

Registration: Interim

Interim 2017

Art

ART W40 The Creative Toolbox. This interim courses that will shepherd you through a repertoire of effective visual communications principles and practices. It consists of a knowledge base that can only be developed through a practical hands-on experience. The course covers eleven challenging exercises in Adobe Illustrator 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 design skills. Focus is on principles such as formal reference, positive/negative relationships and cropping techniques, which engender innovative visual communication skills. This course may fulfill an elective for Art majors. *F. Speyers*. 9:00 a.m. to noon.

ART W80 Artist Book Making. This course will introduce the design, production, and publication of Artist Books, concentrating on the book as aesthetic object and medium of content. Physical and conceptual elements of the artist book unfold through time and space. Aesthetic problem solving therefore involves organizing conceptual, visual, physical, kinetic, and chronological transitions. Students will engage in developing content, three-dimensional construction, integration of image and text as well as harmonizing these elements in the execution of visually effective artist books. The study of hand made books from illustrated manuscripts to works of contemporary book artists will introduce students to both traditional as well as innovative materials and binding techniques. Students will investigate both high and low technologies of reproducing imagery for the purpose of execution and publication. Bookmaking will occur both individually and collaboratively. The class will produce several limited edition publications. The majority of class time is spent in studio activity generating a minimum of seven artist books. Teaching methodology includes illustrated lectures, demonstrations of materials and techniques, readings, critiques and field trips. An exhibition of works completed is anticipated. *A. Greidanus*. 2:00 p.m. to 5:00 p.m.

Biology

BIOL W80 Puerto Rico: Viral Infections, Vaccine Development, and Valued Biodiversity. Puerto Rico has one of the highest HIV incidence and death rates in the US, and has had many outbreaks of Dengue Fever. The US Centers for Disease Control and Prevention (CDC) has a Dengue Branch on the island, and Puerto Rico became a national center for HIV/AIDS vaccine development in 2014. The course first explores infectious diseases, particularly HIV and Dengue, including their transmission, infection, treatment, prevention, and ongoing research. It also explores the health care system in Puerto Rico and the disparity in health care in minority populations. Lastly, it explores biodiversity and ecological interactions in the tropical rain forests and marine ecosystems of Puerto Rico. The first half of the course is taught on campus where students learn about HIV, Dengue, bioluminescent bacteria and other biological topics in a classroom setting. The second half of the course is experiential learning in Puerto Rico, where students learn about disease control, social justice issues, and conservation issues from local experts. This course may fulfill an elective in the Public Health program. This is a CCE optional course. Prerequisite: one course in Living World or permission of the instructors. Course dates: January 4-23. Fee: \$2300. *A. Hoogewerf, A. Shen*. Off campus.

BIOL W81 Ecotoxicology. Today's modern industrialized society uses approximately 60,000-80,000 different chemicals, including 1000-2000 new chemicals every year, in the form of pesticides, pharmaceuticals, personal care products, plastics, energy sources, and industrial chemicals and wastes. Some of these chemicals are significant environmental contaminants, presenting potential risks to individual organisms, including humans, and

entire ecosystems. Ecotoxicology is the study of the effects of environmental contaminants on aquatic and terrestrial organisms, including relationships between chemical effects on the biochemical and physiological levels to impacts individuals, populations, and ecosystems. Ecotoxicology examines the local and global fate and transport of environmental contaminants as well as current approaches for assessing toxicity and chemical risks. Ecotoxicology provides important data to inform the development of environmental policies that promote safe and sustainable use of chemicals. Ecotoxicology is an important sub-discipline of environmental science and public health, and as such this course is intended to benefit students interested in these fields as well as ecology, natural resources, pharmacology, medicine, environmental chemistry, and environmental policy. This course may serve as an upper-level elective in the environmental science major, environmental studies program, public health program, biology program, biotechnology program, and biochemistry program. Prerequisites: BIOL 160 or 225, BIOL 161 or 224, and CHEM 253 or 261. Please talk with the instructor if you have not had these or similar courses. *K. Grasman*. 8:30 a.m. to noon.

Business

BUS W80 Accounting for SMEs. SME is an acronym for Small and Medium-sized Enterprises. The European Commission indicates that SMEs represent 90% of all businesses in the EU. The U.S. Trade Representative states that SMEs are the backbone of the economy and the primary source of jobs for Americans. However, many of the special issues facing these enterprises are not addressed in standard accounting courses. This course will evaluate various accounting solutions that have been developed to assist accounting professionals in meeting the unique needs of SMEs. Students in this course will evaluate current accounting theory and practice relevant to SMEs, have increased proficiency in SME accounting systems such as QuickBooks, gain familiarity with the basic tax accounting and compliance responsibilities for smaller entities, and do analysis of the impact of technology on how, when, and where accounting takes place. This course may fulfill an elective in the accounting minor. Prerequisite: Business 204. *D. Cook*. 8:30 a.m. to noon.

Communication Arts & Sciences

CAS W10 Crime & Detective Fiction. This course involves close study of crime and detective fiction. The course focuses on reading novels (by American, British, and Scandinavian writers) but students also watch and analyze film and television adaptations. Learning objectives include an understanding of the history and development of the genre, the ability to engage in a close reading of literary and cinematic texts, and a basic facility in writing crime/detective stories. *G. Pauley*. 8:30 a.m. to noon.

CAS 250 Multi-Camera Production. An introduction to the theory and practice of studio-based video production, with components of location package production and web outreach. This class produces video and online content related to the January Series, or other guests. Various program formats are discussed and evaluated in light of particular communication principles and needs. Students gain experience with stationary video cameras, recorders, switchers and related technologies, as well as preparation of assets for exhibition via the web. Performance for the camera, studio lighting, audio recording and mixing principles are analyzed and demonstrated. *G. Heetebrij, S. Smartt*. 8:30 a.m. to noon.

Chemistry

CHEM W10 Introduction to Medical Missions in Nepal. In this course students get exposed to third world medicine in a secular context and in a mission context. Students will find that medicine and Christianity are natural allies and Christian missions provide a unique opportunity to practice their faith in caring for others in their daily lives. Discussions will include the healing ministry of Jesus and how that affects us in the present age. In Nepal, students will learn to appreciate the influence of history, culture, poverty, lack of infrastructure and religious concepts on health and sickness. Students will visit several hospitals to observe how health care is distributed in Nepal. A week long rotation will be conducted at the United Mission Hospital in Tansen where students will have exposure to internal medicine, pediatrics, surgery, orthopedics, and maternity and meet with expat and Nepali

healthcare workers. They should get the flavor for what it is like to live and work in a mission context. Students will also have field visits to a Nepali village, a psychiatric rehabilitation center, and a rehabilitation hospital for disabled persons. A key feature of this course is for students to be exposed to the Nepali culture and church. Students will learn the joys and challenges of living in a different culture and deepen their faith and compassion for others as they interact with Nepali people. Key questions that will be raised include: "How is working as a Christian different than working as a secular health care worker?" and "How is this experience transforming your vision for your future?" This course will fulfill the CCE requirement. Course dates: January 2 - 27. Fee: \$3777. *K. Sinniah*. Off campus.

CHEM W11 Sights, Sounds, Flavors & Fragrances. Our senses provide more than simply a means of interacting with the world. They can inspire joy, provide warning of danger, and stir up old memories, or they can mislead us as with optical illusions. This course uses a hands-on approach to explore the ranges and limits of our senses. Through daily activities such as making and tasting salsas with a collection of spices, simulating multiple forms of color blindness, comparing the range of sounds that are perceived, tasting food without the benefit of smell or sight, and observing aromas used in sales and marketing, students learn to fully engage their senses. Students also gain an appreciation of the current chemical and biochemical understanding of their senses. Evaluation is based on class participation, daily blogs, and a final group project. This course assumes no prior knowledge of chemistry or biochemistry, though students who want to dig more deeply into the biochemistry of their senses will find plenty of resources to do so. Fee: \$30. *E. Arnoys*. 8:30 a.m. to noon.

CANCELED CS W80 Mobile App Development Using Swift. People are increasingly doing their "personal computing" using apps running on mobile devices like smart phones and tablets. Apple's iPhone and iPad are popular mobile devices, especially here in the US, and the ability to create apps for these devices is a valuable skill. Swift is a programming language that Apple debuted in 2014 for creating apps for its various operating systems. In this project-oriented course, students will design an original mobile app, and then use the Swift language and Apple's XCode integrated development environment to implement their design. XCode includes a Simulator that allows students to test and run their apps without owning an actual mobile device. Students who own an iPhone or iPad will be able to deploy their apps on their device. This course may fulfill an elective in the CS minor. Prerequisite: CS 214 or CS 112 and permission of the instructor. *J. Adams*. 2:00 p.m. to 5:00 p.m.

Computer Science

CS W60 Missions Computing at CRU. This course in Florida will introduce students to the key role computing plays in many Christian missions' organizations in the USA and around the world. CS students will observe and contribute to the full lifecycle of software development, including product research, prototyping, development, defect tracking, debugging, user testing, and deployment. Math students will work with CRU's data analytics group. All students will also participate in spiritual development activities, led by missionaries working at CRU, thus broadening their perspective on CRU's college campus and international evangelism work. Prerequisite: CS 112 or consent of the instructors. Course dates: January 4-24. Fee: \$2245. *V. Norman, R. Pruim*. Off campus.

Dutch

DUTC W40 Dutch Interim Abroad. Experience culture and the rhythms of every-day life in the Netherlands and Belgium! The course features extensive interaction and meetings with locals and experts, with special focus on education, religion/church, political systems, and the rich museum culture in the Low Countries. The trip moves through several cities; lodging is a combination of hostel overnights and stays with host families. We get around using public transit, along with some bicycling. Course goals are that students demonstrate gains in Dutch language skills and that they increase their understanding of various religious, political, and cultural facets of the Low Countries. Students demonstrate achievements of these goals in journal writing, field assignments, and written reports. The successful student will also demonstrate gains in cross-cultural understanding. Students will also progress in the art of traveling in a foreign country—demonstrating gains in understanding how to be a grateful guest in another culture. Free travel days are built into the course. This course may fulfill an elective in the Dutch

major and minor. This course will fulfill the CCE requirement. This course is open to all students, but students having done prior course work in Dutch culture (esp. Dutch language) are given priority admittance to the course. Course dates: January 3-24. Fee: \$3723. *H. De Vries*. Off campus.

Education

~~**CANCELED EDUC W10 Education for Hope.** Participants explore and learn with Sierra Leonean teachers, agencies and families, to better understand the complex circumstances that challenge children's education there. Calvin College students visit homes, schools and a College Campus. They go to schools in smaller agricultural villages and in larger towns. They learn about the programming success and challenges of non-governmental education agencies. Participants are supported to take listening positions, to recognize existing strength and resources, and develop collaborative, Christian postures of care in cross-cultural development work. This interim expands education-service horizons for those interested in international education, development, and politics. Course dates: January 4-24. Fee: \$3553. *J. Kuyvenhoven*. Off campus.~~

EDUC W40 Urban Education in Context – Memphis. This course will explore the context of urban education as experienced in Memphis, Tennessee. The course will introduce students to current societal issues related to urban education and to teaching and learning practices associated with effective urban teaching. In addition to regular class sessions, students will spend 8-10 half-days observing and aiding in Memphis Public School classrooms. Students will also visit and study the National Civil Rights Museum, investigate various Memphis neighborhoods and communities, and participate in workshops and lectures facilitated by the Memphis Teacher Residency program. Through participation in this program, students will identify societal issues impacting urban schools teachers, and students; investigate the strengths and weaknesses of urban communities; observe and study effective pedagogical practices; and grow in their understanding of issues related to civil rights, equity, and social justice and how these issues relate to school practice in urban communities. This course may fulfill an elective in the Urban Studies minor. Course dates: January 4-24. Fee: \$1250. *J. Walcott*. Off campus.

