. Students get to study biblical texts as reflections of a particular moment in human culture; look at and interpret various biblical texts for themselves; think about how various biblical texts might apply today. Students write a paper which is based on the material covered in class. This course may fulfill an elective in the Religion major. R. Whitekettle. 8:30 a.m. to noon.

**REL W44 Learning to Pray Like Jesus.** Students in this course will study the prayers of the New Testament within their first-century, Jewish context; what NT prayers can tell us about the believer's personal relationship to God; how one strain of ancient, desert monasticism developed contemplative prayer; and Martin Luther's devotional advice in his book *A Simple Way to Pray*. We will also wrestle with some of the theological questions raised by petitionary prayer: Can God be influenced? Does God ever change his mind? Does prayer make a difference in the world? Student evaluations will be based on two book reviews, class participation, daily prayer with at least one other class member and keeping a daily prayer journal. This course may fulfill an elective in the Religion major. D. Crump. 8:30 a.m. to noon.

**[IDIS W52 One Bible, Many Readings.](#)** W. Lee. 8:30 a.m. to noon.

## Science Education Studies

**SCES 214 Communication and Learning in the Natural Sciences.** This course provides a systematic examination of communication and teaching strategies for natural science at the middle and high school level, including oral exposition, visual imagery, demonstrations, technology, and laboratory activities. Theoretical components include the underlying educational theories, scientific literacy, and the unifying themes and practices in science. Practical components include methodologies for assessment, lesson and unit development, laboratory safety, and student presentations and response. Evaluation is based on oral presentations, lesson planning, class participation, and two written exams. Prerequisite: At least three courses in natural science. *C. Bruxvoort*. 8:30 a.m. to noon.

**SCES 312 Teaching Science in Elementary School.** This course is a consideration of the methods, pedagogies, and strategies associated with teaching science in elementary and middle school. Curricular resources for teaching science, including the use of technology and written materials, are also examined with consideration of the criteria for their evaluation. Additional topics include assessment, benchmarks and standards, and lesson and unit development. The relationship of Christian faith to the teaching of science in the classroom is also examined. Field experiences during normal course hours are included. Students will be assessed on completed homework assignments, two quizzes, a written final, a completed unit plan and lesson plan, and observation of their teaching in a local elementary school. *K. Bergwerff*. 8:30 a.m. to noon and 2:00 p.m. to 5:00 p.m. (TH).

## **Sociology & Social Work**

**SOC W40 Hollywood: Dream Factory.** Southern California is the capital of the global entertainment industry. Its status as a center of cultural power rivals that of New York and Washington as the center of financial and political power, respectively. But what distinguishes Hollywood from these two other cities is that it is more than merely a geographic locus of activity; it is also a larger-than-life symbol in an elaborate mythology rooted in western modernity. In numerous ways Hollywood shapes hearts and minds, teaching people how to think about themselves and the world in which they live. This course will examine three distinct stages of production and consumption identified by the sociology of culture: its highly stratified, profit-driven organization; its networked, project-based execution; and its mass-marketed, niche-oriented reception. The three highly interrelated industries based in Los Angeles – motion pictures, television, and popular music – serve as the field site. Visits to industry locations and interviews with industry participants will be supplemented by a variety of written and visual resources, as well as regular lectures and discussions, to give students a “backstage” perspective that will help them understand culture and the Hollywood mythology more critically. Students will gain a sociological understanding of culture and its significance to society; identify the media megacorporations, their basic histories and significant holdings, and understand how these companies structure the field of cultural production; be familiar with the various processes of cultural production, and appreciate how these processes structure individual opportunities and careers as well as collaborative relationships; and be aware of the effects of commercial cultural products on individual and group socialization, with particular emphasis on popular understandings of “celebrity,” “reality,” and (Christian) “faith”. Student evaluation will be based on reflective journals, a presentation, and a final exam. This course may fulfill an elective in the Sociology major. Course dates: January 4-24. Fee: \$2583. *E. Marr*. Off campus.

**SOWK W80 Development in Liberia.** This course examines community development as one way to bring healing to a broken nation struggling to emerge from a lengthy civil conflict. Students will listen and learn alongside some of the first social work students in Liberian history, at the Mother Patern College of Health Science in the capital of Monrovia. Together, this cohort will spend time in the classroom and in the community, learning theory and witnessing it in practice at agencies throughout the capital and in villages in the interior. The course covers a variety of approaches to the problems of poverty and sustainable development, and focuses on cross-cultural and participatory learning. Student learning will include an understanding of how Liberian history (particularly as related to the United States), politics, economics, and ecology influence past, present and future development efforts in Liberia and why knowledge about these factors is crucial to planning appropriate and sustainable development for a nation or community. Students will also be able to define community development, describe the major theories and approaches, outline common components of contemporary development, specifically those used by the Christian Reformed World Relief Committee and learn about Liberian culture and practices. Student evaluation will be based on a final written examination covering key concepts in community development and a final reflection paper. Students will also participate in a group project mapping the assets of a community within greater Monrovia. This course may fulfill an elective in the International Development Studies major. This course will fulfill the CCE requirement. Prerequisites: SOWK 240, 250 and SOC 151. Course dates: January 3-23. Fee: \$3,500. *R. Venema*. Off campus.

