

# Registration: Interim

## Interim 2007

### Art

**W40 Fiber Vessels.** This interim course will consider Fiber Art and Vessel Making in historical as well as contemporary terms. Each class day will begin with references to Art History, to Indigenous Cultures and Artists as well as current directions in Fiber work. Techniques in vessel making and fiber construction will be presented in a progressive manner. Students must be prepared to work in the studio for both the morning and afternoon sessions of each day. Students will be expected to keep a sketchbook to record ideas and technical information. They will also be required to investigate one area of Fiber Art beyond the technical information given in class. Course fee: \$60.00. No Pre-requisites. J. Van Reeuyk. 8:30 a.m. to 5:00 p.m.

**W41 Monotype/Monoprint.** “Monotype/Monoprint: From Rorschach to Rauschenberg” is an introductory studio course in monotype and monoprint printmaking. The monotype portion of the course reveals the “*transfer-mation*” that occurs when a painting is run through a press and primarily addresses the idea of the “painterly print.” The course requires no prior printmaking or painting experience, however, students should have some experience drawing. Additional issues of “the lesser print media” and the conflation of print, painting and drawing will be investigated in the monoprint portion of the course. Students will create a small body of work that reflects an understanding of monotype/monoprint processes and builds a sense of their creative relationship with the media through personal ideas and concepts. J. Chen . 2:00 p.m. to 5:00 p.m.

**W60 Venetian Art and Architecture .** This course focuses on the art and architecture of the Venetian Empire from the Renaissance through the nineteenth century. The class aims to explore a side of Italian early-modern art and architecture that often is presented as an after-thought. It aims to explore what has come to be know as the Myth of Venice. The first week will be spent in Grand Rapids while the last two weeks will be spent in Italy , with a brief excursion into the Adriatic (to stress the fact that Venice was an empire as opposed to simply a city). In addition to the time spent in Venice , we shall visit Ravenna , Padua , and the countryside to see several of Palladio's villas. Evaluation for this course will include extensive readings, one test, one on-site presentation, journal entries, and overall participation. Prerequisites: Art History 102 or Architectural History 102. Fee: \$3,253. C. Hanson . Off campus.

### **CANCELED W62 Folio, Image, Space, Text, and Time: Mixed – Media Artist**

**Bookmaking.** This course will introduce the artistry of hand made bookmaking, concentrating on the book as aesthetic object. 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 to unify the whole. Students will engage in conceptualizing content, three-dimensional construction incorporating movement, integration of image and text as visual phenomena, and harmonizing these elements in the execution of visually effective artist books. The study of hand made books of the past such as illustrated manuscripts and the works of contemporary book artists will introduce students to both traditional and

innovative materials as well as a broad range of binding techniques. Students will investigate both high and low technologies of reproducing imagery for the purpose of distribution and marketing. Bookmaking will occur both individually and collaboratively. The majority of class time will be spent in studio activity generating a minimum of six artist books. Teaching methodology in addition to studio work will include illustrated lectures, demonstrations, guest presenters, readings, critiques and field trips. Evaluation is based on successful completion of visually effective artist books integrating both form and content; completion of related studio projects, class participation, and a journal documenting process, ideation and visualization. Course fee: \$125 for materials. Prerequisite: Arts 250 or permission of the instructor. A. *Greidanus Probes* . 10:30 a.m. to noon and 2:00 p.m. to 5:00 p.m.

**CANCELED W63 Letter Text Grid.** Contextual and theoretical understanding of design issues that fuel typographic design across a range of media. In this course LETTER introduces the abstractions of neo-classicism that bred a strange progeny of nineteenth-century commercial typography which the twentieth century avant-garde artists explored as a theoretical system. TEXT considers the massing of letters into larger, continuous fields whose grain, color, density and silhouette are endlessly adjusted. Finally the GRID explores the spatial organizations that underlie every typographic system, from Dadaists and Futurists who attacked the rectilinear constraints of metal type to the systematic thinking of Swiss design conventions. The course demonstrates the elasticity of typographic systems which shapes content, gives language a physical body and enables the social flow of messages. Students will be evaluated on the basis of collaborative participation and design of 10 typographic assignments. Prerequisite: ARTS 305. *F. Speyers*. 8:30 a.m. to noon and 1:00 p.m. to 3:00 p.m.

**W80 Serigraphy.** This course focuses on different approaches to making screen prints, and includes color, image, and content development. Students also discuss the historical aspects of printmaking and the conceptual implications of the multiple. Production includes monochromatic and multicolor printing, and students all participate in a print exchange in order to develop an understanding of serigraphic techniques. Students are evaluated on a portfolio of prints and related drawings. Course fee: \$125 includes tools and screen. Prerequisites: Arts 250, Art 153. A. *Wolpa* . 8:30 a.m. to noon.

**W81 Thinking Architecturally.** This course is an investigation of certain fundamentals of architectural design, such as Proportion, Symmetry, or Hierarchy. Concise readings on these fundamentals, round-table discussions, and slide presentations will aid students in developing a vocabulary of analysis with which to understand architecture. Selected works which exemplify these fundamentals will be presented in depth. As a response, students will use this vocabulary with drawings to extrapolate critical information and graphically represent in a 2D image, or collage, the organizational elements present in the architectural work. Students will be evaluated on their 2D collages, one 3D collage, a final design problem, and class participation. Fee: \$20. Prerequisites: Art 153, Engr 103. *S. Fridsma*. 10:00 a.m. to noon and 1:00 p.m. to 5:00 p.m.

## **AuSable Institute**

Students intending to enroll in Au Sable Institute must contact David Warners, Au Sable advisor (DeVries Hall 125), for application forms.

**ASI 310 Biology in Winter** (four semester hours). Students in this course study the biology and environment of Northern Michigan plants and animals in winter through lecture, films, and field experience. Prerequisite: one course in biology. Fee: TBA. *Staff*. Off campus.

**ASI 346 Winter Stream Ecology** (four semester hours). This course—in geological, physical, and chemical features of streams in winter—focuses on ecological interactions and applications to the stewardship of streams and watershed. Prerequisite: one year of biology. Fee: TBA. *Staff*. Off campus.

**ASI 350 Environmental Ethics** (four semester hours). In this course contemporary problems of environmental stewardship are investigated, including the use of renewable and nonrenewable natural resources, pollution, appropriate land use and development, Third World concerns, and preservation of wild nature. These problems are set in a historical perspective of humankind's relationship to the nature environments, especially as this relationship is viewed in light of Christian thought and doctrine. Current attempts to develop a theology of nature and principles of Christian stewardship are considered. Fee: TBA. *Staff*. Off campus.

**ASI 427 Ecology of the Indian Tropics** (four semester hours). In this course, which is taught in Tiruchirapalli, India, the tropical ecology of south India is studied with an introduction and comparative analysis of coastal ecosystems, the plains, and montane tropical ecosystems of the Lesser Ghats, including altitudinal zonation. Topics include tropical ecosystem structure and dynamics, past and present human interaction with the landscape, and autecology of selected plant and animal species. Students originating from North America begin orientation in Chicago at the Field Museum of Natural History and an Indian cultural district. Prerequisite: at least one ecology course or permission of the Au Sable representative. This course will meet the Cross Cultural Engagement (CCE) core requirement. Fee: TBA. *Staff*. Off campus.

## Biology

**W10 Tropical Ecosystems.** Tropical ecosystems contain the largest concentrations of Earth's biological diversity. Under the pressures of human population growth and resource use, tropical ecosystems are also experiencing the highest rates of biodiversity loss. Participants in this course will explore the plant, animal and ecosystem diversity of tropical habitats in Belize and Costa Rica and study strategies that these countries are employing to conserve biodiversity in the face of social and economic development. Ecosystems to be studied include coral reefs, rain forests, limestone caves, alpine cloud forests and paramo. Daily field work will combine plant and animal identification, investigation of ecosystem processes and evaluation of human impacts. Extended interaction with local villagers, including an overnight stay with the residents of Maya Centre in Belize will provide **cross-cultural engagement credit** for the course. In preparation for the course, students will be required to attend three two-hour sessions during the fall 2006 semester. Course evaluation will be based on a daily journal, active participation in course activities and one test. Fee: \$3,480. *D. Warners, R. Van Dragt.* Off-campus.

**W60 Exploring Medical Missions in Ecuador .** Residents of the United States experience one of the most sophisticated healthcare systems in the world while most of the world struggles with considerably less. This course exposes students to some of the unique healthcare problems in a Third World country and permits students to be a part of the solution. Students are exposed to medical missions and are spiritually challenged to consider the option of medical missions. The course is taught with the cooperation of Dr. Bradley Quist, a Calvin graduate and physician with HCJB World Radio Missions, stationed at the Hospital Vozandes Oriente in Shell, Ecuador . While in Ecuador the course focuses on three areas: 1) medicine as practiced in hospitals and clinics in a large city ( Quito ), 2) medicine in an intermediate provincial center (Shell), and 3) medicine in remote areas in the jungles of the Amazon basin. Students are paired with American and national physicians and healthcare workers. Formal lectures, informal discussions, and onsite experiences constitute the bulk of the Interim. The course meets several times in the fall prior to the Interim session. Student evaluation is based on a required journal, a paper, and class participation. Knowledge of Spanish is helpful. Preference is given to students in a health-science program. This course will fulfill the Cross Cultural Engagement core requirement. Prerequisites: satisfactory completion of Biology 141 or its equivalent and permission of the instructor. Fee: \$2,855. *P. Tigchelaar.* Off campus.

**W62 Electron Microscopy Techniques.** This is a laboratory course designed to introduce students to electron microscopy. This will be a very hands-on laboratory. Students concentrate on fixation, embedding, and ultramicrotome techniques for the preparation of specimens suitable to transmission electron microscopy. Students learn the proper use of the Transmission Electron Microscope, darkroom techniques essential to photoelectron micrography, and the interpretation and analysis of electronmicrographs. Course work includes a series of brief lectures, considerable hands-on experience, and an ultrastructure research project. Prerequisites: Biology 141, Chemistry 103 or 115, and permission of the instructor. *J. A. Tatum.* 8:30 a.m. to 5:00 p.m.

**394 Perspectives in Biotechnology.** Within a Reformed Christian framework, this course explores historical and philosophical perspectives pertaining to the science and practice of biotechnology. Students delve into the underlying assumptions of current biotechnology research

as well as its social and ethical implications. Students survey governmental regulations affecting laboratory safety, biohazards, containment of genetically-modified organisms, and patenting. Lectures and group discussions facilitate critical analyses of recent research articles and other scholarly literature, culminating in each student writing a position paper that critiques a current issue in biotechnology. Prerequisite: senior status in the biotechnology program or permission of instructor. **Note: This is a required course in the biotechnology program that also fulfills Integrative Studies core requirement.** *D. Koetje.* 8:30 a.m. to noon.