English

ENGL W10 Corpus Linguistics for Linguists and Non-Linguists. This course provides an introduction to the uses of Corpus Linguistics, focusing briefly on its history and then on its tools, its practices, and its practical applications. In this course, students will use ready-made corpora, including the Corpus of Contemporary American English and its cousins at Brigham Young University, and they will also build their own corpora and analyze them with corpus software. This course is aimed at helping students learn how to use corpus tools and corpus skills in order to address research needs in the academic disciplines (particularly those that depend heavily on textual materials) as well as research needs in the world beyond the academy. This course is aimed at students in a variety of academic programs and disciplines, including, for instance, linguistics, journalism, history, philosophy, art history, classical and modern languages, psychology, religion, education, gender studies, sociology, the sciences, speech pathology, marketing and advertising, literature, mass media, film studies, political science, and communication, and including any other program or major that requires students to engage deeply with texts and textual materials. *J. Vanden Bosch*. 8:30 a.m. to noon.

ENGL W40 Dante, Florence, and the Idea of Pilgrimage. Even almost 700 years later, Dante's *Divine Comedy* remains a central text for thinking through the Christian journey from sin through sanctification to salvation. Dante, himself deeply influenced by Franciscan spirituality, was also deeply formed as a Florentine; taken together, the Franciscan and Florentine influences of the *Divine Comedy* come to life when studied in Florence itself. At the same time, the idea of pilgrimage is not unique to Dante, but a rich part of medieval Christian practice. In this course, we'll take Dante as our guide on our very own pilgrimage as we think about the theology and spiritual practices that will strengthen us on the way. This course may fulfill an elective in the English program. Course dates: January 3-25. Fee: \$4250. *J. Holberg, A. Le Roy*. Off campus.

ENGL 374 English Grammar. Students will study and work with traditional grammar, focusing on its history, its system, its applications, its competitors, and its place in the middle-school and high-school classroom; special emphasis will be given to the system and terminology of this grammar. *K. Johnson, E. Vander Lei.* 8:30 a.m. to noon.

Engineering

ENGR W80 Advanced Chemical Engineering Special Topics. This course addresses essential advanced topics for design. Topics build on the foundational concepts from several earlier chemical 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. This course fulfills the Engineering special topics requirement. Prerequisites: Engineering 330, 331, 335, and senior standing. *J. & J. VanAntwerp.* 8:30 a.m. to noon.

ENGR W81 Mobile Robotic Systems. Mobile robotic systems are becoming more commonplace and are now handling some of the most dangerous tasks, allowing humans to stay at a safe distance. In this course, students will learn about the historical development of mobile robotic systems, including some ethical issues surrounding such systems. Students will also analyze and design the electrical, mechanical, and control aspects of robotic systems. The final project will involve the construction and implementation of a mobile robotic system. Through this hands-on experience, students will learn about the mechanical structures needed to build the system, the motors and gears to drive the system, the sensors to guide the system, the wireless modules to communicate with the system, and the control algorithms and hardware to manage the system. This course fulfills the Engineering special topics requirement. Prerequisites: C Language Programming or equivalent, Engineering 307 & 311, and Metal Shop Training. Preference given to senior-standing ECE engineering students. *M. Michmerhuizen, Y. KIM.* 8:30 a.m. to noon.

ENGR W82 Site Development and Design. This course focuses on civil engineering site development and design (SDD). The objectives of this course are for students to: 1) Know the key elements used in the design of a civil engineering projects (e.g., topographical analysis and earth balances, infrastructure documentation and linkage, regulations and permitting, and integration of built and natural systems; 2) Understand and apply various land measurement applications (e.g., surveying, global positioning systems, and geographic information systems) that are typically used for SDD; and 3) Learn sustainable SDD practices (e.g., LID and LEED) by integrating these into course design projects. This course will fulfill an elective in the Engineering major. Prerequisites for this course include Engr 306, Engr 320, and Engr 326, or permission of the instructor. *B. Masselink.* 8:30 a.m. to noon.

ENGR W83 Sustainable Energy Systems. Renewable and sustainable energy systems are providing increasingly large fractions of the energy mix worldwide. In this course, students consider fundamental engineering principles, economic factors, and Energy Return On Investment (EROI) for a wide variety of renewable and sustainable energy technologies. Special focus is given to performance and design of wind and solar systems, and data from demonstration systems at Calvin College are analyzed extensively. Several software packages that aid renewable energy system design are introduced. This course will fulfill an elective in the Engineering major. Prerequisite: Engineering 333 or permission of the instructor. *F. Haan, C. Hartemink.* 8:30 a.m. to noon.

French

FREN W80 Interim in Quebec. Discover French-Canadian culture and language in Montreal and Quebec City. After arriving in Montreal, students stay for three nights in a downtown youth hostel. They learn how to manage the city's transit system and visit some of the city's main sites. Students then move to French-speaking host families

that provide room and board for nine nights. During the day, the group visits the different neighborhoods of Montreal and participates in various activities, ranging from museum visits, plays, concerts, guided walking tours to service learning, tubing/skiing in the Laurentian Mountains, skating, snowshoeing, and, if possible, a Canadiens hockey game. Once the homestay is completed, students travel to Quebec City for three nights where they explore the town's French colonial history and cultural sites. The group returns to Montreal for two final nights in a downtown hostel before flying back to Grand Rapids. This course may fulfill an elective in the French major and minor. This course will fulfill the CCE requirement. Prerequisite: French 201. Course dates: January 4-21. Fee: \$ 2495. *O. Selles*. Off campus.

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. Prerequisite: French 111 or permission of instructor. Staff. 9:00 a.m. to noon and 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. *J. Vos Camy*. 8:30 a.m. to noon.

Geology

GEOL W40 Hawaii: Life on a Volcanic Archipelago. This course explores the natural history and diverse cultural landscapes of Hawaii, Maui, Kauai, and Oahu, the four main islands of the Hawaiian archipelago. The course begins at Kilauea volcano on Hawaii where we view on-going eruptions and investigate fresh lava flows and recent volcanic features. On Hawaii and Maui, students observe a wide range of climate zones, biomes ranging from tropical rainforest to Mediterranean to sub-alpine, and sites of cultural significance for the original Polynesian inhabitants of the islands. The trip progresses to progressively older volcanoes at Maui and finally to Kauai where we see the inner geometry of a deeply eroded volcano and investigate the plumbing beneath the volcanic edifice. Students investigate the logistical and environmental challenges of living on a remote, volcanic island chain including securing food, energy, and freshwater resources. We visit farms, wind farms, and a geothermal energy generation plant. On Hawai'i, Maui, and Kauai we observe rural landscapes and small towns associated with the sugar plantation economy and tourist industry while on Oahu we observe landscapes shaped by military development, urbanization, and global tourist flows. Instruction will take place on daily field trips and hikes to sites of geological, oceanographic, ecological, and cultural significance. This course may fulfill an elective in the Geology, Geography, and Environmental Studies programs. This is a CCE optional course. Course dates: January 4-24. Fee: \$4568. *M. Bjelland, G. Van Kooten*. Off campus.

GEOL 112 Earth Science for Educators (MAY). An Introductory study of physical systems and historical and contemporary processes that shape the surface of Earth. Topics include 1) the physical nature of Earth's surface based on composition of earth materials and the forces that create landforms, 2) weather and climatic systems and their effect on the global distribution of soils and ecological communities, 3) the Earth/sun/moon system. Understanding of Earth Systems is applied to concepts of stewardship, resource use, and energy consumption. Laboratory, multiple field trips. Not open to students who have completed Geology 151 or Geography 120. Course dates: May 22 - June 5. Fee: \$1500. *K. Bergwerff*. Off campus.

GEOL 153 Big Sky Geology: Montana (MAY, field version of Geol 151) This course in Physical Geology is based in SW Montana, a location with a wide variety of superb geologic exposures and landscapes. This course fulfills the Physical World core and emphasizes outdoor, field-based investigation and learning. Students will be introduced to

the breadth of geological study leading to responsible Christian appreciation and stewardship of the Earth. Topics include rocks and minerals, volcanoes, weathering, rivers and streams, geologic time, plate tectonics, natural resources and geologic hazards. Field activities are an important part of the course, and afternoon field work most days complements morning lecture and lab activities. Included among the many visited localities are Butte, Yellowstone National Park and Craters of the Moon National Monument. As a graded course, quizzes and exams will cover lecture, lab and text. Students will be required to complete lab assignments, make an identified rock and mineral collection, and maintain a written field log. NOTE: This 2-week Interim in May course begins immediately after spring commencement, and includes 4 on-campus, evening sessions (6-8pm) in April. Course dates: May 22 - June 5. Fee: \$1500. *R. Sparks*. 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. This course satisfies departmental concentration. This course will fulfill the CCE requirement. Prerequisite: German 301 and permission of the instructor. Course dates: December 28, 2016–January 25. Fee: \$3000 and up to \$650 for personal and final-week costs. *F.C. Roberts*. Off campus

GERM 150 Intermediate German. This course is the next step in a sequence that spans two semesters and the interim. The sequence begins with 121 in the spring or fall followed by 150 during interim and then 202 in the spring. This sequence is intended for students with no prior knowledge of German. This sequence serves both beginners interested in an accelerated core track, or those who have completed some high school German but, on the basis of a placement test, are not prepared for 201. The course includes a strong emphasis on oral interaction and intercultural learning. Prerequisite: GERM 121. *Staff*. 8:30 a.m. to noon and 2:00 p.m. to 3:00 p.m.

Interdisciplinary

IDIS W10 Marine and Island Ecosystems in the British Virgin Islands. This course is designed to explore the habitat, ecology, geology, and natural history of the British Virgin Islands through scuba diving on coral reefs and historical ship wrecks, exploring multiple islands via a live-aboard sailboat, examining shallow water and beach communities, and participating in local conservation efforts. The course will focus heavily on the marine environment, providing participants with ample opportunity to learn about coral reefs, mangroves, and shallow water habitats. Using protocols developed by local conservation organizations, students will learn how to perform a "check-up" of coral reef health, conduct fish counts, record data on three reefs that are in danger in the BVI, and submit data to a long term monitoring database used to determine priority conservation needs. This will all take place while snorkeling and scuba diving in the BVI's crystal clear waters. For those new to scuba diving, certification will be included with the course cost. Previously certified participants can receive advanced diving certification or specialty certifications. Students who do not wish to dive will be able to participate fully through snorkeling. Above the water, students will learn about the islands and their culture, their plants and animals, and the ecosystems that support them. This course will fulfill the CCE requirement. Course dates: January 4-24. Fee: \$4750. *R. DeJong, D. Proppe*. Off campus.

IDIS W13 Disability in a Developing Country. This interim course will offer students an opportunity to explore the issue of disability in a developing country from a multicultural perspective. Students will learn about the limited availability of funding and resources in Jamaica. Students will also observe and interact with individuals who have difficulties with speech, language, hearing, cognition, and/or mobility. In addition, students will have the

opportunity to observe the differences between Deaf culture and hearing culture in Jamaica. This course will fulfill the CCE requirement. Course dates: January 4-22. Fee: \$ 3170. *B. Kreisman*. Off campus.