## Spanish

**SPAN W80 Interim in Yucatan.** Students spend three weeks immersed in Mexican culture and Spanish language in Merida, the capital of the state of Yucatan. Merida has a population of one million and offers a colonial past, strong Mayan influence in the present, and intensive globalization as it faces the future. It is the site of two universities and several mission organizations. Students live with Mexican families and attend daily lecture and discussion classes focusing on aspects of Mexican culture such as Mexican and Mayan history, the history of Catholicism and Protestantism in Mexico, and the current political and economic context. Students also participate in excursions to Mayan ruins and attend religious and cultural events. Student learning objectives are to improve comprehension and fluency in the Spanish language, increase understanding of various cultural and religious phenomena of Mexico and particularly of Yucatan, and grow in personal maturity and awareness of cultural differences. Students keep a journal with notes from lectures and discussions as well as personal observations on Mexican culture and on their own experiences. Evaluation is based on satisfactory achievement of course goals, including participation in course activities, increased understanding of various cultural and religious phenomena of Mexico in general and Yucatan in particular, and growth in personal awareness and maturity—as measured by journal entries, a language journal, reflection papers, cultural reports based on interviews, and a final oral presentation. This course may fulfill an elective in the Spanish major and minor. This course will fulfill the CCE requirement. Prerequisites: SPAN 201 and permission of instructor. Course dates: January 3-24. Fee: \$2200. *M. Bierling, E. Miller.* Off campus.

~~**CANCELED SPAN W81 Spanish Language and Service Learning in Nicaragua.** Students spend three weeks immersed in Nicaraguan culture and Spanish language in Leon, north of the capital of Nicaragua. It is the site of two universities and several mission organizations. Students live with Nica families and attend daily lecture and discussion classes focusing on aspects of Nicaraguan culture such as Somoza, the Sandinistas, the history of Catholicism and Protestantism in Nicaragua, and the current political and economic context. Students also participate in excursions to historical sites and attend religious and cultural events. They keep a journal with notes from lectures and discussions as well as personal observations on Nicaraguan culture and on their own experiences. Evaluation is based on satisfactory achievements of course goals, including participation in course activities, increased understanding of various cultural and religious phenomena of Nicaraguan and growth in personal awareness and maturity—as measured by journal entries, a language journal, reflection papers, cultural reports based on interviews, and a final oral presentation. This course may fulfill an elective in the Spanish major or minor. This course will fulfill the CCE requirement. Prerequisites: SPAN 201 and permission of Spanish program advisor. Course dates: January 4-24. Fee: \$2700. *O. Leder.* Off campus.~~

**SPAN 122 Intermediate Spanish.** This course is the second part of the closely integrated 121-122-202 sequence, which fulfills the requirements for foreign language. Students attend large-group sessions in the morning and small-group sessions in the afternoon to acquire skills in speaking, listening, reading, and writing in Spanish and participate in discussion of cultural topics related to the Hispanic world. Chapter tests, vocabulary, grammar quizzes, compositions,

oral presentations, and a final exam are required. *D. Zandstra*. 9:00 a.m. to noon and 1:30 p.m. to 3:00 p.m.

**SPAN 358 Aiding in the Spanish Classroom.** The goal of this course is to give advanced students of Spanish the opportunity to experience firsthand the teaching of foreign language and to develop their oral skills by leading small-group practice sessions completely in Spanish. Students enrolled in this class are an essential part of the successful teaching of Spanish 122. Morning activities include meeting with other aides and program director, observing master teachers, and preparing class plans, materials, and activities. During the afternoon aides lead their own practice groups and tutor students with problems. A daily journal, an activity card file, lesson plans, prepared material and quizzes, and classroom techniques are used to evaluate a student's competency in oral and written Spanish and in pedagogical skills. In addition, students are evaluated twice by the students in their small groups, and they are regularly observed by the instructor of Spanish 358. Prerequisites: Spanish 301 with a grade of B or better and permission of the instructor. *M. Rodriguez*. 8:30 a.m. to 5:00 p.m.

**IDIS W32 Theory and Practice of Quilting**. *S. Clevenger*. 2:00 p.m. to 5:00 p.m.