**IDIS W14 Cambodian Culture, Diet and Food Production .** *D. Dornbos Jr., H. Kim.*

**IDIS W15 Harness the Wind: Learn to Sail .** *J. Ubels, S. Vander Linde.*

**IDIS W28 Silent Spring and Stolen Future.** *K. Grasman.*

**IDIS W60 The Amazing Amazon: Searching for El Dorado .** *C. Blankespoor.*

## Communication, Arts & Sciences

**W10 Physical Theatre and Mime.** This class explores the techniques of physical theatre with a strong emphasis on Marcel Marceau and Mimeistry styles of mime. The students learn body control, rhythms, marches, attitudes (character development), tableau vivant (living statues), mimography, and mime illusion. The student's will be taught how to create a mime (mimography), and will be taught a mimeses (copy) of an existing work. The student's will work on improvisational pieces designed and performed during class time. The clasee also will have the opportunity to participate in presenting a mime for the Symposium. The exact mime to be performed for the Symposium will be determined after the first day of class when the group dynamic is accessed. The student will be introduced to the art of mime and physical theatre with the expressed purpose of encouraging the student's awareness of the potential of the body to communicate. This awareness will benefit the student's public and private life. At the completion of the class the student should be able to perform basic body isolations, basic mime techniques, and participate in a mime. Evaluation is based on class participation, improvisational work, execution of basic techniques taught and tested in class, and participation in the preparation for the performance number. Prerequisites: students must be able to physically participate. *T. Farley.* 8:30 a.m. to 5:00 p.m.

**W40 English Language By Rail .** Students explore the dialects of the English Language within a historical context. While in Great Britain , students travel by rail through different regions, collecting samples of English, Scottish and Irish dialects and visiting important linguistic sites. In London , students collect dialect samples from different ethnic and socioeconomic communities. Outside London , students explore rural dialects at small town markets and visit sites significant to the history of the English language. From London , we travel to Wales to explore Welsh influence on English. From Wales , we travel by ferry to Dublin , Ireland to study more Celtic influences on English. We then return to Wales and finish our rail journey in Edinburgh , Scotland . There students analyze the dialects of Scotland and the borderlands between England and Scotland . By collecting samples from each of these regions, students learn about the history of English as it is spoken in Great Britain and Ireland as well as in the United States . Students must write a paper that summarizes their readings, analyses of data, and interviews in each region. Students are evaluated on the quality of their papers, presentations, transcriptions and discussions. CCE credit is available with additional readings and journal assignments. NOTE: DATES FOR THIS INTERIM ARE MAY 21-JUNE 10. Fee: \$3,595. *J. Vander Woude.* Off campus .

**W41 Theater in London 2007 .** This course is a basic primer in theatre criticism. London interim students will acquire specific information and basic critical skills relevant to a wide range of theatre performance and dramaturgical styles, which will sharpen students' critical awareness, and to introduce students to a unique cultural experience. During the three weeks abroad, students develop tools for criticism as they attend nightly theatre performances and daily classroom discussions. Students keep a daily trip journal. The group tours a number of theatres including the Royal National Theatre in London and the Royal Shakespeare Theatre in Stratford . Students are evaluated on the basis of participation in discussions, presentation of oral critiques, demonstrated development of critical tools, and the daily trip journal. Fee: \$3,589. *D. Freeberg.* Off campus.

**W60 Screenwriting for the Narrative Short Film.** The primary objective of this hands-on, creative workshop is very specific – by the end of interim, students will have a polished short narrative screenplay (10 pages or less), ready for production. Students will pitch projects, perform multiple rewrites and in-class writing exercises and ultimately workshop their screenplays in-class with directors and actors (from concurrent interim course). By focusing on the collaborative nature of filmmaking, allowing time for experimentation and exploration, and writing with an eye toward local production (available locations, limited characters/known actors, and realistic budget and script length), students will be ready to hand-off their scripts to their favorite director or begin prepping to direct their scripts themselves as early as spring semester. In addition, students will see a wide range of successful short films, receive peer feedback, and read produced screenplays as in-depth interviews with some of today's most successful screenwriters. Evaluation is based on a final short screenplay, homework exercises, and class participation. Prerequisites: CAS 248/English 248 or permission of instructor. *R. Swartzwelder*. 2:00 p.m. to 5:00 p.m.

**W61 Producing the Short Film.** The class is dedicated to the production of a 10-minute narrative film to completion. All the pre-production, cast and technical crew positions are assigned to students. Students are given specific crew responsibilities, which are monitored similarly to a professional production. The cast of the film is composed of professional actors and shot on location using High Definition cameras and 16 mm film. Schedule of classes might change during the 3rd week due to production. Prerequisite: CAS-190. *D. Garcia*. 2:00 p.m. to 5:00 p.m.

**W81 Chaplin and Hitchcock.** This course examines the life, working methods, and films of two central figures in the history of motion pictures, Charles Chaplin and Alfred Hitchcock. Both were considered to be cinematic geniuses, but their skills and working methods were worlds apart. Chaplin was primarily a performer, perhaps the most talented the movies have ever seen; he improvised on the set, developing the film's storyline while filming. Alfred Hitchcock was a meticulous planner, most interested in the development of the screenplay and storyboard. He once compared actors to “cattle,” and sometimes disliked the actual filming process. The study of these two men together illustrates the diverse ways that excellence can be achieved in narrative filmmaking. The course will also explore the lives and shaping influences of these artists. Students will read critical essays and books, view and discuss representative films, and respond to the films in formal and informal papers. Prerequisites: A willingness to watch, examine, and discuss excellent silent and black and white films. *C. Plantinga*. 2:00 p.m. to 5:00 p.m.

**101 Oral Rhetoric.** Students examine the principles of oral and visual rhetoric, with an emphasis on guided practice in the development of effective speeches. The course leads students to understand the role of rhetoric in society, to think critically about rhetorical situations and practices, and to gain proficiency in the art of rhetoric. Students must complete the following: three graded presentations, three short un-graded presentations, a written critique paper, and an exam. *K. Groenendyk* . 8:30 a.m. to noon.

**IDIS W34 After-Effects and the 60-second Seduction . *J. Korf*.**

**IDIS W35 Jazz: A Cultural and Musical History.** *G. Pauley*

**IDIS W80 Dead Man Walking.** *D. Leugs, M. Page.*

## **Chemistry & Biochemistry**

**271 Environmental Chemistry.** A study of the chemistry of the atmosphere, natural water, and soils, with a special focus on environmental problems arising from the activities of humans, including a study of acid precipitation, greenhouse gases, ozone depletion, urban and indoor air pollution, water and soil pollution, solid and hazardous waste disposal, and risk assessment all presented within the context of a Christian view of humans and nature. Prerequisite: Chemistry 253 or 261. *E. Arnoys.* 2:00 p.m. to 5:00 p.m.

**IDIS W18 Be Fit for Life: Bike Australia .** *R. Blankespoor, L. Louters, N. Meyer.*

**IDIS W22 Wilderness Adventure Skills in Panama .** *J. Britton, D. VanderGriend.*

**IDIS 242 Global Ecousutainability .** *R. DeKock, K. Piers.*

## **Classics**

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

**IDIS W11 Classical and Early Christian Culture in Greece.** *M. Williams, J. Winkle.*

## **Computer Science**

**W80 AJAX Web Development.** Traditional web applications generally suffer from poor user interface response times because all interactions involve a server transaction and a page reload. AJAX techniques ( Asynchronous Java Script and XML) have led to a mini-renaissance of web applications (such as gmail and flickr) because AJAX offers a way to eliminating many server transactions. This is done by asynchronously downloading information from the server in XML format and handling the interface actions on the client side with JavaScript. In this course students will learn about XML and its use in web applications, including DTDs and schemas, parsing and validating, XPath, XLink, and XPointer, XSLT transformations, and common applications of XML such as OpenDocument, FO, RDF, and RSS. Students will then learn AJAX programming techniques and work in groups on AJAX web applications. Evaluation will be based on written homework, smaller programming assignments, and a larger group programming project. Prerequisite: CS108 or junior/senior status. *H. Plantinga* . 2:00 p.m. to 5:00 p.m.

**IDIS W62 Games and Movies for All.** *J. Adams.*

**IDIS W63 Bioinformatics for Everyone** . *P. Bailey.*

## **Developing a Christian Mind (DCM)**

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

**150 01 DCM: A Christian Response to Racism.** Racial inequality has characterized the history of the United States since its earliest days. While most Christians would agree that racism is a sin, few understand its continued presence or scope of impact in the United States . Racism, by any definition, is a form of oppression that affects all people and is a reflection of the injustice that plagues our world. Racism is a reminder that life on earth is not the way it was meant to be. This course examines different levels of racism including individual, institutional and internalized racism. A particular focus will be to develop a growing consciousness of how race affects our own daily lives as well as the life of organizations, institutions and societal structures. In this course students have an opportunity to study the complex social reality of racism, investigate responses to racism from Christian institutions and leaders, and develop their own plan of response. We will seek ways we can work against racism, thus fulfilling part of our calling to work for justice in our society as citizens of God's kingdom. This course includes films, lectures, journals, discussions, and student presentations. *G. Gunst Heffner* . 2:00 p.m. to 5:00 p.m.

**150 03 DCM: A Christian Response to Racism.** Why are we still talking about racism in 2007? Haven't we legislated the problem away? Isn't it just ancient history? While most Christians would agree that racism is a sin; few understand its continued presence or scope of impact in the United States . And just when we think we “really can all just get along”, there is a major news story with charges of racism in the headlines. Racism, by any definition, is a form of oppression that affects all people. Racism is a reminder that life on earth is not the way it was meant to be and is a reflection of the injustice that plagues our world. As Christians we are to respond to injustice and work for justice in our society. In this course students will have an opportunity to study the complex social reality of racism, investigate responses to racism from Christian institutions and leaders, and develop their own plan of response. This course includes films, lectures, journals, discussions, and student presentations. *J. Rhodes* . 2:00 p.m. to 5:00 p.m.

**150 04 DCM: A Christian Response to Refugees.** Refugees have been a part of history since Adam and Eve were kicked out of the Garden. What should the response be to humans displaced by natural and manmade disasters? Who should manage such responses? How are Christians to respond to crises in non-Christian communities? This interim intends to offer a theoretical introduction to the promotion of human rights for refugees and displaced persons. Focus is on the development and definition of key concepts, on regional and international institutions involved with refugees, and on current issues relative to refugees. *D. Slager*. 8:30 to noon.