IDIS W14 Personal Finance. All of us have been forced to make decisions that impact our future economic well-being. What is the best type of loan to finance college? Can I afford to study abroad next semester? How will I pay for a car to get to my job? Personal finance is a specialized area of study focusing on individual and household financial decisions: How much should I save? How much should I spend? How much should I give? Do I need life and health insurance when I get out of college--what type would be best for me? How much do I need to save for retirement and when should I start? How do I decide what to invest in? Financial planning is a process of setting financial goals and organizing assets and making decisions to achieve these goals, in an environment of risk. This class will consider financial goals for Christians and will provide information and techniques to help students be good caretakers of what God entrusts to them. Topics covered will include: financial planning tools, goal setting and budgeting, tax planning, cash management, consumption and credit strategies, charitable giving, automobile and housing decisions, insurance needs, concepts of investing, and retirement planning. Class sessions will include lectures, presentations by finance professionals, video, and group discussion. *D. Pruis, E. Van Der Heide*. 8:30 a.m. to noon.

IDIS W15 Entrepreneurship in the Creative Arts. Many students in the creative arts hope their craft will become more than a hobby after graduation. Often, however, these students struggle to see how they might use their artistic skills in concrete ways to sustain a fulfilling career. This course provides participants with tools to help them apply entrepreneurial models to their interests in the creative arts. Students with an interest in visual arts, architecture, poetry and creative writing, music, dance, theater, film, digital media production, and design explore their own passions and how they can be translated to successful careers. Throughout the course students engage with local creative arts institutions and talk with individuals who have successfully followed their calling into the arts. Topics that are covered include: steps to finding employment in the arts, funding sources for the arts, the legal organization of arts institutions, models for exploring business opportunities and organizations, a brief introduction to budgets and taxes, how to discern vocation in the arts, what it takes to be an entrepreneur in the arts, and the economic impact of the arts on society. The course involves field trips to local arts organizations. Through course activities and discussions, students formulate and articulate an understanding of how their unique skill set can be used to further God's kingdom, both as a sustainable personal vocation and a contribution to the common good. Fee: \$20. *J. Risner*. 8:30 a.m. to noon.

IDIS W16 Social Entrepreneurship: How to Change the World. Injustice, social breakdown, and ecological dangers are ever-present and all around. Illiteracy, poverty, maternal mortality, malnutrition, joblessness, conflict, habitat loss, and pollution are all examples. Government programs and charity can help, but they don't always work, and they are not enough. This course introduces students to social entrepreneurship, the new and increasingly appreciated strategy for bringing constructive changes to social and ecological problem areas. Social entrepreneurs develop social enterprises, organizations that marshal resources and people to make changes that set the world on a more positive course. These can be either for-profit or not-for-profit organizations, but their primary mission will be to address social or ecological needs in powerful and sustainable ways. In this experientially-based class, students are introduced to the experiences of successful social entrepreneurs, both international and domestic, as they learn how to build a social enterprise. Students work in teams to identify a particular area of need, research their area of interest, imagine solutions, and design start-up social enterprises that move rapidly toward financial sustainability. To supplement the experiential learning, students learn basic business and organizational tools, read stories of successful social entrepreneurs, visit local social enterprises, Skype with international social entrepreneurs, engage with guest speakers, listen to TED talks, and more. *P. Snyder*. 8:30 a.m. to noon.

IDIS W17 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. Through this course, students study all aspects of this rigorously challenging yet social game, including the bidding and scoring. They learn the intricate language of partnership bidding and ultimately adapt conventions for themselves. They also learn the etiquette and variations associated with tournament play. Ultimately, all members

of the class play at the Grand Rapids Bridge Club and possibly begin to earn Masterpoints. To begin to master the game, students train their logical problem solving, mathematical 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 be encouraged to join the nearly 160,000 member American Contract Bridge League. For evaluation, class members compete against each other in informal tournaments, take regular quizzes that promote problem solving and informational learning, and write essays on the place of leisure activities in the life of a vibrant Christian. *D. Vander Griend*. 8:30 a.m. to noon.

IDIS W18 Leadership & Emotional Resilience. This course explores the role of emotional health in the life of an effective Christian leader. Based on the fields of positive psychology, neuroscience, neuropsychology, leadership studies, economics, and sociology, students learn the nuts and bolts of psychological well-being as a prerequisite for effective leadership. A variety of practical exercises provide students with the opportunity for personal growth, self-awareness, providing resources for living "the good life"-a life full of purpose and meaning. This course was designed for first year Perkins Fellows but is open to non-Perkins fellows as well. *C. Edmondson*. 8:30 a.m. to noon.

IDIS W19 Inside the January Series. The Award-winning January Series brings world-class 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 during our morning class sessions. 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. *K. Saupe*. 8:30 a.m. to 11:30 a.m. and 12:15 p.m. to 1:30 p.m.

IDIS W20 Healthy Mothers, Healthy Babies. This course is designed to help students understand the female body and how to optimize women's reproductive health and the health of their offspring. This course will study the physiology of reproduction, contraception, childbirth, and the newborn period. Special attention will be given to environmental, genetic, and social influences on reproductive and newborn health. Students will develop their own Christian response to reproductive and newborn health issues. Sophomore standing required. *A. Ayoola, J. Lubbers*. 8:30 a.m. to noon.

IDIS W21 The Art and History of Quilting. An introduction to the art and history of quilts. The course examines the various styles of quilting (Scrap quilts, Amish quilts, Applique, Whole-cloth quilts and so on), the historical development and importance of quilting as an art form, the social and communal context of quilting in American history, and the significance of various styles of quilt-making. It also considers the integration of quilting into faith communities, the theological significance of particular types of quilts, and the aesthetic quality of quilting as an expression of God's image in human life. In addition to this theoretical knowledge, students will also learn the basics of making a quilt, starting with design, piecing, machine quilting, and binding. *R. Groenhout*. 2:00 p.m. to 5:00 p.m.

IDIS W22 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 include: historical overview of the church's understanding of the Holy Spirit; overview of Spirit-led waves of revival beginning in the 18th, through the 21st century; theological and historical reasons why many traditions have resisted emphasis on 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, emotional, relational and physical healing. Students are regularly provided with opportunities for the practical application of theological and theoretical topics via the incorporation of in-class exercises; opportunities to pray with classmates; opportunities to dialogue

with, and receive prayer from spiritual mentors; and participation in a 2 ½ day on-campus Dunamis Project conference (1/19/17 – 1/21/17, sponsored by Presbyterian Reformed Ministries International. *J. Kraak, N. Van Noord*. 2:00 p.m. to 5:00 p.m.

IDIS W23 The Adaptive Radiation of Board Games. Traditional board games have been played by children, intellectuals, and at social gatherings for decades. In recent years, an emerging genre of games, frequently called German- or Euro-style games, has gained popularity in the United States. These strategic games range include resource-based games such as Settlers of Catan, tile-laying games like Carcassonne, complex card games like Race for the Galaxy, collaborative games such as Pandemic, and a whole host of others. These types of games enhance strategic development, critical thinking, spatial learning, creativity, risk assessment, conflict management, and collaboration, as well as the social skills associated with communal game play. Students in this course will learn how to play several different types of these unique games and analyze the underlying concepts essential for game play. The course will culminate with students applying their knowledge towards the design of a new game or expansion of an existing game. Students will be required to purchase or provide a copy of a game from a specified list in lieu of any books. *R. Bebej*. 2:00 p.m. to 5:00 p.m.

IDIS W24 L'Abri Switzerland. 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; English is the language of instruction. Typically, students spend half the day in study, the other half working in the community. Up to six 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. Fee: \$2500. Course dates: January 4-25.

IDIS W27 Beatles and the Sixties: Music and More. In this course the students get an overview of the career of perhaps the most important artists in 20th century popular music. They study the Beatles in both their musical and historical settings as well as other important music and culture of the era. The course includes an analysis of the Beatles recordings and films, videos, and concert recordings. Readings include recent books and articles that give context to their music and their careers. There is an emphasis on understanding the music in the context of the career path of the artist, other music of the time, and other things going on in the world that both influenced and were influenced by their art. Christian engagement with the music of the Beatles and the culture of the sixties is an important part of the discussions. Evaluation will be based on a presentation on one year from the decade focusing on events and cultural issues, a personal essay on an album by a member of Beatles after the band broke up, and a short presentation on some other music released in this decade. *R. Keeley*. 8:30 to noon.

IDIS W40 China Business and Engineering. China's emerging economy has a large impact on today's world, especially in business and engineering. During this interim students spend three weeks in China meeting with business and engineering professionals who are part of this reshaping of the global economy. The course includes major cultural and economic centers of China: Beijing, Shanghai, and Hangzhou. Students engage with professionals at approximately thirteen companies. In addition many important historic and cultural sites are explored, including the Great Wall and the Forbidden City. Students learn why China has a comparative advantage in many types of manufacturing and how some US firms have responded to that. Students learn what types of engineering is done well in China. Students learn some of the environmental impacts of China's rapid growth. Students also learn how Chinese Christians shape their life, work, and business with their Christian faith. Students will also learn about the history and culture of China and how this has shaped modern events. Students are challenged to consider what China means for their future careers in business and engineering. Preference given to students majoring in the business or engineering departments. This course may fulfill the Engineering department International Designation. This course will fulfill the CCE requirement. Course dates: January 4-25. Fee: \$3800. *L. Van Drunen, R. Tubergen*. Off campus.

IDIS W41 Leadership in Africa: Kenya. This course focuses on how leaders in East Africa develop businesses, provide health care, organize government and education, respond to crises, address poverty alleviation, promote

community development and micro-finance, and conduct worship. Students hear lectures on Kenyan history and politics from leading African scholars and travel to rural development sites to see leadership in action. Students examine leadership and international community development in both urban and rural areas, with an eye to the leadership and partnership role Americans may have in East Africa. This course may fulfill an elective in the International Development Studies program. This course will fulfill the CCE requirement. Course dates: January 4-24. Fee: \$4,655. *C. Jen, B. Arendt*. Off campus.

IDIS W42 Theatre, Literary Arts and Culture in Edinburgh and London. Edinburgh and London are important centers of theatre in the UK. On this interim, students will see a spectacular array of theatre performances from the Edinburgh, Stratford-Upon-Avon, and London. This course is a basic primer in cultural criticism. During the three weeks abroad, students develop tools for criticism as they attend nightly theatre performances, museum tours and classroom discussions. This course may fulfill an elective in the theater and English programs. Course dates: January 5-22. Fee: \$ 4830. *D. Freeberg, G. Schmidt*. Off campus.

IDIS W43 Harness the Wind: Learn to Sail and Learn to Lead. For thousands of years people have taken to the water in boats propelled by wind and sails. Whether for livelihood, pleasure or sport, sailors have had to develop the skills required to meet the many challenges of utilizing the wind to move a boat through the water. Key to sailing a boat is effective coordination of crew activities so that a boat is efficiently propelled from one place to another. Because of this, 'learning to sail' provides a highly practical platform for learning and exercising leadership, team-work, effective communication and efficient task coordination skills. In fact, many corporations use 'learning to sail' experiences for their management teams for exactly these purposes. In this course students learn to sail on 26-30 foot sailboats using the facilities of Eckerd College on Boca Ciega Bay in St. Petersburg, FL. Students' progress from beginning to advanced levels of sailing skill. Through the experience student will be challenged to develop and hone their ability to communicate confidently and clearly, to coordinate and lead activities effectively, and to work as a team in a complex and sometimes stressful environment. In addition, the sailing skills students learn is the foundation for a lifetime activity that can be enjoyed at many levels and in many places. The course includes eight hours of in-class and on-board instruction each day. An introduction to sailboat racing is also included in the course. As a result of this course, students will become skilled in the ways in which wind, water, sails and hulls interact to efficiently send a boat on its way, in leadership development, in team building, and in communication. In addition to extensive on-the-water instruction, the course includes classroom presentations, readings, projects and discussions on techniques and physics of sailing, sailboat design, navigation, meteorology and history. Excursions to observe marine environments and wildlife are included in the course. No boating experience is required. Students must have the physical ability to operate a sailboat and pass a 150 yard swimming test. This course may fulfill an elective in the recreation program. Course dates: January 2-21. Fee: \$2985. *J. Ubels, S. Vander Linde*. Off campus.