**150 05 DCM: Documentary Film and Photography.** From the prevalence of documentary images at recent international art exhibitions, to the popularity of reality TV, still and moving images based on the concept of the “real” have gained new attention in the arts and visual culture of the late 20 th and early 21 st century. How “real” are documentary images? And what does it mean that we are still fascinated by looking at the “real” world? This class examines documentary still and moving images from a historical perspective, including documentary art photography, news photography, and films from the 1920s to the present. As a DCM class, the course is intended to raise questions around the implications of the “truth value” of documentary images, and the function of images that show us the historical world by placing the history of these images within the context of theories of looking and representation. When documentary images are effective, they challenge us to question our assumptions about social categories, how we perceive and communicate with others and ourselves. They also can move us to recognize evil and suffering, and/or push us to marvel at the world we live in. Class sessions involve lectures, close analysis of images, screenings, and discussions. Evaluation is based on position papers based on the readings, an in-class presentation, and a final exam. *L. VanArragon.* 8:30 a.m. to noon.

**150 06 DCM: Thinking About Decisions and God's Will.** How does our reasoning shape our beliefs and how do our beliefs shape our reasoning? This course explores decision making as it relates to understanding ourselves, others, and God. A particular focus is how strengths and weaknesses of human decision making influence our choices and ability to choose. In addition, understanding God's will in light of our reasoning practices is examined. Students will understand the notion and shaping nature of world views; reformed perspectives. Students will identify strengths and weaknesses of human decision making and will also identify ways to improve your decision making skills. Finally, students will develop an understanding of and appreciation for ways to explore God's will. *D. Tellinghuisen.* 2:00 p.m. to 5:00 p.m.

**150 07 DCM: Dramatic Families: Dreams, Dysfunctions, and Occasional Solutions in Shakespeare and Modern Drama.** This course will examine a number of plays featuring families suffering from maladies such as death, abandonment, and betrayal; these same families have members who each have their own dreams and aspirations. We will ask questions such as these: What has brought about these problematic situations? How do characters' dreams seek to rise above the dysfunction? How are they the cause of it? How is hope present in (or absent) the different families? Students in this section will study Shakespeare's *The Tempest* , Henrik Ibsen's *A Doll House* , Arthur Miller's *Death of a Salesman* , Tennessee Williams' *The Glass Menagerie* , and Lorraine Hansberry's *A Raisin in the Sun* . Students are encouraged to watch videos of these plays during optional afternoon screenings. *D. V. Urban.* 8:30 a.m. to noon.

**150 08 DCM: Global Climate Change.** Global climate change is a widely discussed topic today: in the media, among politicians, among scientists. Yet the various summaries offered often seem mutually exclusive. Have we ruined our environment beyond repair? Or is it simply not possible for humans to have a significant impact at all? In this course students will practice reasoning skills needed to sift through competing claims, and to define which issues, if any, are pressing. Further, students will consider moral questions are raised by the scientific results, such as stewardship of a common earth or justice when the actions of one group affect the

environment of another. Finally, students will consider how environmental policies must balance environmental, moral, and economic factors. *L. Molnar*. 2:00 p.m. to 5:00 p.m.

**150 09 DCM: Having Faith in the Theatre.** This course explores theatre as a cultural art form through which we see and learn about ourselves as Christians in this world. The theatre, as an imitative art form, is a unique window through which we might observe human behavior and human culture, in all of its fallenness and all of its grace. Through watching plays, reading plays, and discussing them in class, we will explore topics ranging from the mystery of human existence to the importance of laughter and comedy. Readings and viewings will be drawn from the contemporary world theatre scene, examining how theatre is dealing with current issues and deep human needs. The plays we examine will mostly be from the past five years of theatre; plays such as *Doubt* , *Wicked* , *TopDog/Underdog* , and *History Boys* . *S. Sandberg* . 8:30 a.m. to noon.

**150 10 DCM: Human nature: Psychological and Religious Perspectives.** Does the Bible or religion have anything to say to Psychological Science? This course suggests that psychological issues have been contemplated throughout history. Issues such as mind and body, emotional disorders, child development, and social interactions have been addressed by many religious traditions. Students will review some of the basic topics of current psychological science. Each area will be followed by an exploration of what people – particularly as found in the Bible - have historically understood about these issues. Discussions will focus on the contrasts and similarities between each perspective. Considerable weight will be given to appropriate ways to understand biblical passages, theological interpretations and modern psychological theories. Discussions will also focus on ways to develop a coherent approach to resolve apparent conflicts or to benefit from each perspective. Students will lead many of the discussions and there will be several small group presentations and discussion sessions. *S. da Silva*. 8:30 a.m. to noon .

**150 11 DCM: Human nature: Psychological and Religious Perspectives.** Does the Bible or religion have anything to say to Psychological Science? This course suggests that psychological issues have been contemplated throughout history. Issues such as mind and body, emotional disorders, child development, and social interactions have been addressed by many religious traditions. Students will review some of the basic topics of current psychological science. Each area will be followed by an exploration of what people – particularly as found in the Bible - have historically understood about these issues. Discussions will focus on the contrasts and similarities between each perspective. Considerable weight will be given to appropriate ways to understand biblical passages, theological interpretations and modern psychological theories. Discussions will also focus on ways to develop a coherent approach to resolve apparent conflicts or to benefit from each perspective. Students will lead many of the discussions and there will be several small group presentations and discussion sessions. *P. Moes*. 8:30 a.m. to noon .

**150 12 DCM: Infinity and the Christian Mind.** A.W. Moore has well said that infinity “must raise questions of the most fundamental kind about the world, about us, and about our place in the world.” It is a concept that has intrigued not only mathematicians, philosophers, and theologians, but also musicians and artists. This course focuses on the development of the concept of infinity in mathematics and philosophy, beginning with the Greeks (Plato, Aristotle) and medieval philosophers (Aquinas, Nicholas of Cusa). Students consider how the discovery of

Calculus ( Newton , Leibniz, Berkeley ), the introduction of rigor leading to transfinite set theory (Cantor, Bolzano , Gutberlet), and the reactions to the paradoxes involved (Brouwer, Hilbert, Wittgenstein, Dooyewerd) have further developed the notion of infinity. The interplay among mathematics, philosophy, and theology is particularly important as students reflect on the significance of infinity, not only in relationship to intellectual history, but also in relationship to our lives of faith. *T. Scofield*. 8:30 a.m. to noon.

**150 13 DCM: Interpersonal Relationships.** Students investigate the psychology of interpersonal relationships-particularly one-to-one relationships-by examining their initiation, development, and patterns of interactions. Discussion includes topics such as roles, motives, aspirations, expectations, communication, self-disclosure, and resolution of problems. Classes consist of lectures, small-group discussions, and analysis of case studies, films, and videotapes. The initiation, breaking, and restoration of relationships is an example of the creation/fall/redemption theme that will be developed in this course. Evaluation is based upon daily written assignments, daily attendance, analysis of case studies, a book-based paper, class participation, and a final test. *A. Shoemaker*. 2:00 p.m. to 5:00 p.m.

**150 14 DCM: Living the Magnificat.** The Magnificat, or Song of Mary [Luke 1:46-55] is an early Christian canticle that evokes numerous Old Testament texts, and includes the “great reversal” in which God humbles the mighty ones, and exalts the lowly. This text is found in the worship traditions of all Christians [Roman Catholic, Orthodox, and Protestant], and has multiple meanings and applications right into the present day. This interdisciplinary course will examine the text itself, study the uses of this text in Christian worship & music and personal piety, explore the role of this text in Mariology and Marian visual art, and take a critical look at the importance of this text in contemporary liberation theology and other recent Christian documents about social structures and public policy. The course requires oral group presentations and written work; there are no undue expenses beyond minimum costs for some personal field trips in the GR area. *B. Polman*. 2:00 p.m. to 5:00.

**150 15 DCM: Luck, Chance, Statistics.** Public opinion polls both reflect and shape public opinion, but how are they conducted and what do they really mean? What position should one take regarding lotteries and casinos? What is a false positive, and how does that affect my health care choices? This course equips students with the reasoning skills necessary to interpret and evaluate many of the statistical arguments that are common in contemporary speech. Discussions focus on how probability and statistics can be used to seek truth and pursue justice, but also how they can be used to deceive and manipulate. Particular attention is paid to public opinion polls and other surveys of human subjects. Advantages and disadvantages of putting our trust in numbers and the role of probability as a part of creation may also be considered. No previous statistical training is required, but a willingness to learn the necessary mathematical material is assumed. The course focuses on a conceptual understanding of probability and statistics and on the issues surrounding their pervasiveness in our culture, rather than on the technical skills required to be a practitioner of statistics. *R. Pruim*. 8:30 a.m. to noon.

**150 16 DCM: Models as Mediators.** Students study and discuss the many and varied ways in which models function in natural and social science, particularly in the field of Economics with some attention paid to the field of Physics. A framework is offered for understanding how

models can act as mediators with special attention paid to autonomous mediators. On a parallel track students study the mediation of Christ with the goal of understanding how general revelation might mirror or illuminate special revelation. The major objective is for students to understand the role of models in modern culture and how that relates to the nature and work of their Savior. There are no extra expenses involved. Kurt Schaefer has agreed to guest lecture on Karl Marx's model of the economy. Evaluation will be based on the following four things: A final examination with one part covering the common material and a second part covering section material, a team presentation sharing the results of research on some aspect of mediation not covered in class, quizzes (every other day), and finally, classroom participation. *D. Laverell* . 8:30 a.m. to noon.

**150 17 DCM: Money Matters.** This course focuses on personal finance decisions that students face now and will face in the future, such as consumer issues. Students develop a personal finance framework for giving, budgeting, saving, and investing—resulting in individual budgets to put into practice now. Working from this framework, students then explore selected contemporary consumer issues, such as fair-trade products, state-sponsored gambling, and socially responsible investing. Students analyze biblical concepts developed and/or critiqued from a Reformed worldview to find ways and means for Christians to be agents for renewal in the marketplace. *M. Sampson Edgell*. 2:00 p.m. to 5:00 p.m.

**150 18 DCM: Multisensory Worship.** As they critically examine the formal elements of art and popular culture, students are led in the study of aesthetic principles governing the creation of ministry and fellowship aids, then challenged to apply those principles in collaborative design projects which may include power point, video, website design, worship bulletins, cooking, painting, photography, aromatherapy and architecture. Some fees and transportation may be necessary to support a trip to an art museum, a trip to a local restaurant, and to prepare a worship feast. In my offerings of this course elsewhere, these have typically been provided by the students themselves merely paying their own way. *B. Fuller*. 2:00 p.m. to 5:00 p.m.

**150 19 DCM: Puritans and their Neighbors.** Full Title: Puritans and their Neighbors: Community and Conflict in Early New England . The New England Puritans came to the New World in the 1600s to establish covenanted societies and reformed churches apart from the perceived corruptions of England and Anglicanism. They did not come alone, however, nor was the New World as unpopulated as they wished. In fact, the Puritans were a minority in New England, which has led one scholar to argue that the P-word that best describes colonial New England is “pluralism,” not “Puritan.” How did the Puritans interact with their neighbors? This course will examine the reformed worldview of the Puritans, their changing views of the ideal and godly community, and their responses to religious, political, and cultural diversity. Topics covered will include: the Puritan Great Migration; covenant theology and Puritan political thought; gender relations; popular religion and the Puritan practice of piety; the challenge of Quakers, Baptists and other forms of religious diversity; Salem witchcraft; the Praying Towns and wars with Native Americans; and the roots of the Great Awakening. Implicitly, we will also consider what this seventeenth-century experiment in reformed living should--or shouldn't--teach us today. *W. Van Arragon*. 2:00 p.m. to 5:00 p.m.

**150 20 DCM: Reading Genesis in the Context of Modern Science.** In this course students explore and reflect on the problem that modern evolutionary science creates for the traditional Christian doctrine of creation, especially at the points where that doctrine is shaped by the origin story of Genesis. Students read and discuss the problem as described analytically in texts and then look at diverse theories that Christian scholars have offered for reading Genesis in response to it. Readings include origin stories in translation from the Ancient Near East, for which students develop keys to interpreting such cosmogonies successfully. Students also explore similarities and differences between these stories and the account of creation in Genesis. Course objectives are to become informed on this textual problem, to understand the debates over how to engage it, and to appreciate the plausibility of differing approaches to the problem. *J. Schneider* . 8:30 a.m. to noon.

**150 22 DCM: Take Back Your Time.** Our lives are out of balance. We worship our work, work at our play and play at our worship. 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 time famine and will assist in developing a new perspective that will help us cope with these pressures. Throughout this course students will identify the basic personal and socio-cultural forces that contribute to time famine in their lives, gain an understanding of how to cope with these forces from a Reformed Christian perspective, and will also develop and begin to implement a personal plan that will help them address these time famine issues. *G. Van Andel*. 8:30 a.m. to noon .

**150 23 DCM: The Politics of AIDS in Africa .** This course begins by examining the magnitude of the AIDS pandemic in Africa . Students investigate the complex factors that have contributed to the spread of the disease. Students also question the numerous effects the disease has had on individuals, families, and communities and on political, economic, social and cultural systems. Students next explore the ways that global institutions, governments, nongovernmental organizations, churches, and individuals have sought to address AIDS. The course gives special attention to the role of politics and power in addressing the pandemic. Throughout the course, students are asked to examine how the Reformed concepts of creation, fall, redemption, and common grace inform their understanding of AIDS in Africa . The goals of this three week course are as follows: to expose students to the widespread nature of the pandemic in Africa, to examine the economic, cultural, political, and environmental factors which have contributed to the spread of AIDS in Africa, to examine how the pandemic has impacted Africa economically, politically, and socially. Students will also question the impact of AIDS on the least powerful members of society, particularly women and children specifically investigating how power, political institutions, conflict, and globalization have both contributed to and been impacted by AIDS. Students will identify how global institutions, governments, nongovernmental organizations, churches, and individuals have sought to combat the disease, and will examine how Reformed concepts such as creation, the fall, redemption, and engagement with the world can enrich our understanding of the pandemic. Students will also be encouraged to question our responses to the pandemic as Christian citizens in a global community. Throughout the course students complete readings on the pandemic from a variety of academic and news sources, as well as first-person accounts from Africans living with the disease. *A. S. Patterson*. 8:30 a.m. to noon .

**150 24 DCM: The Scandal of the Incarnation.** This section is designed for students who wish to explore in greater theological depth various readings of the Creation-Fall-Redemption paradigm and the implications the Christian doctrine of the Incarnation of the Son of God might have for that paradigm. Readings will be from St. Irenaeus, the 2nd century theologian who first clearly articulated the Church's response to the growing anti-creational and anti-incarnational threat of gnosticism. Implications for the contemporary setting of Christians and Christian churches in American society will be discussed. *A. Griffioen*. 8:30 a.m. to noon .

**150 25 DCM: The Totalitarian Temptation.** What was the appeal of Nazism and Marxism-Leninism in the twentieth century? Both systems had worldviews of religious scope that claimed to answer all of life's questions and to provide meaning for human life. These claims put them in direct conflict with Christian worldviews. This course examines the propaganda that promoted and sustained Nazi Germany and the German Democratic Republic ( East Germany ), seeking to understand how evil systems generated widespread support . *R. Bytwerk* . 8:30 a.m. to noon.

**150 27 DCM: Worldviews and the Natural Environment.** The theme that this course will explore is how worldviews shape our behavior toward and interaction with the natural environment. In particular we will study the modernist worldview, a postmodern response to it and then some explicitly Christian worldviews with respect to our relationship to the natural world. The theme part of the course will also include a study and discussion of particular environmental issues of importance in today's world. The main way that these issues will be addressed is by way of student group research and presentations of their research findings in the classroom and by way of a poster session. *A. Leegwater*. 8:30 a.m. to noon.

**150 28 DCM: Worldviews and the Natural Environment** . Environmental issues generate much debate in the press, among policy-makers, and on a personal level. What shapes our view of the natural environment and how do these views affect our response to environmental issues? This course examines how different worldviews play out in human interaction with the created world. In particular, students study modernist, postmodern, and some explicitly Christian worldviews with respect to our relationship to the natural world. This course seeks to cultivate a mature Christian response to environmental issues, drawing on biblical themes of creation, fallenness, and redemption and their implications for environmental action, as well as develop a mode of being in this world that is consistently inspired by a Christian worldview and a Christian mind. *G. Bakker* . 2:00 p.m. to 5:00 p.m.

**150 29 DCM: Music, Manipulation, and the Mind of God.** This course will examine music's power to persuade in light of the Christian's call to spiritual freedom and service. A primary object of study will be film music. Students need to be willing to evaluate both aspects of music and some of the primary means and manners by which people in our society engage with it. *D. Fuentes*. 2:00 p.m. to 5:00 p.m.

**150 30 DCM: Unexpected Guests.** This course examines assumptions and common misperceptions connected with disability and especially meanings that reside in the mind of the observer rather than inherently in conditions labeled as physical, cognitive or emotional impairment. Facilitating inclusion of persons with disability labels into the life arenas of work, worship, recreation, education, and community living is a primary goal of the course, as is

understanding the themes of powerlessness, interdependence, and hospitality to stranger as they affect each of our lives. In addition to readings, discussion, and written reflection, students will interact with people who live with disability and critique depictions of disability in popular media. *T. Hoeksema* . 2:00 p.m. to 5:00 pm.

**150 31 DCM: Jesus, the One Name that Saves, and Other Faiths.** World events reveal a variety of faiths interacting and often conflicting. These other faiths concern politicians and missionaries, but also each citizen of North America , for Jews, Muslims, Buddhists, and Hindus are now neighbors, met in stores and streets. This course explores the relation of the Christian claim that Jesus is the only way to the Father to the claims made by other faiths. Using Reformed teaching on the Creator, common grace, the mystery of God's plan, and some key passages in the prophets, the gospels, and Acts, it looks for ways to maintain the uniqueness of the Christian faith while being open to civil dialogue with those of other faiths. *M. Greidanus*. 8:30 a.m. to noon.

**150 32 DCM: Total War: A History of World War II in Europe .** World War II is one of the most significant and influential realities of the twentieth century. The goal of this course is to familiarize students with the world-historical significance of the war and to evaluate it from a Christian perspective. The course consists of three parts. The first part addresses the necessary background information for understanding the outbreak of World War II. In this section considerable attention is given to the analysis of the Nazi worldview and its origins. Also in this section of the course the Marxist worldview is given attention since in a way World War II was a battle between Marxist Russia and Nazi Germany. The next section addresses the major phases of the war. A major component of this section is an analysis of the connection between worldviews and decisions regarding the Holocaust, military policies, and the like. The third section of the course focuses on some of the consequences of the war, including the Cold War and the creation of the state of Israel . In the latter case, the worldview of Zionism is explored as the main factor that led to the creation of Israel . A very significant aspect of this course consists of viewing videos and movies that tell the story of World War II from a variety of perspectives. *F. Roberts*. 2:00 p.m. to 5:00 p.m.

**150 33 DCM: Suffering and the Problem of Evil.** What can we say about natural disasters like tsunamis, droughts or earthquakes? Is God in control of his creation? If God is good, why do bad things happen to good people? Every worldview must confront the issues of suffering, the existence of evil, and death. This course examines Reformed Christian perspectives on these difficult topics, finding similarities and differences with other worldviews. The unique role of Christ brings particular perspective to questions such as: Is it possible to fulfill Christ's calling without suffering? Are suicide and euthanasia deadly sins? How should Christians respond to persecution? The class includes small-group discussion, analysis of case studies, and films. *D. Bud* . 8:30 a.m. to noon.

**150 34 DCM: Education and the Movies.** This course will explore how the world of the education has been portrayed in the movies. By offering descriptions of the current condition in the classroom or exhibiting positive and negative models of teachers, movies portray particular perspectives that may offer valuable lessons for those interested in teaching. Building on that data and the student's own school experiences several kinds of questions will be considered in

the light of a biblical framework. What is the purpose of education? How do schools embody a worldview? What is the nature of effective instruction? What is the role of the teacher? What should be taught? How can schools be structured to enable rather than control students? Answers to these questions will be analyzed by using a variety of sources, such as the Bible and educational thinkers like Parker Palmer and Nel Noddings. The course is intended for students who are interested in exploring the profession of teaching and developing a beginning perspective of what it means to teach. *R. Buursma*. 2:00 p.m. to 5:00 p.m.

**CANCELED 150 35 DCM: Education and the Movies.** This course will explore how the world of the education has been portrayed in the movies. By offering descriptions of the current condition in the classroom or exhibiting positive and negative models of teachers, movies portray particular perspectives that may offer valuable lessons for those interested in teaching. Building on that data and the student's own school experiences several kinds of questions will be considered in the light of a biblical framework. What is the purpose of education? How do schools embody a worldview? What is the nature of effective instruction? What is the role of the teacher? What should be taught? How can schools be structured to enable rather than control students? Answers to these questions will be analyzed by using a variety of sources, such as the Bible and educational thinkers like Parker Palmer and Nel Noddings. The course is intended for students who are interested in exploring the profession of teaching and developing a beginning perspective of what it means to teach. *A. Boerema*. 2:00 p.m. to 5:00 p.m.