IDIS W44 History, Culture and Art of Ancient and Medieval Greece. This course offers a study-tour of major urban centers of Greece with a special emphasis on history, culture and art, as well as related aspects of early Christian culture. Evening lectures by professors cover aspects of history, philosophy, art history, and culture, with special attention to Christianity's debt to ancient Greece. These lectures are supplemented by on-site reports by expert guides. The itinerary includes Athens, Corinth, Nafplion, Mycenae, Epidauros, Olympia, Delphi, Meteora and Thessaloniki. Students will develop familiarity with these sites and understand their historical, religious and cultural significance. Students will also become familiar with the Greek Orthodox tradition of Christianity, as well as familiarity with contemporary issues in Greek culture. The course may fulfill an elective in the Classical Studies major and Greek and Latin minors. This is a CCE optional course. Course dates: January 4-24. Fee: \$4400. *H. Luttkhuizen, M. Williams.* Off campus.

IDIS W45 Dutch Landscapes. Few countries exist where human activities have exerted a greater influence in the shaping of the land than the Netherlands. With daily field excursions, students will learn about this country's richly varied and historically layered cultural landscapes. Many of the excursions will focus on land reclamation, water management, and environmental preservation technologies which have been used over many centuries. These technologies are each an important part of understanding the complex interrelationships between society, technology and land. Students will also learn about Dutch society and culture via readings, excursions and direct engagement with people of this country. Students stay in a group accommodation facility about 10 miles north of Amsterdam. The primary mode of instruction is field excursions to locations throughout the country. These daily trips are guided by briefings the night before, interpretation en route, presentation made by local experts, and study sheet assignments. Additionally, each student spends part of one weekend with a Dutch family. This course may fulfill an elective in the Geography, Environmental Studies, Dutch and Engineering programs. This course will fulfill the CCE requirement. Course dates: January 3-27. Fee: \$3590. *R. Hoeksema, J. Skillen.* Off campus.

IDIS W46 Business & Engineering in the Context of European Culture. 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 learn how the religion, 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. Preference will be given to engineering and business students. This course will fulfill the engineering department's international designation. This course will fulfill the CCE requirement. Course dates: January 6-28. Fee: \$4500. *R. Brouwer, B. Cawley.* Off campus.

IDIS W47 Tourism, Migration, and Development in Jamaica. Jamaica with its vibrant multi-national urban centers, attractive tourist destinations and impoverished rural countryside, will provide the backdrop for examining issues facing developing countries with increasingly integrated economies. The interim will expose you to Jamaican culture and history, including the African diaspora, Jamaica's colonial experience, and Jamaica's contemporary identity, including its art, music, religious traditions and connections to the developed world, particularly the U.S. Through readings, engaging guest lecturers by faculty from the University of the West Indies, Calvin, and representatives of the USAID and community organizations, you will examine the social and economic problems facing Jamaicans today including political unrest, gangs, tourism, debt, sustainability, migration, and the influence of the United States in Jamaican affairs. You will travel through both the interior and the coast of Jamaica seeing first hand the various approaches to development that are occurring in Jamaica. Field trips will also be used to examine the various political, social, economic and international trends that have shaped the island and impacted its potential for successful development. This course may fulfill an elective in the Sociology, Social Work, International Development studies and Africa and the African Diaspora Studies programs. This course will fulfill the CCE requirement. Course dates: January 5-24. Fee: \$ 3100. *L. Schwander, T. Vanden Berg.* Off campus.

IDIS W48 Brazil for Beginners: An Introduction to its History, Language & Culture. The problem with Americans regarding Brazil is that for the most part, they are totally ignorant of her in all ways possible. They fall into three main groups: the largest one doesn't know Brazil exists, a second group believes most people in the country live in jungle huts, and a third one at least knows where's Brazil, but they think Brazilians speak Spanish. Americans who fully comprehend Brazil wouldn't fill a soccer stadium."

—Norman Morrison

Brazil is a land of superlatives. It has the world's most voluminous river, the world's largest forest, the world's largest wetland, and two of the ten largest cities in the world. It is larger than the continental US and it has the seventh largest Gross Domestic Product in the world. Portuguese ranks sixth in the world for number of native speakers, with half of all South Americans and one third of all Latin Americans speaking it. Yet most North Americans know little more about this country than the occasional references to carnival in Rio, World Cup Soccer, and its music. The purpose of this interim in Brazil is to introduce North American students to its rich history, cultures and language, focusing particularly on the Northeast. The first two weeks of the interim will be spent in Recife, a city of about 3.75 million inhabitants and the capital of the Northeastern state of Pernambuco. While in Recife students will live with Brazilian families, thereby gaining an important perspective on Brazilian culture. In addition to many local excursions near and around Recife, the final five days will be spent in Salvador and Rio de Janeiro. Salvador, the third largest city in Brazil, was the colonial capital of Brazil until 1763, and Rio de Janeiro, the second largest city, was the capital from 1765 until 1960. All three cities are UNESCO World Heritage and 2014 FIFA World Cup sites, and Rio will play host for the 2016 Summer Olympic Games. The course examines firsthand the history and cultures of Brazil. This course may fulfill an elective credit for minors in Latin American Studies, African and African Diaspora Studies, and International Development. This course will fulfill the CCE requirement. Course dates: January 3-25. Fee: \$ 4407. *D. TenHuisen*. Off campus.

IDIS W49 Legacies of Empire: Political Economy and Society in Curacao and Trinidad. This course undertakes interdisciplinary exploration of the historical and contemporary legacies of European empires in the Caribbean region through a cross-national comparative analysis of political economy and society on the islands of Curacao and Trinidad. On both islands, slave-based sugar plantations, which helped to sustain the economies of European empires (Dutch and British, respectively), subsequently were superseded by petroleum and tourism as primary sources of revenue and economic development. Meanwhile, distinct political, economic, and social institutions and practices emerged on each island, which invite comparative inquiry and exploration. Focusing on two Caribbean islands, the course broadly highlights the important benefits received by more industrialized portions of the West through interactions with Caribbean societies and states, in contrast to the lack of wide-ranging and deep societal and economic benefits received by these societies and states through interactions with more industrialized portions of the West. Through a combination of academic and experiential learning, students will examine topics such as colonialism and conquest, labor and migration, slavery and emancipation, power politics and decolonization, petroleum and tourism, sports and leisure, while being exposed to the rich and diverse cultures of the Caribbean region. This course may serve as an elective in HIST, POLS, IR, IDS, or AADS. Course dates: January 4-24. Fee: \$ 3760. *J. Westra, E. Washington*. Off campus.

IDIS W50 Sound Design. Students in this course will explore the acoustical and psychological basis of sound and learn how it is reproduced and manipulated to provide music for films, video games, web pages, and art installations. On the practical side, students will learn specific techniques for creating sound pallets and original compositions from sampled sounds they collect and process. On more theoretical side, students will come to appreciate how people throughout human culture gauge various social, personal, and spiritual bearings from natural and manmade sounds. This course may fulfill an elective for Music majors. *D. Fuentes*. 2:00 p.m. to 5:00 p.m.

IDIS W60 Truth & Reconciliation: The Artist Response II. Indonesia has become a fascinating study as a culturally diverse, artistically rich developing country. With its five official religions, history of Dutch colonization and independence, diverse island culture in the arts, and active Indonesian Christian leadership, Indonesia provides a unique opportunity for Christians to understand God's reconciliation activity through the arts. We will specifically look at intersections between social justice issues in a developing country and the arts. Travel within Java to

Jakarta and Jogjakarta, as well as Bali will provide diverse contexts for students to learn from Indonesian artists and leaders in business, religion, health care, and education and explore more about this emerging country dedicated to unity through diversity. As we travel across Java and Bali, we will explore (1) mosques, temples, and Christian churches; (2) museums, performing arts centers, and artisan shops; (3) businesses, education, and health centers incorporating the arts; and (4) the extensive flora and fauna unique to Indonesian culture. The course includes readings in the history, culture, arts and issues particular to Indonesia. Added features of this course include engagement in a funded exploratory arts-based research project. The students will travel to research sites collecting data through field notes, film, interviews and journals. They will explore injustice and the powerful potentials afforded through the arts to engage in hope-filled reconciliation work. The project will culminate with 2 on campus days for completion of 6 arts-based research projects presented in the spring in venues to Calvin and the broader community. Open to 2016 sophomores in the Artists Collaborative, with preference to students involved in the arts or international development studies if room remains. This course will fulfill the CCE requirement. Course Dates: January 5 – 26. Fee: \$4150. *D. Buursma & J. Van Reeuyk*. Off campus.

IDIS W61 WILDFIRE: A Natural and Cultural History. For millennia fire, often of human origin, has played a role in shaping Earth's plant and animal communities. This course traces the ecology and cultural uses of fire through three historical periods dominated successively by 1) naturally occurring fires, 2) fire used by native human populations, and 3) fire control under European settlement. The course will examine the causes and dynamics of wildfire, adaptations of organisms to fire, ways in which fire structures communities in different biomes, and how human use of fire may have shaped signature natural landscapes of North America and other continents. The place of fire and fire policy in the sustainable stewardship of public lands like national forests, parks and wilderness areas will be studied. The use of fire in managing and restoring ecosystems will also be examined. The course will include lectures, laboratory exercises, videos and field trips. Prerequisite: One course in Biology. *R. Van Dragt, D. Warners*. 8:30 a.m. to noon.

IDIS W80 Business in the Digital World. This course addresses the dynamic role of the internet, social media, big data, mobile devices and other digital technology in business today. Students will study and discuss the history of the Internet and the evolution of digital media, the types and functions of different digital media applications in the business context, the ethical implications of these tools, and their effect on relationships. Students will learn from experts in the field and develop their own digital media. This course may fulfill an elective in the Business minor. Prerequisite: Business 160. *T. Betts*. 8:30 a.m. to noon.

IDIS W81 Fluorescence: Science and Applications. Fluorescence is a very important and practical phenomenon in science and every-day use. Fluorescent proteins have allowed the detection of gene expression in living organisms, and the discovery and application of green fluorescent protein was recognized with a 2008 Nobel Prize in chemistry. Both the 2014 Nobel Prizes in chemistry and physics have direct ties to fluorescent materials. Fluorescence has applications in chemistry, biology, geology, physics, medicine, engineering and technology. The primary course objective is to give you a better understanding of what fluorescence and biofluorescence is and how it is used. The course also addresses these key questions: what kinds of substances are fluorescent, what color do they emit, how can they be used in practical applications, and how is fluorescence different from other forms of luminescence, like phosphorescence and bioluminescence. 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 laboratories 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. This may fulfill an elective in the Chemistry major or minor. Prerequisite: Chemistry 103 or one college science major course or permission of instructor. *M. Muyskens*. 2:00 p.m. to 5:00 p.m.