**150 36 DCM: Writing the Christian Life.** Autobiographies and personal memoirs are among the most popular genres of contemporary literature. They run the gamut from promotional to confessional and from self-serving to self-abasing. While most modern memoirs have little or no overt religious content, the genre was created by one of the greatest writers of the early Christian Church, Augustine of Hippo, and many later memoirists and autobiographers have echoed the themes of his *Confessions*. Starting with Augustine's classic *Confessions*, students read a series of autobiographies spanning sixteen centuries and representing a wide range Christian perspectives and faith backgrounds, that grapple with some of the perennial questions of human life. (*Why did my life turn out this way? What have I learned from my mistakes? Who deserves the credit or blame for all this? Am I free to start over again? Is this really part of God's plan?*) This course does not, of course, promise answers to such questions, of course, but it offers intellectual and spiritual stimulation by engaging students with a variety of points of view from different literary, theological, and historical contexts. *K. van Liere*. 8:30 a.m. to noon.

**150 37 DCM: They Even Quote it in *Wedding Crashers* : Bible Knowledge for Everyday Life.** Fell asleep in high school Bible class? Didn't have a high school Bible class? Wish you knew more about the Bible? Wish you knew *something* about the Bible? This class will provide an introduction to and overview of the Bible, while also giving you the tools you need to dig deeper. A great class for anyone who wants to gain a working knowledge of biblical literature and doesn't want to look like an idiot acquiring it. All comers and all questions are welcome. Can't spell Habakkuk? Can't say Habakkuk? Don't know the difference between Israel and Judah ? Or Peter and Paul? Mary and Martha? Then this is the class for you. Together we'll learn the books of the Bible, the genres of biblical literature, and the trajectory of scripture while reading the Bible, watching a few movies, viewing some TV shows, and discovering what ever happened to the Jebuzites. We'll go to chapel and see how the Bible frames worship on campus. We'll go to

a church service (or two) and see how the Bible is used there. We'll evaluate media used to teach the Bible to kids. *M. Hulst* . 8:30 a.m. to noon.

**150 38 DCM: Art and Christianity** . What is “Art”? Can it be defined to the exclusion of certain forms of creativity? Is any form of artistic expression “better” than another? Is any one form of “Art” more “Christian” than another? In this course, students will examine the historical shifts in perspective on such questions in the world of the visual fine arts, leading to the phenomenon of “modern art.” The contemporary efforts of modern art to deconstruct classical artistic assumptions will provide a key focal point. Students will be asked to critically engage these modern efforts and assess what, if anything, a Christian worldview has to say (positively or negatively) to this topic. *N. Jacobs* . 8:30 a.m. to noon.

**150 39 DCM: The American Scene** . Beginning with the thesis that landscapes are texts this section of DCM is an exploration of the Christian Worldview as an interpretive perspective for reading the vernacular landscape (i.e. the natural environment as modified by humans) of the American scene. The themes of creation, fall, and redemption provide penetrating and unique insights into American culture as manifest in the landscape; they also provide criteria for evaluating the diversity of contemporary interpretations of the landscape competing with each other to define the American scene today in order to control the creation of the American scene of tomorrow. Topics of interest include land use patterns and changes over time (including landscapes of abandonment), changing views on suburbia, mass transit, the automobile, development, and wilderness areas, urban and rural development, planning, and renewal, livable and sustainable communities, vernacular architectural trends and place names, resource exploitation, etc. *B. Baugus* . 8:30-noon.

**150 40 DCM: Breaking Down Barriers: Theatre, Identity and Faith.** Ever since the Greeks celebrated the god Dionysus through annual theatre festivals, tribes danced in mask and chanted around fires, bards recited ancestral and legendary stories, and clowns made riot in any performance space, theatre has helped us understand what it means to be human. Dramatizing our foibles, longings, strivings, and failings, the stage depicts the full spectrum of human experience, allowing us to see the consequences of human frailties and passions. We are invited to laugh at human foolishness and to weep with characters who are undone by circumstance. Theatre also breaks down barriers by allowing us to see that a character from centuries past, from a continent away, from a culture unlike our own, is nevertheless much like ourselves human, fallible and broken, searching for meaning and identity, searching for God. By dramatizing the substance of human behavior and interaction, theatre prompts us to ask ourselves: Who am I? Where do I belong? What is my purpose in this world? This course will examine several plays that highlight how theatre helps us to understand identity and faith: *Siswe Bansi is Dead*, *Wit*, *Proof*, *The Importance of Being Earnest*, *China Doll*, *Los Vendidos*, *Children of a Lesser God* and *The Heidi Chronicles* among other s. *D. Freeberg* . 8:30 a.m. to noon.

**150 41 DCM: Earthkeeping - Sustainable Agriculture.** This course will compare and contrast two models of agriculture: industrial agriculture vs. sustainable agriculture, with the goal of discovering a model of “earthkeeping” that heals and preserves God's creation, instead of harming it. Two books will be consulted: Eric Schlosser's “Fast Food Nation,” and Michael Pollan's “Omnivore's Dilemma.” “Engaging God's World”; the DCM common text, will provide

an initial and very general theological framework for thinking about eating as a moral act, which will be enlarged at the end of the course with a study of The National Catholic Rural Life Conference's campaign, "Ethics of Eating." In the DCM Film Series, "An Inconvenient Truth," a documentary about global warming, will be required. *A. Mast* . 8:30 a.m. to noon.

**150 42 DCM: The Church in the 21 st Century.** Few institutions have undergone more change in the past twenty-five years than the local Christian church. Changes in worship style, music, the visual arts, and the role of lay leadership are just a few of the elements that have driven these changes. These shifts have challenged many Christians to reexamine the question: What is the role of the local church in the Kingdom of God ? As we enter the 21 st century, society is becoming more pluralistic, more secular, and more materialistic. Local churches must be ready to respond and speak clearly to these and other issues. This course will challenge students to think about their individual roles within the local church, and to think carefully about the nature and mission of the local church within a broad Kingdom context. Students will be expected to visit various local churches. *S. Greenway* . 2:00 p.m. to 5:00 p.m.

**150 43 DCM: A Christian Perspective on Vocation and Work.** This course will explore fundamental questions of identity—who am I; why am I here; where am I headed. "Vocation does not come from willfulness, no matter how noble one's intentions. It comes from listening to and accepting 'true self' with its limits as well as its potentials." (Palmer, 2000) Through reflective assignments, personal case studies and speakers, selected readings and interactive discussions, students will gain a clearer perspective of themselves. More specifically, students will engage with and prepare for future direction in light of an understanding of their distinct gifts and an increased understanding of diverse opportunities within the world of work. *D. Hebreard & B. Speyers*. 2:00 p.m. to 5:00 p.m.

**150 44 DCM: Worldviews and the Natural Environment.** The slogan of the post World War II "chemical boom" was "better living through chemistry," and indeed these chemicals brought many benefits in the areas of industry, agriculture, and public health. However, in 1962 Rachel Carson's book *Silent Spring* challenged the public's optimism regarding chemicals by revealing many environmental and health consequences of pollution. While many harmful chemicals were restricted and regulated during 1970s and 80s and better procedures for assessing chemical risks were developed during the 1980s and 90s, the publication of *Our Stolen Future* during the mid 1990s opened the eyes of scientists, policy-makers, and the public to the ability of some chemicals to disrupt hormonal systems at very low doses in wildlife and humans. Today we face a toxic legacy of older pollutants, emerging concerns about several new classes of chemicals, and the revival of old debates such as the use of DDT for controlling malaria in tropical countries. Approximately 60-80,000 chemicals are used currently worldwide, with 1-2000 new chemicals introduced every year. This course explores issues and controversies related to the sustainable use of chemicals in both developed and developing countries. Scientific and policy-related issues are examined within the context of Christian perspectives on the environment. *K. Grasman*. 2:00 p.m. to 5:00 p.m.

**150 45 DCM: Global Christianity: a Novelist's Perspective.** The late Japanese novelist Shusaku Endo often described a tension between his Catholic and Japanese selves. In his fiction, Endo explored the nature of these tensions, using a variety of metaphors to symbolize the deep

differences between East and West and between pantheism and Christianity. What offers hope in his fiction of moving beyond this impasse are the frequent images of Jesus as faithful companion whose love extends beyond cultural boundaries. Endo's fiction provides a concrete illustration of the phenomenon of global Christianity, and we will draw on the resources of Scripture and the creeds to help us understand the challenges and possibilities for the Gospel to take root in all cultures. Our readings will include several short stories and the novels *Wonderful Fool*, *The Samurai*, and *Deep River*.

## **Business & Economics**

**BUS W10 Personal Finance.** This course is designed to help the non-business/economics/accounting majors explore the realm of personal finance. The course takes a fundamental look at everyday financial matters such as banking, consumer borrowing, mortgage financing, retirement planning, insurance, investing, taxes and budgeting. In doing so, the course introduces those not familiar with these issues to the basics needed to effectively manage personal finances today and in the future. Throughout the course an emphasis is placed on biblical principles which guide a Christian approach to stewardship. Local experts are invited to class to share information, experiences and perspectives. Student evaluation is based on class participation, presentations and assignments. This course is not open to students majoring in the department of economics and business *R. Medema*. 8:30 a.m. to noon.

**BUS W11 Hollywood and Business – The Good, The Bad and the Ugly.** Hollywood often portrays business as bad and ugly in movies including classics like *Citizen Kane*, *Glengarry Glen Ross*, *Wall Street* and *Other People's Money*. How much truth is there in this portrayal? After the scandals of the late 1990s and the early 2000s, one might conclude that business can not be redeemed. The issue of business ethics will be considered by viewing and critiquing movies and reading about recent business scandals. There will also be presentations and discussion with local business people and how they deal with the ethical issues confronting them. Students will be required to complete research papers, interview local business people and make presentations of their research to the class. *R. Slager*. 2:00 p.m. to 5:00 p.m.

**(CANCELED) ECON W80 An Introduction to Game Theory.** Game theory has found its applications in numerous fields such as Economics, Sociology, Political Science, and Evolutionary Biology. This course is an introductory course in game theory. The basic principles of game theory are analyzed to provide insight into real-world problems. Students will develop the ability to construct simple games from actual situations and derive implications about expected behavior. Students will also be required to participate in experiments/play games during class. Applications of game theory covered during the course include topics such as: (1) The economics of corruption and crime (2) Arms races (3) Strategic voting (4) Political competition and (4) Corporate Finance. Students will be evaluated based on attendance, class participation, and a final paper which they will present to the class. This course will satisfy a department elective for majors in the department. Prerequisites: Economics 221 and Economics 200, Math 132, or Math 161 or higher. *A. Samuel*. 8:30 a.m. to noon.

**BUS W81 European Influence on US Businesses.** Managers who operate within international markets must understand how such global aspects of business influence business operations, policies, and procedures, even at the local level. This course teaches students how the European environment influences business strategies and decision making in US businesses. The class spends three weeks traveling in Europe, visiting business organizations that operate in the international arena. Since history and culture influence business strategy, students visit well-known sites in England, the Netherlands, Belgium, France, Germany, Austria, and the Czech Republic. In preparation for the course, students do some reflective reading and visit local companies. While in Europe, they keep a substantial, reflective journal which incorporates material from required readings, participate in class discussions, and prepare a descriptive paper

on companies or locations to be visited. This course will satisfy a department elective for majors in the department. Prerequisites: Business 160 and Economic 222, or instructor approval. Fee: \$3,800. *R. Eames, E. Van Der Heide* . Off campus.

**BUS W82 Global Markets and Culture in New York** . Global financial markets affect life throughout the world. Christians can understand how these markets can fail in a fallen world or be used for global redemption. Students in this course travel to New York City to experience the cross-cultural melting pot of people and ideas as well as to learn about world financial markets directly from individuals involved in international finance. The course features one week on campus and two weeks in New York City . Learning is facilitated via a combination of readings, discussions, visits to firms involved in finance, participation in cross-cultural activities (including through finance, theatre, music and others), daily journals, and a reflective essay. Evaluation is based on quality of participation in meetings and discussions and on the reflective essay. One pre-trip meeting is required in the Fall term. This course will meet the Cross Cultural Engagement (CCE) core requirement and qualifies as an elective in the Department of Economics and Business. Prerequisites: BUS 204 and ECON 222 or instructor approval. Fee: \$2,314. *D. Pruis, L. Van Drunen* . Off campus.

**IDIS W15 Harness the Wind: Learn to Sail** . *J. Ubels, S. Vander Linde*.

**IDIS W17 Honduras : Poverty and Hope**. *R. Hoksbergen, K. Ver Beek, J. Van Engen*.

**IDIS W27 Volunteerism and Volunteer Management: The Invisible Workforce** . *S. Camp*.

**IDIS W32 Church and Development**. *A. Mpesha, N. Mpesha*.

**IDIS W64 Gender Discrimination in LDC's**. *A. Abadeer*.

**IDS W40 Hope Amidst an Unjust War: Conflict in Northern Uganda** . *G. Monsma*

## **Education**

## English

**CANCELED W40 Shusaku Endo's Mudswamp Faith.** The late Japanese novelist Shusaku Endo often acknowledged the cultural tensions he experienced between what he called his Catholic and Japanese selves, metaphorically calling the latter his “mudswamp” self. In this course, we decode this metaphor of “mudswamp” through the interpretive framework of Tetsuro Watsuji's controversial theories in *Climate and Culture*, and we explore how Endo's use of this metaphor evolves over his career. His early fiction uses swamp and sea imagery to symbolize irreconcilable differences between East and West and between pantheism and Christianity. Late in his career, however, the water imagery changes to reveal culturally-relevant glimpses of the unconditional love of the fellow-suffering Jesus. Readings include several short stories, Endo's provocative biography of Jesus (*The Life of Jesus*) and the following novels: *The Sea and the Poison*, *Wonderful Fool*, *Silence*, *The Samurai*, and *Deep River*. Course requirements include an oral report and two short papers. *J. Neltand*. 8:30 a.m. to noon.

**W41 Writing Books for Children.** In this workshop students write short books for children in any number of genres – poetry; realistic, fantastic, or historical fiction; non fiction. Students read many examples of all of these genres as well as a number of essays about writing by established writers for children. Writers and editors visit the class as guest speakers. Students are expected to write extensively, to critique each other's work, and to make at least one presentation. Students should come with a willingness to take risk, to accept criticism, and to work hard. Evaluation is based on participation and on the quality of the work produced. *D. Hettinga*. 2:00 p.m. to 5:00 p.m.

**W42 Faith & Fiction.** American literary critic Lionel Trilling argues that the fundamental subject of American literature is salvation. For more than a decade we have explored that notion at Calvin College in the form of our Festival of Faith & Writing. This course will look at a selection of novels and short stories by contemporary writers with a particular focus on the ways in which faith informs the fiction. Considering the phenomenon of the Christian Bookseller's Association alongside the American Bookseller's Association, the class will visit with local editors of religiously oriented publishing houses, read novels and short fiction from writers who have published on both sides of the aisle, view film adaptations of some of their assigned reading, and discuss the faith and fiction project in terms of many of the writers who have visited Calvin College in the past 14 years. A partial list of writers under consideration for the course includes Doris Betts, Fred Buechner, Elizabeth Dewberry, Clyde Edgerton, Ernest Gaines, Denise Giardina, Ron Hansen, Jon Hassler, Jan Karon, Janet Peery, and Lee Smith. Students will be evaluated through their contributions to class conversation, quizzes, and a course project. A reading list will be available in December. *A. Brown, J. Holberg*. 8:30 a.m. to noon.

**W43 Arguments that Beat Jim Crow.** In this course, students analyze the arguments in the civil rights movement, a movement that spans the breadth of American history and culminates in the social activism of the 1960's. Students trace the development and refinement of the arguments that ultimately defeated both slavery and Jim Crow, focusing especially on how civil rights leaders like Ida B. Wells, Frederick Douglass, Fannie Lou Hammer, Martin Luther King, Jr., and Malcolm X used language to change the hearts and minds of Americans. *E. Vander Lei*. 8:30 a.m. to noon.

**W44 Utopian Literature.** Human history began in one utopia, Eden , and it will end in another, the New Jerusalem. In the mean time, humans have busily invented utopias of their own, usually in order to make some comment on the actual societies surrounding their authors. Utopian literature is thus not merely playful fantasy, but also social satire. It offers itself as a contrast to the reader's own world, inviting comparison and—perhaps—demanding change. Students in this course explore several literary utopias, including (but not limited to) parts of Milton 's *Paradise Lost* , Thomas More's *Utopia* , and Charlotte Perkins Gilman's *Herland* . The course also includes anti-utopias such as Dostoevsky's *Notes from Underground* and Yevgeny Zamyatin's *We* . Brief lectures situate each work in its historical context, but most of the class is devoted to discussing the literary qualities of each work and the ways in which the literature challenges or changes the way we see our own world. Students are evaluated on their preparation, participation, and brief written assignments. *C. Engbers.* 8:30 a.m. to noon.

**W45 English Literary Psalms.** The Psalms have been called the “sweet voice” of the church, “a little Bible,” and an “anatomy of all the parts of the soul.” This collection of poems has been the prayer book of Jews and Christians for thousands of years. When the English Reformers began translating the Psalms into English, they knew they were introducing spiritual dynamite into the language, and English poets and writers have since never tired of retranslating and adapting the Psalms for literary and spiritual purposes. This course invites students to spend three weeks immersed in English Psalms from the Reformation to the present. Students consider the critical place of the Psalms in literary history as a training ground for poets; read a wide variety of contemporary translations and adaptations of the Psalms with an eye to literary and theological issues; and write in response to the Psalms. Thus this course is part literary history, parting writing workshop, and part spiritual formation. Class time will be devoted to discussions of the readings, brief lectures, and writing exercises. Students are evaluated on participation, a class presentation, a short critical analysis paper, and a portfolio of original pieces which could include prayers, songs, poems, or prose meditations based on the Psalms. *D. Rienstra.* 8:30 a.m. to noon.

**W46 New England Saints.** In the mid-nineteenth century, a group of New England writers created a body of literature dealing with significant religious, philosophical, and artistic questions. This course deals with these writers and their questions. It studies Hawthorne and his reaction to the Puritan tradition, the transcendentalists and their uneasy union of philosophy and literature, and the Romantics and their departure from the traditions of Emerson. After reading and considering Thoreau, Emerson, Alcott, Longfellow, Whittier, Dickinson, Hawthorne, and the seventeenth century Bradford, the group travels to Maine and then on to Concord, Massachusetts, for on-site discovery, examination, and discussion of these writers. The group remains in New England for a little over two weeks, visiting Hawthorne 's Salem , Bradford's Plymouth , Dickinson 's Amherst , Whittier 's Haverhill , the town of Lowell , and the city of Boston . Students are evaluated on presentations, discussions, and journals. Fee: \$1,975. *G. Schmidt, G.Fondse.* Off campus.

**W47 Native American Literature.** This course will focus on oral traditions and the later narrative, prose, and poetry of Native (North) Americans. Students will learn the richness and diversity of various American Indian peoples, traditions, and beliefs as well as similarities in themes and storytelling styles. The literature will be examined in relation to the values (including Christian) and “history” of dominant Anglo culture, which the voices of the authors resist, affirm

and/or illuminate. Students will thereby better understand American literature and history and the role Christianity played and continues to play in Native American identity. Readings will include, among others, the writings of Occum, Appes, Zitkala-Sa, Waters, Momaday, Edrich, Harjo, Alexie, and Silko. Students will examine the literature in relation to the course. *L. Naranjo-Huebl*. 2:00 p.m. to 5:00 p.m.

**W48 Jacques Derrida for Beginners.** Many have argued that Jacques Derrida is one of the most important thinkers of the twentieth-century. This course will serve as a broad introduction to his work. Best known for the development of "deconstruction," Derrida was trained as a philosopher, but his work engages numerous other disciplines such as literature, politics, law, religion, psychoanalysis, and ethnography. The range of his writings makes Derrida of interest to students of literature, philosophy, religion, and poli sci, to name a few. Students will begin by reading Jim Powell's comic book *Derrida for Beginners* and viewing Dick and Kofman's movie *Derrida* (2002). From there, students will explore a selection of Derrida's most important works and the lexicon of concepts he uses to articulate his ideas about philosophy, literature, and culture. Students will engage with the tenets of deconstruction, consider how it has changed over time and in the hands of other thinkers, and explore the various permutations deconstruction has taken as it was exported from philosophy to other disciplines. The course will conclude with a viewing of Safaa Fathy's *D'ailleurs Derrida* (1999), a beautiful and evocative documentary very different in feel from Dick and Kofman's movie. Evaluation will be based on class presentations and a seminar paper. *J. Hardy Williams*. 2:00 p.m. to 5:00 p.m.

**CANCELED W80 Poetry of T.S. Eliot.** This course examines T.S. Eliot's poetry and poetic beliefs in their chronological development. We give close attention to historical, religious, intellectual, and biographical contexts. Evaluation is based on group work, research, and presentations. Prerequisite: one course in literature. *J. Timmerman*. 8:30 a.m. to noon.