IDIS 103 Oral Rhetoric for Engineers. As engineers, it is vitally important to be able to communicate thoughts and ideas effectively while using a variety of tools and mediums. This course is designed to aid those goals by helping students improve their critical thinking skills regarding the public speaking situation. Its curriculum, readings, assignments, and practice orientation aim to help students not only understand but to overcome those obstacles

with poise, confidence, and clearly articulated, ethically-founded thought. Through the focus of the engineering situation, students will learn: (1) how messages transpire in the communication process; (2) the role of listening as critical to sending and receiving intended messages; (3) how to develop intended messages so as to achieve clarity, logical organization, high interest, and audience relevance (through the discourse of seven steps of basic speech design); (4) techniques in building credibility, evidence, reasoning and emotions so as to achieve successfully persuasive goals with an audience; (5) tools for employing a Biblical standard of ethics on communicative goals and means; (6) conversational language strategies; and (7) masterful use of presentation aids, including PowerPoint presentations. IDIS 103 is open ONLY to engineering majors. *M. Steelman-Okenka*. 8:30 a.m. to noon or 2:00 p.m. to 5:00 p.m.

IDIS 206 Introduction to Medieval Studies: The World of the Troubadours. This course serves as an introduction to the musical and poetic imagination of the 12th century through the songs of the troubadours, the poet-musicians of Occitan (a region comprising present-day Southern France and Northeastern Spain). The class will examine the sources of the music and poetry, the lyric and musical genres of the songs, and the cultural and social contexts in which the musicians (both male and female) and their patrons flourished. Specific consideration will be given to ideas about love and war, perspectives on gender, sexuality, and social class, and the role of women in the creation of a troubadour culture. The class will collaborate on a performance of troubadour songs and students will also be encouraged to create new troubadour lyrics and songs. Although it is important to study and perform the songs in the original languages, English translations will be used in class. The course is offered as a capstone course for those students who have selected a minor in Medieval Studies, but any student with an interest in the Middle Ages may enroll. Some experience with music is helpful, but no previous study of music theory or music history is expected. Readings (primary and secondary sources), recordings, and musical scores will be examined. *T. Steele*. 2:00 p.m. to 5:00 p.m.

IDIS 211 Honors: Cancer: A Multidisciplinary Exploration of a Complex Disease. Current reports indicate that cancer affects one out of every three Americans. As such, accurate diagnosis and effective treatment of cancer patients has become a priority for scientists, public health officials, and health care providers. However, cancer is complex, as is our current medical system. Providing high-quality, effective, affordable, and equitable care for cancer patients will require collaboration among those with varied expertise. In this course, students use a multidisciplinary approach to study cancer drawing on insights from cell biology, genetics, public health, sociology, economics, ethics and others. Discussions with health care professionals and scientists, and visits to health care facilities and research centers highlight the value of collaborative bench to bedside treatment strategies. Meetings with cancer patients and survivors provide insights into current successes and challenges in patient care. A final project challenges students to develop a multidisciplinary strategy for improving cancer care. This graded course is intended for Honors students from all disciplines. Individuals completing the course receive honors credit. Pre-course reading and attendance at one meeting in December are required. *A. Wilstermann*. 2:00 p.m. to 5:00 p.m.

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. An on-site introduction to archaeological field work designed to (outcomes) enable the student to practice methodologies involved in excavation, typological and comparative analysis of artifacts, the use of non-literary sources in the written analysis of human cultural history, and engagement of the local community in archaeological heritage. Prerequisites: Interdisciplinary 240 or permission of the instructor. The January 2017 Interim field school involves students in Excavation, Documentation and Preservation Season at Umm el-Jimal, Jordan, a well preserved town from the Roman, Byzantine, Early Islamic and modern eras. Students will participate in excavation, report writing and digital photographic documentation of two archaeological features, a second century Roman Gate and an ancient water collection system, 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 / Bethlehem is included in dates and fee. This will fulfill the Archaeology Minor Field Work Requirement and also may fulfill an elective in the History major. This course will fulfill the CCE requirement. Course dates: January 2-28. Fee: \$3700. *B. De Vries*. Off campus.

IDIS 375 Methods and Pedagogies for Secondary School 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.

Kinesiology

KIN W10 Seville, Spain: Exercise Leadership, Health, and Sports Culture (MAY). Seville is located in the south western portion of Spain about an hour north of the Rock of Gibraltar. Seville has seen the passage of various civilizations instrumental to its growth that have left the city with a distinct personality and a large and well-preserved historical center. The primary focus of the course will be leading physical education classes and camps at a Spanish High School, IES Severo Ochoa in the heart of Seville. Through this experience students will learn how to teach and lead classes that integrate sport and exercise, while learning how to integrate lessons with the local culture. Students will also have the opportunity to study and meet with a professional soccer team in Seville as well as observe cultural sporting events in Spain such as bull fighting. This will be a physically active course. This course will fulfill the CCE requirement. Course Dates: May 19-June 8. Fee: \$4325. *D. Gelderloos, D. Bakker*. Off campus.

KIN W40 Grand Canyon Outdoor Educator. This wilderness based learning experience is designed for students interested in developing wilderness leadership skills and advanced skills in expeditionary leadership, backcountry medicine, and rock climbing instruction and site management. The course begins at Calvin College with a 9 day Wilderness First Responder certification course sponsored by the Wilderness Medical Institute of the National Outdoor Leadership School (NOLS). Two groups of 10 students will then travel to Grand Canyon National Park for a seven day winter backpacking trip deep into the heart of the Grand Canyon. Here, students will gain skills in wilderness leadership, backcountry living and travel, risk management, outdoor education, and group development. Students will then travel to Joshua Tree National Park to complete 7 day rock climbing instructor and site management course. During the 25 day interim, students will also be exposed to the following topics related to outdoor education and leadership; group dynamics, conflict management and resolution, expedition planning, models of facilitation, land management agencies, Leave No Trace ethics, regional natural history, and environmental ethics and stewardship. This course may fulfill an elective in the Recreation minor. Course dates: January 4-24. Fee: \$ 2450. *K. Heys, R. Rooks*. Off campus.

Math

MATH W80 Calculus on Manifolds. Real-life applications usually involve systems of nonlinear equations. When do these have solutions? Among the variables, which ones depend on others? Using the implicit function and inverse function theorems, we will answer these questions. The same tools will allow us to define smooth manifolds in Euclidean space, and to do calculus on manifolds. Applications of the theory will be explored, accompanied by computer explorations when appropriate. The course may fulfill an elective in the math major. Prerequisite: MATH 361, or MATH 256 and approval of the instructor. *T. Scofield*. 8:30 a.m. to noon.

MATH W81 Mathematics and industry. An introduction to solving mathematical and statistical problems that arise in industrial applications. The mathematics used during the class will depend upon the problem being solved. Time and effort will be spent learning ideas and techniques that are not necessarily seen in any other mathematics course taught at Calvin. During the course students will develop skills that are valued by employers outside of teaching and academia. It is possible that some of the students will continue with the course as an Independent Study during Spring 2017. This course may fulfill a requirement for the Mathematics major. Prerequisites: Math 231 or Math 256, and one of Math 231/Stat 243 is preferred. *T. Kapitula*. 2:00 p.m. to 5:00 p.m.

MATH 100 Mathematics in the Contemporary World. An introduction to the nature and variety of mathematics results and methods, mathematical models and their applications, and to the interaction between mathematics

and culture. Not open to mathematics and natural science majors. This course fulfills core mathematics requirement. *Staff*. 8:30 a.m. to noon.

MATH 170 Elementary Functions and Calculus. This course is a continuation of Mathematics 169. Topics include applications of derivatives, integrals, the Fundamental Theorem of Calculus, and applications of integrals. Prerequisite: Mathematics 169. *J. Ferdinands*. 8:30 a.m. to noon and 2:00 p.m. to 5:00 p.m.

MATH 323 Teaching Mathematics in the Elementary and Middle School. A discussion of the methods, pedagogy, and strategies for teaching mathematics in the elementary/ middle school. Curricular issues, including discussion of various materials and the use of technology, will be tied to criteria for evaluation of such. Topics of assessment, state and national standards, and lesson development will be examined. The relationship of mathematics teaching and the Christian worldview will be discussed. Field experiences will allow students the opportunity to see the issues raised in the course in the setting of a school. Prerequisites: Mathematics 221, 222, Education 302. *J. Koop*. 8:30 a.m. to noon and 2:00 p.m. to 5:00 p.m. (TTH).

Philosophy

PHIL W10 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 also 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 socioeconomic 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," urban farming and growing, vegetarianism and veganism, animal compassion advocacy, etc.). *M. Halteman*. 2:00 p.m. to 5:00 p.m.

PHIL W11 Moral Complicity in Film. This course focuses on the concept of moral complicity and how it relates to moral responsibility, supererogation, and collective responsibility. About eight motion pictures will be shown illustrating these moral concepts. These concepts will also be examined in the context of the Christian life. Learning objectives include knowledge of these moral concepts and the ability to analyze and identify their presence in the plots of motion pictures and, by extension, how they function in the lives of human moral agents. *G. Mellema*. 8:30 a.m. to noon.

Political Science

POLS W40 Democratic Transition: the 2017 Presidential Inauguration. This course offers students an opportunity to learn about the major political transition of the American political system, the inauguration of a new president. A significant portion of the class (16 days from January 9 to 24) will take place in Washington, D.C., before and after the January 20, 2017 presidential inauguration. Students will participate in site visits, lectures, discussions, and commemorative events, reviewing the 2016 presidential campaign, the November election results, and the potential policy consequences of the change in executive and (potentially) legislative branch leadership. Students will be introduced to key aspects of current American politics, including its communication, symbolic, social and policy aspects. Students will be required to be active participants in learning events, and complete analytical writing assignments and make presentations based on topics covered in the course. This course may fulfill an elective in the Political Science major. Course dates: January 4-24. Fee: \$ 1800. *D. Koopman*. Off campus.

Psychology

PSYC W10 Psychology and the Law. This course explores the connections between psychological principles and the legal system. Students will participate in class lectures and discussions, which will incorporate learning from legal professionals, viewing movies, and studying criminal cases. Specific topics may include jury decision making, interrogations and confessions, lie detection, and police lineups. Through this process, students will be introduced to basic psychological processes that are applicable to the law and to important legal concepts and concerns. Students will be required to actively participate in class discussions and to complete writing assignments that ask students to analyze the connections between psychology and the law. This course is perfect for students interested in law school, forensic psychology, or law enforcement, or for those students who are just fascinated with the legal system. *E. Jones.* 2:00 p.m. to 5:00 p.m.

PSYC W60 Helping Skills. This course presents fundamental skills and strategies that underlie many psychotherapies. In reviewing the theory and research on therapy relationships, the course identifies basic principles of problem management, communication, listening, and helping. A workshop format is used to teach and practice skills. Students develop skills in practice interviews and small group exercises. Students are assessed with direct observation of skill development, behavioral ratings, and written assignments. This course is appropriate for students in psychology as well as social work, pastoral counseling, or management fields. Prerequisites: Psychology 151 and Psychology 212. *J. De Boe.* 8:30 a.m. to noon.

PSYC W61 Practicum: Children at Risk. This course is a combination of field experience and classwork. Students will spend 8 mornings in class considering the neurological impacts of early childhood stress on brain development and the social impacts of specific stressors including: poverty, orphanage/foster care, divorce and remarriage, neglect/ abuse and coping with death. Students will spend 7 days (3.5 hours per day) at an area Head Start, a federally funded preschool for low income families. Morning and afternoon Head Start placements are available. This course will fulfill the CCE requirement. This course is not open to students who have taken or plan to take Psyc 208. Application required, please contact the Psychology department. *L. De Haan, M. Gunnoe.* Time varies by the day -- see the application packet.

PSYC W62 Psychopathology at the Movies. From the era of silent pictures to present times, film has attempted to offer thought provoking messages and information regarding the human condition. Early in the history of film, the industry has attempted to present themes, ideas, and issues regarding mental illness. The films produced in this regard offer an insight into the changing perspectives regarding causes, treatment, and the nature of emotional disorders. This course is designed to build on the students' knowledge of psychopathology in order to evaluate film portrayals of mental illness in terms of changes in perspectives over the past nearly 100 years as well as to evaluate the accuracy of the nature of and treatment for specific forms of psychopathology. Additionally in small groups students will select and present a film for evaluation and discussion. Students should be aware that these films may include mature and graphic subject matter. Prerequisite: Psychology 212: Psychopathology or equivalent undergraduate course in psychopathology. *R. S. Stehouwer.* 8:30 a.m. to noon.