**W81 Editors and Editing.** Editors and Editing. This course introduces students to various publishing opportunities and to the professional skills of editing. The course introduces students to various types of editors, their roles, and their responsibilities. Students practice various forms of editing (including copy and layout) and complete both an individual and group project. Guest speakers from the publishing industry will present on their areas of specialization. Evaluation is based on daily in-class work and homework, an individual project, and a substantial group project. Prerequisite: ENGL-101. *M. Berghund*. 8:30 a.m. to noon.

**262 Business Writing (3).** F and I. A course introducing students to the kinds of writing and computer presentations that are required in business-related fields. Students collect examples of and practice composing the types of professional communication that they are likely to craft on the job. The class is conducted as a workshop; students consult with each other and with the instructor. Each student submits several projects. The class also includes a group report (with written, multi-media, and oral portions), in-class writing and computer exercises, and the use of word-processing and presentation software. Prerequisite: Completion of English 101 with a grade of C+ or above. *S. LeMahieu Dunn*. 2:00 p.m. to 5:00 p.m.

**339 English Grammar.** This study of traditional grammar focuses on its history, its system, its applications, its competitors, and its place in the middle school and high school classroom.

Special emphasis is given to the system and terminology of this grammar. Evaluation is based on daily assignments, in class projects, and test. *W Vande Kopple, J. Vanden Bosch.* 8:30 a.m. to noon.

**355 Creative Writing.** A course in the principles and practice of fiction or poetry, with the emphasis to be announced prior to registration each time the course is offered. Students will examine a variety of models and engage in extensive practice. Special emphasis will be given to the relationship of faith and art for the writer. Students may take both the fiction and the poetry version of the course for credit. *J. Timmerman.* 8:30 a.m. to noon.

## Engineering

**W80 Advanced Chemical Engineering.** 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 nonelementary kinetics. An introduction to mathematical modeling for advanced transport is considered. In addition, fundamental concepts of environmental, health, and safety issues, as well as corrosion and materials of construction, for design are presented. Evaluation is based on daily homework, class presentations, and a final exam. Prerequisites: Engineering 330, 331, 335, and senior standing. *J. VanAntwerp, W. Wentzheimer.* 8:30 a.m. to noon.

**W81 Finite Element Analysis.** The finite-element method is a design and analysis tool widely used in many areas of engineering. In this course students consider the historical development, the fundamental principles, and the various applications of this method in the areas of structural mechanics and heat transfer. Exercises are assigned to orient the student to available general-purpose software. There is an in-depth focus on several design projects. Evaluation is based on the exercises, design-project reports, and a final presentation. Prerequisite: Engineering 305 and senior standing in engineering or permission of the instructor. *R. DeJong, R. Tubergen.* 8:30 a.m. to 5:00 p.m.

**W82 Digital System Design Using VHDL.** This course explores advanced digital system design techniques. Hardware designs are examined through the use of VHDL (VHSIC Hardware Description Language). The course examines the VHDL design methodology and compares the behavioral, dataflow, and structural architecture description styles. Syntax constructs for describing sequential and concurrent modules are studied in detail. Verification techniques are covered along with project definition. Students design a variety of circuits and modules using sophisticated CAD tools, implement microprocessor subsystems and microprocessor interface circuits in the lab, and demonstrate their understanding of VHDL design principles. Prerequisites: Engineering 325 or permission of the instructor. Evaluation is based on homework assignments, class participation, quizzes, and design projects. *R. Brouwer.* 2:00 p.m. to 5:00 p.m.

**W83 Masonry Design .** In this course the student will become familiar with basic masonry materials, including clay brick, concrete block, mortar, grout and reinforcing accessories. The student will be able to analyze and design unreinforced masonry structures using engineering methods. The student will understand the behavior of reinforced masonry structures and be able to design for flexure, shear, axial forces, combined flexure and axial forces, and in-plane shear forces. Problem sets and a final design-project report are required. Prerequisite: Engr326 or permission from instructor. *L. De Rooy.* 2:00 p.m. to 5:00 p.m.

**IDIS W12 South African Miracle .** *M. Heun, T. Kuperus.*

**IDIS W13 Dutch Landscape: Society, Technology and Environment.** *H. Aay, R. Hoeksema.*

**IDIS W20 Business and Engineering for the International Market.** *N. Nielsen, A. Sykes, E. Prince Broekhuizen*

## **French**

**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, on the basis of adequate documentation, are continuing from 111 and expect to complete through the French 113 level. Evaluation will be by means of quizzes, tests, writing assignments, oral interviews, cultural projects and activities, journals, and small group sessions. *I. Konyndyk.* 9:00 a.m. to noon and 12:30 a.m. to 4:00 p.m.

**122 Intermediate French (core).** This course is part of the closely integrated 121-122-123 sequence, which fulfills the requirements for foreign-language core. Students attend large group sessions in the morning and smaller group sessions in the afternoon to acquire skills in speaking, listening to, reading and writing French. Daily assignments, quizzes, tests and a final exam are required. Evaluation is based on daily work, quizzes, small-group participation, student presentations and the final exam. Pre-requisite: French 121 or equivalent. *Staff.* 8:30 a.m. to noon and 1:45 p.m. to 3:15 p.m.

**IDIS W24 Mediterranean Crossings .** *L. Mathews, C. Slagter.*

**IDIS 356 World Language Education in the Elementary School.** *M. Pyper.*

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

**W11 Earth Science for Elementary Education (4)** . This course is designed for students in the elementary education program. Students use earth science concepts in an inquiry-based approach to build a knowledge base that is appropriate to the elementary school classroom. The course covers topics in earth sciences that are recommended as teaching objectives in elementary education. These include activities studying astronomy, plate tectonics, erosion and weathering, volcanology, meteorology, and how humans interact with earth systems. A perspective of respect for God's creation and Christian stewardship of the creation is presented as the purpose for investigating and learning to understand the concepts presented in earth science. This is a course that emphasizes student interaction with the physical world. Lectures and other formal presentations are minimized in favor of hands-on investigations, small and large group discussions, peer demonstrations and outdoor activities. Students are required to keep consistent journals in which they reflect upon coursework and develop thoughtful insights in response to material learned in the classroom. Since this course is designed for future educators, some opportunity is made for students to think about, discuss and practice how the earth science content they learn can be effectively conveyed to elementary and middle school students. This is a graded course. *K. Bergwerf* . 8:30 a.m. to noon.

**W40 Geology of National Parks.** This course will explore the landscapes and the geology beneath the surface of almost all of the 53 U.S. National Parks. Students consider sets of parks grouped by geologic similarities: volcanoes, glaciers, canyons, and exotic terranes. For many parks, rock samples and maps are used to demonstrate how God built these wonders of nature. The course includes lectures, slide images, videos, textbook readings, laboratory exercises, and a term paper. *R. Spoelhof*. 2:00 a.m. to 5:00 p.m.

**151 Big Sky Geology: Montana Field Experience** . This Interim in May course in Introductory Geology is based in Southwest Montana , which offers superb geology within reasonable driving distances. This course fulfills the Physical Science core requirement 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, including rocks and minerals, landforms and surficial processes, geological hazards, and natural resources. Afternoon field activities are an important part of each day and will complement morning lecture and lab activities. Included among the many localities we will visit are Yellowstone National Park and Craters of the Moon National Monument . As a graded course, quizzes and exams will cover lecture and text material. Students will be required to complete lab assignments, construct a written field log, and choose and complete a special field project. NOTE: DATES FOR THIS INTERIM ARE MAY 21-JUNE 4. Fee: \$1,100. *G. Van Kooten, R. Stearley* . Off campus.

**IDIS W10 Eritrea : Physical and Cultural Contrasts in Africa** . *J. Bascom*.

**IDIS W13 Dutch Landscape: Society, Technology and Environment.** *H. Aay, R. Hoeksema*.

**IDIS W42 Sand Dunes.** *D. van Dijk*.

## **Germanic & Asian Languages**

**W80 German Interim Abroad.** This course is approximately four weeks long and is conducted throughout Germany . After a brief tour through northern Germany , the students spend days of study in Husum, Schleswig-Holstein , Berlin , in various locations in the former East Germany , and in the Black Forest . Course participants choose where they will travel independently during the last five days. Activities include three home stays, lectures, discussions, meetings, interviews, tours, and attendance at cultural and social events. The course goals include active participation in course activities, gains in mastery of the language, increased understanding of various religious, political, and broadly cultural phenomena of Germany , and growth in cross-cultural sensitivity. This course satisfies departmental concentration. Prerequisites: German 215 or permission of the instructor. Fee: \$2,195 and up to \$550 for personal and final-week costs.*M. Buteyn* . Off campus.

**122 Intermediate German** (core). This course is part of the closely integrated 121-122-123 sequence involving two semesters and the Interim. It is intended for students who have completed two years of high school German but who, on the basis of a placement test, are not prepared for 201. The course is also open, with the permission of the department, to students in teacher education programs who have had no foreign language in high school. Evaluation is based on tests, quizzes, class participation, and an exam. *P. Dystra-Pruim* . 8:30 a.m. to noon and 2:00 p.m. to 3:00 p.m.

**IDIS W25 Daily Life and Culture in China** . *L. Herzberg*.

**IDIS 356 World Language Education in the Elementary School.** *M. Pyper*.

## **Greek**

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

## History

**W10 Genocide in World History.** This course examines incidents of genocide and human suffering in world history, with a focus on the twentieth century. It explores historical conditions that contributed to large-scale atrocities, as well as the world community's response to such events. Using primary and secondary historical works, documentaries, and films, attention will be given to historical memory and the moral challenges historians face in unearthing stories of genocide and suffering. Topics include (but are not limited to) Armenia , the Holocaust, Cambodia , Rwanda , and Sudan . Student evaluation is based on class participation and several brief critical writings on the readings and films. It is the purpose of this course to develop in students an informed historical understanding of past genocide and to work toward a sophisticated moral engagement with the problem of genocide in the modern world. *K. du Mez.* 2:00 p.m. to 5:00 p.m.

**W80 The American Revolution.** This course will examine the coming, course, and consequences of the American Revolution. At the heart of this process was the War for Independence , but at the time and ever since people have disagreed about the relationship between the two. Were the War and the Revolution the same? If not, which one came first? Did the War (or the Revolution) produce a more radical or more conservative outcome than the participants intended? How does the American compare with other revolutions? What have been the enduring consequences of this process of nation formation in subsequent American history? From considering such questions, students should take from the course a sound and fairly sophisticated understanding of the origins of the United States as an independent nation. To that end we will examine the aftermath of the French and Indian War when a rift began to grow between Great Britain and her North American colonies, the political ideologies involved, the conduct of the war itself, and the postwar unrest that led to the writing of the Constitution. We will conclude with some readings analyzing the process as a whole in comparative perspective. The Revolution involved a great variety of actors, motives, and interests, not just among the Patriots but also among Loyalists, Indians, and African-Americans. We will therefore give special attention to the various interpretations that historians have made of the Revolution, including popular film and fictional depictions. Students will make a class presentation and write a paper on a particular figure, battle, or aspect of these events; and will write a take-home exam on an interpretation of the Revolutionary process as a whole. Prerequisite: one course in History. Suitable for elective credit within the major. *J. Bratt.* 2:00 p.m. to 5:00 p.m.