Religion

REL W40 Martyrdom in Theology, Art, & Film. This course is a historical and theological study of Christian martyrdom that will devote significant attention to its cultural presentation in art and film. Topics considered include definitions of martyrdom, the literary genre known as "martyrology," the theological significance that Christian traditions have attached to their martyrs, and the potential dangers of the concept of martyrdom, especially in an age of religious violence. To this end, students will study early church martyrs, the phenomenon of martyrdom in the Reformation era, and more recent martyrs such as the German anti-Nazi theologian Dietrich Bonhoeffer, civil rights activist Martin Luther King Jr., and Salvadoran Archbishop Oscar Romero. By taking this class, students will develop a deeper understanding of the meaning and ambiguities of Christian martyrdom. These topics are explored through readings, discussion, lectures, examination of artwork and film. This course may fulfill an elective in the Religion major. *M. Lundberg.* 8:30 a.m. to noon.

REL W41 Elie Wiesel, Prophet of the Holocaust: In Search of God and Humanity. Among the atrocities of the 20th century 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. We 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* (vol. 1), *And the Sea is Never Full* (vol. 2). Beyond the inspiration afforded by Wiesel's own life journey, students are expected to deepen their appreciation of the question of theodicy, and of the Jewish theological and ethical resources for persevering in a world with an Auschwitz, a world still dangerously poised. These Jewish resources for living will also be appreciated in their formal similarity to those available in Christian theology, which they therefore help to accentuate, even though they differ in content by one coming of the messiah. This course may fulfill an elective in the Religion major. *T. Thompson*. 2:00 p.m. to 5:00 p.m.

REL W80 The Book of Revelation. No writing in the Bible has been subject to a wider range of interpretations than the Book of Revelation. Many Protestant evangelicals claim to find in Revelation coded predictions about events that will take place in the modern world. But many Christian churches, including those in the Reformed tradition, recognize the highly symbolic nature of John's apocalypse. They also attempt to discern the book's message for its first recipients before considering its relevance today. This course begins by using a two-part documentary film on Revelation that devotes significance attention to the variety of ways in which the book has been interpreted through the centuries in Church history. The film also touches on the book's impact on secular culture through the ages. Most class sessions will be devoted to working carefully through the text of Revelation chapter by chapter, with a focus on what the book would have meant to Revelation's first audience: Christians in first-century Roman Asia Minor (modern-day Turkey). Through group and general class discussion, however, attention is also given to the theological challenges raised by Revelation and to its relevance for Christian faith and life today. This course may fulfill an elective in the Religion major. Prerequisite: one course in Religion. *D. Harlow*. 2:00 p.m. to 5:00 p.m.

SCES

SCES 214 Communication and Learning in the Natural Sciences. This course provides a systematic examination of communication and teaching strategies for teaching natural science at the middle and high school level, including oral exposition, visual imagery, demonstrations, technology, and laboratory activities. Theoretical components include underlying educational theories, scientific literacy, and the unifying themes and practices in science. Practical components include methodologies for promoting class discussion, assessment, lesson development, laboratory safety, student presentations and responses. Evaluation is based on oral presentations, lesson planning, class participation, short quizzes, 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 Grades K-8. 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. *K. Bergwerff*. 2:00 p.m. to 5:00 p.m.

Sociology

SOC W40 Gender, Violence, and Resistance. This course will focus on the ways in which gender-based violence is perpetuated in the United States and around the world, paying attention to the intersection of identities that

influence the experience of violence. Students will learn about different forms of gendered violence, such as sexual assault, domestic violence, violence against LGBTQ individuals, and religious/cultural practices. The course will explore the ways in which individuals resist violence in the everyday enactment of their lives, through individual and collective action, sometimes through protest, performance, organizing, and coalition-building. Students will describe the role of social services, public policy, and faith communities in violence prevention and response. Students will examine these topics using a Reformed, Christian perspective to help understand the problem of violence and possibilities for restoration. This course may fulfill an elective in the sociology major. *R. Venema*. 2:00 p.m. to 5:00 p.m.

Spanish

SPAN W60 Spanish for Health Care Workers/Professionals. This course is an introduction to the terminology and cultural context of oral and written communication in Spanish relating to the fields of medicine and social work. The course is conducted in Spanish and is designed for intermediate and advanced students of Spanish. The course helps students develop language skills and increases their cultural awareness of health care practices and needs for the patient or client of Hispanic background. Skills in Spanish are increased through the learning of health-related vocabulary, situational role play, and discussion of medical and cultural issues, body language, and intercultural communication. The course includes trips to health clinics and other health related sites in Grand Rapids. Prerequisites: Spanish 202 or 203 (or higher) or permission of instructor. *D. Zandstra*. 8:30 a.m. to noon.

SPAN W80 Spanish 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 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 1) improve comprehension and fluency in the Spanish language, 2) increase understanding of various cultural and religious phenomena of Mexico and particularly of Yucatan, and 3) 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. This course may fulfill an elective in the Spanish and IDS programs. This course will fulfill the CCE requirement Prerequisites: Spanish 201 and permission of instructor. Course dates: January 4-24. Fee: \$ 2594. *M. Pyper, C. Slagter*. Off campus.

SPAN 122 Intermediate Spanish. The second course of the two-course sequence designed for students who have had two years of Spanish in high school, but who are not sufficiently prepared for 201. These students take Spanish 202 in the spring to finish the foreign language core requirement. *O. Shkatulo*. 9:00 a.m. to noon and 1:40 p.m. to 2:40 p.m.

Speech Pathology and Audiology

SPAUD 343 Principles of Communication Neuroscience. This course provides a thorough understanding of nervous system anatomy and physiology as it relates to speech, language, and hearing. Principles of systems theory, neuromuscular control, somatosensory processing, and complex cognitive function are included. Select communication disorders are discussed to highlight the effects of breakdowns in nervous system function during speech, language, and hearing processes. Prerequisite: SPAUD 210. *P. Goetz, J. Vander Woude*. 8:30 a.m. to noon.

SPAUD 512 Augmentative and Alternative Communication. This course will introduce augmentative and alternative communication and the strategies used to improve the communication skills of individuals with limited or nonfunctional speech. Focus will include an in-depth review of the assessment process, as well as the AAC needs of individuals with developmental and acquired disabilities across the age continuum. Hands-on experience with various methods of AAC strategies and devices will provide a clearer understanding of AAC intervention. Part I will

focus on an overview of AAC. Part II will describe the AAC needs for persons with specific disabilities, and Part III will present AAC needs for specific environments. Students will develop an understanding of information related to concepts, strategies, techniques and issues that are unique to the field of augmentative and alternative communication. Assessment methods will include written exams, written reflections, problem-based learning, and group discussion. Open to SPAUD graduate students and SPAUD 4-year BA students. *H. Koole, E. Oommen*. 8:30 a.m. to noon.

Statistics

STAT 241 Engineering Statistics. A course in statistics with emphasis on the collection and analysis of data in engineering contexts. Topics include descriptive statistics, experimental design, and inferential statistics. The development of probabilistic models for describing engineering phenomena is emphasized. Statistical software will be used throughout the course. Prerequisite: Mathematics 172. *S. DeRuiter*. 8:30 a.m. to noon.

Study in Ghana

STGH 211 Christianity in West Africa: A Ghanaian Perspective. A multi-disciplinary course taught in partnership with Akrofi Christaller Institute during the month of January, this course will fulfill an interim requirement for students. This class will expose students to the richness of Ghanaian history, culture, and religion. Special emphasis will be placed on understanding the history of various Christian groups (mainline, charismatic, or traditional) in Ghana, where a majority of citizens profess to be Christians. The first half of the interim will be spent at the Akrofi Christaller Institute located in Akropong, Ghana. The second half of the interim will involve trips to the Gold Coast, Kumasi and Tamale. Fee: \$3800. Course dates: January 4-25. *A. Patterson, J. Kuilema*. Off Campus.

DCM Courses

IDIS 150 01 DCM: Seeing Photographs. Why do we take photographs? How do we take them? Are there times when we should put our cameras and smartphones away? How should we think, as Christians, about photography? This class will ask us to become more intentional about the photos we take and more discerning about the photos we view. We will learn to become more imaginative in how we think about and produce photos. Readings and image presentations will inform class discussions; assignments will emphasize photo production. A smartphone and Instagram account are required. Fee: \$50. *J. Steensma Hoag*. 8:30 a.m. to noon.

IDIS 150 02 DCM: Local Foods. For many reasons, more and more people are opting to become locavores - those who consume primarily local foods. Some do because they want foods that are fresher and more healthful. Others choose local foods because they are concerned about the hidden environmental costs of the alternative: foods grown in the global industrial food system. Local gardens farms, and processors increase local food security - another reason why this movement is increasingly popular. In this course, students explore the movement, grapple with some of its opportunities and challenges, and learn first-hand from local leaders how Michigan is striving to become more food self-sufficient. They explore the health, lifestyle, and environmental implications of the standard American diet and contrast it with this with healthier local options. They also prepare, preserve (via canning and dehydration), and eat wholesome local foods - including some grown in the Calvin Campus Gardens. Films, field trips, participation in the Michigan Family Farms Conference, readings, class discussions, and hands-on activities highlight options for sustaining healthy bodies and resilient food systems. Grades are based on the quality of reflective writing and a final exam. Fee: \$100. *D. Koetje*. 8:30 a.m. to noon.

IDIS 150 03 DCM: Societal Views on Drugs. The pharmaceutical industry and clandestine drug laboratories make available to us drugs that can have myriad effects. Drugs can lengthen lives, relieve pain, replace hormones, relieve anxiety, sharpen mental awareness, alter sensations, change our behavior, enhance performance, help us lose weight, or just make us feel good. In this course, students study the history of the legalization of drugs in the U.S. They learn how drugs are currently made legally available in the U.S. and what drug properties determine whether

or not the drug is legal to purchase and use. Then, students consider when the use of drugs shifts from being a blessing from God to potentially harming our bodies and our minds. What use of drugs is appropriate? Is it appropriate for us as Christians to take insulin, aspirin, Ritalin, coffee, tobacco, or marijuana? Readings taken from popular literature, public documents, and the Bible are used as a backdrop to assessing drug availability and use. Students reflect on, discuss, and write about drug use in various medical and social situations. *R. Nyhof*. 2:00 p.m. to 5:00 p.m.

IDIS 150 04 DCM: Thriving in Winter. How do Norwegians survive a winter above the Arctic Circle? Why do I sleep more in winter? Will my faith-life be affected if I am depressed? Am I less tolerant of sin while working out a math problem? People are often referred to as 'multi-faceted' with biological, emotional and spiritual dimensions. Indeed, holistic health assumes stability in each independent area. But, it is possible that each component of our existence influences the others, perhaps more than we anticipate. During this course students will examine the impact of physical environment on mood/personality, and the influence of these physical and emotive states on personal faith. Essential to this course is a 'human laboratory' component. Winter provides an unavoidable modifier of human behavior. This reality will be leveraged with multiple field trips where students engage the current literature to, literally, change their lives. The application of physical activity, nature, reflection, and peer influence will all be employed during this time. *D. Benson, C. Tatko*. 2:00 p.m. to 5:00 p.m.

IDIS 150 05 DCM: Christian Faith and Stoicism. This course specifically will be based on readings from Greek and Roman Stoics, especially Zeno of Citium as seen in Cicero, Cicero himself, Seneca the Younger, and Epictetus. After establishing a basic understanding of Stoicism – one of the most historically successful philosophies – we will compare and contrast this philosophical perspective with the Christian faith as revealed in the Holy Scriptures and summarized in the Reformed Confessions as well as certain Reformed authors like John Calvin and Theodore Beza. *D. Noe*. 2:00 p.m. to 5:00 p.m.

CANCELED IDIS 150 06 DCM: Artificial Intelligence. Students in this class will study Artificial Intelligence (AI) from functional, philosophical, ethical, and cultural perspectives. We will learn about major AI paradigms including symbolic AI, genetic algorithms, neural nets, and machine learning through lectures and hands-on laboratories. We will discuss common issues surrounding AI and anthropology from philosophical, ethical, and Christian perspectives. We will also view popular movies in which AI plays a major role and discuss the portrayals of AI and their social and ethical implications. *H. Plantinga*. 2:00 p.m. to 5:00 p.m.

IDIS 150 07 DCM: Creating Smartphone Apps. Students in this interim will study the creative process, apply it to create their own mobile applications and consider the implications of their work in the context of a Reformed perspective. This course is based on AppInventor, a development environment that enables students with no prior programming experience to design and build mobile apps such as location-aware systems, video games and cloud services. For the course project, student teams will conceive of, design and build their own original applications. Students who own an Android-based device will be able to install and run their apps on their own device; others will be able to run their apps using AppInventor's emulator software. This course is designed for students with no previous programming experience. *K. Vander Linden*. 8:30 a.m. to noon.

IDIS 150 08 DCM: Dis/ability: Beyond Suffering. Students in this course will investigate a faith-filled view of disability. They will explore stereotypes of disability, definitions of disability, and historical responses to disability. In addition, course participants will develop a theology of disability and will describe a response to disability for both schools and worship communities. This course is open to all students who wish to explore society's and their own perspectives and responses to individuals who live with disabilities. *P. Stegink*. 8:30 a.m. to noon.

IDIS 150 09 DCM: Power, the Female Body, and Constructions of Gender. When Beyoncé's performance at the MTV Video Music Awards on Aug 25, 2014 came to a crescendo, her message was hard to miss. Behind her the word "FEMINIST" stood emblazoned in stark white letters on a black background, with Queen Bey herself on the stage, the shape of her body dramatically silhouetted. Lady Gaga's video for "Bad Romance" won a record-breaking seven Video Music Awards in 2010, a video that Gaga explains is about "how the entertainment industry can, in a metaphorical way, simulate human trafficking—products being sold, the woman perceived as a

commodity.” Yet both Gaga and Beyoncé are criticized for continuing to perform and dress in ways that undercut their claims to be feminists. Are such critiques true or are Lady Gaga and Beyoncé strong women unafraid to express their sexuality? Are their performances expressions of their strength and power as women or simply self-objectification? And in what ways do their fans use those representations to construct their own gender identities? In this class we will explore the ways in which systems of power are attached to female bodies. We will start with an analysis of female pop stars and then move into an analysis of the ways people in our community at Calvin understand their gender identity. We will do all this work through the analysis of scholarly texts and music videos, as well interacting with guest speakers, and a field trip to stores at Woodbridge Mall for an investigation of imaging issues surrounding clothing targeted for women. Note: In this class we will be looking frankly at materials and performances that students might find challenging. *J. Williams*. 8:30 a.m. to noon.

IDIS 150 10 DCM: Water in the Majority World: Access and Culture. The focus of this course is the access to safe and abundant water in developing global regions. The course emphasizes watershed- and community-based approaches to optimize the management, delivery, and use of water in light of technical, social, and cultural drivers and constraints. *D. Wunder*. 8:30 a.m. to noon.

IDIS 150 11 DCM: Understanding Japanese Mindset. A visitor in any Japanese cities might find a life in modern Japan not much different from a life in the US. However, Christians might get confused when they find out that many Japanese regularly participate in traditional rituals based on Shintoism, have a wedding ceremony at a Christian church, and then hold a funeral at a Buddhist temple. At the same time, those Japanese may profess that they have no religion. What does this mean? This course aims to introduce fundamental values and principles that are ingrained in Japanese mindset and to identify and explore how religious beliefs and rituals are integrated into modern Japanese life through non-fiction texts, documentary films, and feature films. This course is premised on a belief that one will be able to reflect on and nurture one’s own Christian mind effectively by means of learning, understanding, and appreciating different faith traditions. We will reflect on and discuss differences in notions of faith or religion and seek productive dialogues that can stimulate mutual cross-cultural understanding between Christians and non-Christians in Japan. Example topics of class discussion are as follows. How does Japanese mindset manifest the longing for God? How is the Japanese belief of creation different from the Christian belief of creation? What are Japanese thoughts about our evil natures? If our nature is evil, how is it possible for us to do good? *K. Denguchi Schau*. 8:30 a.m. to noon.

IDIS 150 12 DCM: Minecraft to Marauder's Map: Mapping Your World. From the open infinite worlds of Minecraft to the personal scale of surveillance found in Harry Potter's Marauder's map, we will explore the connections of maps with Christian faith. Students will explore mapping of old (those made with pen's & paper) to new cartographies (those made with bits & bytes) in an effort to understand at various geographic scales and connections the landscape of poverty, terrorism, politics, health, water scarcity, population growth, surveillance & slavery, Christian missions, urban development, and refugee challenges. Activities engage students in paper mapping, geospatial technology mapping, and the popular game of Minecraft. No previous mapping or gaming experience required. *J. Van Horn*. 8:30 a.m. to noon.

~~**CANCELED IDIS 150 13H Honors DCM: The Good Life.** What constitutes the good life? How does one live well in this world? Since “wisdom is developed over time in a tradition and carried in a community,” this course will explore the long tradition of Christian wisdom to examine enduring questions in the context of our contemporary situation. Drawing on a variety of readings in the humanities, this course will also incorporate experiential learning to explore a range of topics, including work and rest; simple living and consumerism; joy, suffering, and death; and the contemplative life. *K. Du Mez*. 8:30 a.m. to noon.~~

IDIS 150 14 DCM: DCM: Understanding Islam. This course introduces the Islamic tradition through interdisciplinary insights offered by religious studies and history, and within a framework of interfaith understanding. Topics include the sacred texts, the Prophet Muhammad, the major sects, mysticism, key modern controversies such as violence and the status of women, and Christian understandings of other faiths. Readings include the Qur'an and hadith,

selections from Rumi's *Mesnevi*, a biography of the Prophet, and appropriate articles. *D. Howard*. 2:00p.m. to 5:00 p.m.

IDIS 150 15 DCM: Christianity and Democracy in Africa. This course examines the fascinating interplay between Christianity and democracy on the continent of Africa. Numerous studies over the past decade point to the phenomenal growth of Christianity in Africa over the past century. At the same time, numerous African countries have experienced democratic transitions since the early 1990s. But what is the relationship between Christianity and democracy? This course will explore the rise of Christianity, the different expressions of Christianity, and the unique interaction between religion and politics on the continent. Students, engaging with a variety of articles, books and films, will discuss questions like "With so much religious vibrancy in Africa, why is the church relatively quiet regarding politics?" or "What is an appropriate Christian response to governance issues?" *T. Kuperus*. 8:30 a.m. to noon.

IDIS 150 16 DCM: Coaching Youth 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 knowledge and insight for a youth sports leader primarily in the areas of psychology, philosophy, and pedagogy of coaching and secondarily in physiology and risk management. Cultural norms involved in coaching the young athlete will be critiqued using a Reformed lens in an attempt to expose the complicated demands of coaching and the necessary tools one should possess in order to become a successful coach. *J. Bergsma*. 8:30 a.m. to noon.

IDIS 150 17 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. *Y. Lee*. 8:30 a.m. to noon.

IDIS 150 18 DCM: Mathematics and Culture. How does mathematics influence culture, and how does culture influence mathematics? Answers to these questions have varied over time and place, and often are related to other questions: Are mathematical objects discovered by humans or created by them? What are mathematical objects? Is mathematics important? Is it "true"? How do we learn mathematics? Is mathematics related to faith commitments? In this class, students investigate these and related questions through readings, discussions, and class activities. *G. Talsma*. 2:00 p.m. to 5:00 p.m.

IDIS 150 19 DCM: Mathematics and the Ordering of Creation. Galileo Galilei wrote "Philosophy is written in this grand book - I mean the universe - which stands continually open to our gaze, but it cannot be understood unless one first learns to comprehend the language in which it is written. It is written in the language of mathematics ..." Following Galileo, our aim will be to learn to "speak mathematics" so that we can better understand and express the created order of the universe. We will explore how the concept of the created order helps us understand the nature of mathematics by (1) looking at examples from number theory, geometry, analysis and algebra and the ways they may help us understand the physical world; (2) seeing how new discoveries in mathematics arise from innovations made in the language of mathematics; (3) linking up with a theological view of creation that sees the language of mathematics arising from our human endeavor to understand the divinely ordered universe. No previous mathematical training is required, but a willingness to learn the necessary mathematics is assumed. Besides learning some new mathematics, students will be expected to reflect on their own understanding of creation and order and how it connects with our lives of faith. *J. Turner*. 2:00 p.m. to 5:00 p.m.

IDIS 150 20 DCM: Music and Politics. This course explores the complex relationship between music and politics: how governments, institutions and special interests groups have influenced the kinds of music made (or not made) in a given context, the variety of ways music has been used to meet political objectives, and the many different

ways music has been understood to carry political meaning. By examining several case studies from the 20th century onward, the course will probe the positive and negative social functions for music in political contexts, considering when and how music can be a tool for expression, teaching, solidarity, identity-formation, and satire, but also oppression, control, dehumanization, and even torture. Case studies will include: worker's music from the North American labor movement (1920s and 30s), music in Nazi Germany and the Holocaust, Soviet music during the Cold War, the civil rights movement in North America, music during Apartheid in South Africa, censorship and regulation of popular music in the US (especially the Parents Music Resource Council), and uses for music by American soldiers in the Global War on Terror. Using Plantinga's *Engaging God's World* as a backdrop, we will probe theological and philosophical queries about music that arise out of these case studies: how can music be considered good or evil? how is music implicated in negotiations of power? and what factors allow it to act as a redemptive or oppressive force in society? No musical training required. *B. Wolters-Fredlund*. 8:30 a.m. to noon.

IDIS 150 21 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 intervene in 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. *E. Epp*. 8:30 a.m. to noon.

IDIS 150 22 DCM: The Big Bang Theory. This course will be a scientific and historical account of the progression of humanity's understanding of the physical universe, from ancient history to the present. Important discoveries will be highlighted along the way, with fundamental scientific concepts introduced as needed in order to provide a clear picture explaining the popularity of the big bang theory. In addition, students will explore the varying Christian perspectives on the big bang theory, seeking to understand some of the conflicting interpretive frameworks that can lead to disagreement over the theory's plausibility and theological legitimacy. This is not a survey introduction to astronomy but will cover topics pertinent to understanding the big bang theory as a scientific model. It is designed to be accessible to anyone with a high school level education in science and a firm grasp of algebra. *J. Smolinski*. 2:00 p.m. to 5:00 p.m.

IDIS 150 23 DCM: Perspectives in Education Reform. This course presents controversies in education reform by reviewing the major reforms in the U.S. public education since the publication of "A Nation at Risk" in 1983. These reforms include standardized testing, charter schools and other forms of school choice, No Child Left Behind, and Common Core. Students in this course also assess the future trajectory of education reforms in the United States. This course also examines the complex relationship between education and the larger socioeconomic environment in the U.S, particularly within urban neighborhoods. Specific dimensions of the current policy debate will be explored including standardized testing, equity in school funding, the role of state and federal governments in education, and policy approaches from other countries. The last week of the course consists of site visits to Grand Rapids, Lansing, and Detroit, in which the class will listen to the perspectives of multiple education practitioners, reformers, administrators, and policy decision-makers. As a DCM section, this course will broadly apply the Reformed perspective to the study of public policy. *M. Pelz*. 8:30 a.m. to noon.

IDIS 150 24 DCM: DCM: Why Did I Do That? - Social Cognition in Everyday Life. Why do we do the things we do? How much of our decision making operates at a conscious vs. unconscious level? What factors really decide our level of happiness? These are just a few of the questions that the field of social cognition addresses. This DCM course focuses on factors that influence our everyday behavior and decision making. This course follows three themes: 1) How do we process and utilize social information in our daily lives? 2) How do these processes both benefit us and how might they be distorted and harmful? 3) How can we use this knowledge to make better choices and behave in a more redemptive way? Specific topics include, psychological theories of decision making,

Biblical views on human nature and behavior, factors that determine our level of happiness, how cognitive processes impact our relationships, and why humans are predictable. *B. Riek, D. Tellinghuisen*. 8:30 a.m. to noon.

IDIS 150 25 DCM: 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*), 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. Prerequisites: interest in theology, the arts, and their intersection; readiness to listen carefully and watch discerningly; and willingness to engage in discussion. *R. Plantinga*. 2:00 p.m. to 5:00 p.m.

IDIS 150 26 DCM: "The Cross of Christ". 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 world view. In particular, we will strive for greater theological insight through a study of the doctrines of the Trinity, the Incarnation, and especially the atoning work of Christ ("atonement theory"). Throughout the course, the implications of the less understood Trinity/Incarnation/Atonement triad will be drawn out with respect to the more familiar Creation/Fall/Redemption triad. *A. Griffioen*. 8:30 a.m. to noon.

IDIS 150 27 DCM: The Complex World of Drugs. The impact of recreational drug use is hotly debated today. Many US states have legalized marijuana use while other countries are experimenting with decriminalization of a variety of recreational drugs. This course will look at the history of drug use and its criminalization throughout the world. Students will learn how recreational drugs affect the human body and how those drugs reach their consumers. Students will analyze the effects of the US "War on Drugs" over the last 50 years and will work to design an effective response to the reality of drug consumption and trafficking which seeks to faithfully reflect a Reformed world and life view. *K. Ver Beek, J. Van Engen*. 8:30 a.m. to noon.

IDIS 150 28 DCM: Being Mortal: Reflecting on End-of-Life Care. With the advent of modern medicine we, as a society, emphasize the extension of life often to the detriment of our psychological, social, and spiritual well-being. This class will explore both religious and cultural understandings of death and dying, concepts of care and caring, right to die laws, living arrangements, and health care and other forms of decision making at the end of life. Within all of these areas we will critically think about how we as Reformed Christians understand and approach end-of-life. Students will critically examine these areas using a Reformed Christian lens through small group discussions, guest speakers, films, readings, and a final project. *K. Alford, B. Terpstra*. 8:30 a.m. to noon.

IDIS 150 29 DCM: Why Do You Speak the Way You Do?: Language, Dialect, and the Kingdom of God. Have you ever wondered why you speak the way you do, and why others speak differently? Have you ever formed an opinion about someone based solely on the way they speak? Has anyone ever done this to you? Are certain languages or dialects inferior to others? Does a person's dialect reflect their intelligence? Should everyone in the United States speak English? Is linguistic prejudice still socially acceptable? Drawing on the Biblical themes of creation, fall, redemption, and vocation, this course will consider language and dialect diversity from a Reformed Christian perspective. Through readings, class discussion, reflections, and a formal project presentation, students will learn about language variation in general, including the factors that shape dialects. They will also consider different historical and contemporary manifestations of language and dialect prejudice, their relationship to other forms of discrimination such as racism and sexism, and their relevance to issues under current public debate, including immigration and the English-only movement. Finally, students will consider what a thoughtful Christian response to the reality of linguistic diversity might look like, in terms of such notions as hospitality and kingdom citizenship. *S. Lamanna*. 8:30 a.m. to noon.

IDIS 150 30 DCM: Listening in a World of Distraction. When you think about communication, you probably focus on the act of talking, not listening. But listening is central to human communication, especially given that we are created to live in relationship with one another and with God. When we do acknowledge the value of listening, we tend to make naively simplistic assumptions about what it takes to listen well, which lead us to overestimate our

listening prowess. In this course, we will consider the power of listening to transform our interpersonal relationships and will practice engaged, supportive listening in our interactions with others. We will study the listening process, the variation in styles and types of listening; contextual factors, perceptual biases, attitudes, and behaviors that can undermine listening; and attitudes and behaviors that facilitate listening. We will also encounter spiritual practices designed to improve our attentiveness to God's voice. We will situate our study of listening in the current social context, seeking to understand the challenges of listening in our always-connected, multitasking world. Class activities will include observing listening in interpersonal interactions, fasting from technology and media for 24 hours, attending a listening-oriented worship service, experimenting with listening practices, and going on an overnight listening retreat as a class. Fee: \$10 (for retreat). *S. Wieland*. 8:30 a.m. to noon.

IDIS 150 31 DCM: Faith & Nature in the Range of Light. John Muir once wrote that the Sierra Nevada Mountains, often referred to as the range of light, open a thousand windows onto God. They also open a thousand questions about the Christian task of creation care. This DCM provides students with an introduction to Christian environmental stewardship and leadership. It starts in Michigan with lecture and discussion as well as with certification in Wilderness First Aid. The class then travels to Yosemite National Park and the broader Sierra Nevada range to apply Christian environmental thought to the complex challenges of land and resource management as well as to hone their skills in wilderness adventure and recreational leadership. Fee \$1660. Course dates: May 22-June 9, 2017. *R. Rooks, J. Skillen*. Off Campus.

IDIS 150 32 Young adults and the Church. Young Adults (a.k.a. "Gen Y, Millennials," or "Mosaics") represent the largest population surge in history. Their presence, as well as their absence, is forcing the Church to think strategically about its Biblical mandate to pass on its faith to future generations. This class will review the historical and sociological factors that have shaped this generation, including the differences and similarities present across cultural and socio-economical lines. The spiritual profile of this generation will be surveyed through studies of the "none-ers," those who are attempting to recreate the church, and those who see themselves living in exile from the church. Through discussions with pastors, church visits and case studies, the impact of this generation's demands for diversity, flexibility, and innovation upon congregational life and worship will be explored. Students will develop an understanding of unique characteristics of faith development for this generation, as well as best ministry practices addressing these issues. *L. Elliott*. 2:00 p.m. to 5:00 p.m.

~~**CANCELED IDIS 150 33 DCM: Reading the Word and the World.** Many educators regard Paulo Freire as one of the most influential educators of the 20th—and even now 21st—century for his contributions to literacy studies. His concept of reading the word and the world in particular has ushered in a view of literacy toward socio-cultural perspectives and away from cognitive/developmental ones. Such a paradigm shift has challenged the ways in which educators teach learners how to read basic alphanumeric texts in primary school and content area texts in such subjects as music, math, and Spanish at the secondary level. In this course, we will explore whether and how this concept of reading the word and the world is in harmony with a Reformed perspective. We will look at how the home, church, and social institutions into which each of us is born influence how we communicate and make sense of various academic language and texts we encounter in the K-12 schooling system. We will watch popular movies, tour local schools, engage in small and whole group discussions, participate in literacy activities such as read alouds, and write our way to a transformed understanding of a Christian perspective on reading the word and the world. How might Reformed theology inform our view of the literacy practices of learners? How does Reformed theology help us to assess and ultimately celebrate the ways in which each learner reads the word and the world? *N. Westbrook*. 8:30 a.m. to noon.~~

IDIS 150 34H Honors DCM: The History and Future of Water. The phrase "the water of life" resonates theologically with Christians. But the metaphor makes sense because we know that we cannot live for more than a few days without water. Human history has been shaped profoundly by its efforts to control water, by both success and failure. This course examines that history from the Stone Age to the present and into the future from the viewpoint of the world as a whole and of the American West. It connects those histories to central theological and ethical issues in Christianity. *W. Katerberg*. 8:30 a.m. to noon.

IDIS 150 35 Jewish Thought and Culture. Christianity emerged from a Jewish context. Yet for almost two thousand years, Christianity and Judaism have developed distinct religious and cultural traditions. Because of this, the Jewish tradition can seem at once familiar and foreign to many Christians. This course aims to improve students' understanding and appreciation of Jewish thought and culture from ancient times to the present. Along the way, we will learn a great deal about of Judaism, but our focus goes beyond Judaism (as the religious tradition of the Jews) to examine distinctive contributions Jews have made to "Thought" (such as philosophy and other kinds of scholarship) and "Culture" (including literature and art). We will study the lives and writings of several key Jewish thinkers. We will also explore creative and artistic works in the Jewish tradition, looking for insight into Jewish culture through Jewish experiences. Evaluation will be based upon class participation, formal and informal writing, and a final exam. *D. Billings. 2:00pm – 5:00pm.*

IDIS 150 36 DCM: The New Urbanism. This course examines the current cultural debate over the way we build cities. After the Second World War, the US embarked on a historically unprecedented pattern of development: low-density, auto-oriented suburbs. As the limits of that pattern of development became apparent in the 1990s, the "New Urbanist" movement was born—a movement of architects, planners, environmentalists and citizen activists that has tried to recover the wisdom of more traditional ways of putting cities together. Students will review the history of city-building in the West, read articles and view DVDs that explore different aspects of the issue, and in teams of four or five design a town for 30,000. Several guest speakers from the development and planning community of Grand Rapids will address the class. The overall goal of the class is to gain a deeper understanding of our built environment. *L. Hardy. 2:00 p.m. to 5:00 p.m.*

IDIS 150 37 DCM: Prison Outreach, Education, and Re-entry. (*open only to transfer students*) What programs are available to help inmates grow intellectually, emotionally, and spiritually during their time in prison, as well as after they are released? What difference can these programs make for everyone involved? In this course, we'll learn about prison programs across the country, devoting special attention to the Grand Rapids area and the Calvin Prison Initiative. Our guest speakers will include prison administrators, teachers, pastors, community volunteers, and former inmates. Through their stories, we'll develop a better understanding of important social issues such as trends in mass incarceration, the value of higher education in prison, and the challenges of re-entry. If you've read scriptural calls to care about prisoners and wondered, "What would that look like?" or "How could I do that?," this course is an excellent starting point. It also lays a solid foundation for students who would like to serve as Calvin Prison Initiative tutors. *K. Benedict. 8:30 – noon.*

IDIS 150 38 DCM: Violence, Sex, and Gender: 'Buffy' and Beyond. 'Buffy the Vampire Slayer' has served as a cultural touchstone since it first premiered in 1997. One of the respects in which the show has been most formative is in its portrayal of a 16 year-old girl as "The Chosen One" who is responsible for protecting the world from unimaginable dangers. Buffy's ability to (literally) kick butt in the latest fashions redefined conceptual space for female characters on television and paved the way for other works (like the Hunger Games) that feature women who use their physicality as well as their wit without modeling themselves after men. This class will focus on the interplay between violence, sex, and gender that keeps 'Buffy' both interesting and relevant to college students who are neither slayers nor vampires. There are no prerequisites for this course other than a sense of humor and a general knowledge of pop culture. *C. Van Dyke. 2:30 – 5:00pm.*