**294 Research Methods in History** (two semester hours). This course is an introduction to historical sources, bibliography, and research techniques, by giving particular attention to the different genres of history writing, the mechanics of professional notation, critical use of print and electronic research databases, and the development of critical reading skills with respect to historical exposition and argumentation. In this letter-graded course, evaluation is based on several reports, essays, and a final exam. Prerequisite: one course in history or permission of the instructor. **NOTE: This is a required two-semester hour course in the history major.** *K. Maag.* 2:00 p.m. to 4:00 p.m.

**375 Social Studies Methods** . 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. Prerequisites: EDUC 302-303 or permission of the instructor. *R. Schoone-Jongen*. 8:30 a.m. to noon.

**IDIS W26 Model Arab League** . *D. Howard*.

**IDIS W40 Guatemala 's Historic Paradox**. *B. deVries, D. Miller*.

## HPERDS

**W10 Grand Canyon Outdoor Educator** .This community based learning experience held in the Southwestern United States is designed for students interested in developing wilderness leadership skills and advanced skills in expeditionary backpacking, canyoneering, backcountry first aid, and rock climbing. The course begins with a 4 day Rock Climbing Site Manager course at the Mentmore Climbing area adjacent to the Rehoboth, New Mexico community. During the next ten day phase, students will gain a Wilderness First Responder certification through the Wilderness Medical Institute of the National Outdoor Leadership School . The course concludes with a 6 day backpacking trip in the Grand Canyon . Here, students will gain skills in backcountry living and travel, outdoor education, and group leadership. During this phase, students will cover the 18 point Wilderness Education Association (WEA) backcountry curriculum. Over the period of three weeks in the Southwest, students will also be exposed to the following topics related to outdoor education and leadership; group dynamics and development, expedition planning, models of facilitation, wilderness therapy, wilderness ministry, group management and supervision, land management agencies, Leave No Trace, regional natural history, and environmental ethics. Fee: \$1,735. *R. Walter Rooks* . Off campus.

**W11 Managing and Facilitating High Ropes Adventure Courses.** This course is designed to teach concepts of leadership, by demonstrating process roles in leadership and experiencing ropes course activities as designed for the potential leaders of camps or educational institutions, which have high ropes courses and/or climbing walls and will also assist in developing the philosophical perspectives and the technical skills required. The course will cover such topics as design and element sequencing, risk management, course operations and procedures, and course set-up and inspection. Participants will be trained to work in many ropes course situations with transferable principles, not limited to individual elements or course design. Students should expect involvement through process application and intensive field experience. All training will meet the most recent Association of Challenge Course Technologies (ACCT) standards. Evaluation will be based on course participation, attendance, individual skill improvement, written and hands-on tests relating to skills and equipment, and development of a risk management plan. Fee: \$75. *D. Vermilye* . 8:30 a.m. to noon. Off campus.

**W12 Coaching Young Athletes.** This course is designed to provide students with knowledge and practical experiences related to coaching young athletes. It focuses on knowledge, skills, strategies, and issues in youth sport. This course aims to develop insight and knowledge for a youth sport leader, primarily in the areas of philosophy, psychology, and pedagogy, and secondarily in physiology and risk management. The course will study issues involved in coaching the young athlete in an attempt to expose the complicated demands of coaching and the necessary tools one should possess in order to be successful in coaching. Students will demonstrate knowledge and ability to utilize effective teaching principles in one's coaching through one's planning and peer teaches (tests, practice plans, and peer teaches). Students will demonstrate the ability to constructively and reflectively critique their own coaching as well as other coaches' teaching/ coaching (peer teach reflections and observations). Students will demonstrate the knowledge and ability to analyze and critique information and issues coaching youth sports (wizard questions, tests, articles, small group work). Finally, students will demonstrate understanding and knowledge of the multitude of factors and issues which impact a

coach and which go into coaching a sport team (philosophy paper, coaching plan, and small group work). *K. Gall, J. Bergsma.* 8:30 a.m. to noon.

**W14 Women's Health.** This course focuses on personal decision making in all dimensions of women's health. We investigate, discuss, and share women's health concerns ranging from cancer to sexuality. We focus on the unique physiology and anatomy of women, as well as on health care use and advocacy. Community experts, women's health videos, and field trips to selected agencies add to our learning experience. Students are expected to make a class presentation, conduct a health interview, attend relevant January Series Lectures, and write two reaction papers on journal articles relevant to women's health issues. *D. Bakker, A. Warners.* 8:30 a.m. to noon.

**W40 Sport Nutrition.** Proper nutrition is a key ingredient for success in competitive athletic performance. The goal of the Sport Nutrition course is to investigate the types, amounts, and timing of food and fluid intake, as well as the fact and fiction surrounding nutritional supplements. Specifically, students will study the types of foods necessary before and during exercise, as well as the recommended food/nutrient intake for optimal recovery following exercise. Differentiation between eating on practice vs. competition days will be made, as well as performance eating during all-day events, and when traveling for competition. Students will learn the basics about analyzing food and training plans for strength, power, and endurance sports in men and women. The course will also cover the incidence of body dysmorphias (disordered eating, female athlete triad, Adonis complex), as well as strategies for weight gain. The course will combine a variety of lecture, guest speakers, computerized diet analysis, and group discussions and diet plans. Each student will complete a project that entails the development of a booklet of nutritional guidelines for high school athletes by sport and gender. Evaluation methods include quizzes, a final exam, and the project. If possible, students will pair up to deliver sport-related nutrition information in the Grand Rapids YMCA after-school programs in the Grand Rapids Public Schools. This course meet program requirements for the Exercise Science major. Course fee: \$25-40 for diet analysis software. No prerequisites, however completion of HE 254 may be helpful. *J. Walton.* 8:30 a.m. to noon.

**RECR 308 Recreation Program and Facility Management.** This course will review the principles and procedures related to the operation and care of private and public recreation resources, areas, and facilities. Topics will include: Establishment of legal authority for operations, developing policies and guidelines, interagency coordination and/or competition, safety and security, and systems evaluation. Prerequisite: Recreation 305 or permission of the instructor. *M. Kline.* 8:30 a.m. to noon.

**IDIS W18 Be Fit for Life: Bike Australia .** *R. Blankespoor, L. Louters, N. Meyer.*

**IDIS W23 The Games of Ancient Greece .** *B. Bolt, B. Buriak.* PER activities Courses (1 semester hour)

**131B Badminton I.** *J. Kim .*

**135A Volleyball I .** *M. Christner.*

**137 B#+ Bowling.** *M. Christner.*

**140A Swimming I .** *Staff .*

**155A Ballet I.** *J. Genson .*

**165A Ballet II.** *J. Genson.*

**173A Basketball.** *M. Christner .*

**176A#+ Ice Skating .** *Staff .*

**177A#+ Downhill Skiing.** *D. Gelderloos .*

**177B#+ Downhill Skiing.** *D. Gelderloos .*

**181A Badminton II.** *J. Kim .*

**186A#+ Gymnastics .** *C. Shilton, M. Christner .*

**198A#@ Scuba.** *G. Kimball .*

@ Elective only, does NOT fulfill core.

# Fee required. Pick up information sheet in P.E. Office.

+ Class will meet off-campus.

## **Interdisciplinary (IDIS)**

**IDIS W07 Distant “Neighbours”:** Who are “Real” Indians?! The shrinking of our planet by advancements in travel and communication has led to increasing interactions between India and the USA . We see this in job outsourcing, educational exchange, health services and exchanges in art and entertainment between the two nations. While technology continually improves communication between distant lands, fruitful societal relations can best be cultivated by understanding India 's diverse cultural background. This course aims to take students on a “compare and contrast” exercise where different facets of the culture in India are studied as compared with the local culture. Topics such as the demography of the nation, the press in India , central and state educational systems, multi-party democratic governance, religious beliefs, and western cultural influences in “modern” India will be covered during the course. One resource for the course is the biography of Christian apologist Ravi Zacharias titled “Walking from East to West”. Methods of learning will include lectures, discussions, films and presentations. Students will be evaluated on participation and presentations/projects. This course will fulfill the CCE core requirement. *P.L.S. Thamban* . 8:30 a.m. to noon.

**CANCELED W08 Holy and Wholly Embodied.** Taking seriously Jesus' call to “Come, follow me”—even *be like* me—in this course students will examine cultural and biblical narratives for thinking about who we are as human beings. They will explore the radical implications of the life of Jesus and the outpoured Spirit on being human. Identity, gender roles, sexuality, relationships, ethics, vocation—all matter in the Kingdom of God and are shaped by it. However, culture shapes us as well. Hence, the course will ask, “What does it mean to be fully human?” through a variety of means, including readings, film, advertising, etc. Our objective is to give a framework for understanding authentic Christian identity in every sphere of life. Students will be evaluated based on a reflection journal, reading notes, group discussion and a final small group presentation on a leading anthropological/ethical issue. *C. Nordling* . 2:00 p.m. to 5:00 p.m.

**CANCELED W09 Justice and Reconciliation in South Africa .** The course explores the birth of a plural society South African society as the cross roads to the world. It examines the politics of recognition – the contentious issue of cultural and political identity, the sources of the ideologies and cultural and political conflict and injustice which led to “Apartheid” as political system. In literature and in cinema the agony and consequences of these developments are traced. The protest and witness of many Christian groups and organizations were instrumental in the miraculous non violent change and transformation that took place in South Africa during the nineties, the role of the Koinonia Declaration, the Kairos Document, Africa Enterprise, PACLA, SACLA, the Belhar Confession and other witnesses against apartheid and for justice will be explored, the significant role of the Truth and Reconciliation Committee will also be dealt with. Students are evaluated on the basis of class participation, class presentations and a research paper. This course will fulfill an elective requirement for the International Development Studies (IDS) major. *M. Elaine Botha*. 2:00 p.m. to 5:00 p.m.

**CANCELED W10 Eritrea : Physical and Cultural Contrasts in Africa .** This interdisciplinary course travels to the small nation of Eritrea located along the Red Sea . The group will study physical and cultural geography at three primary locations - a European-inspired capital city, a rural community in the southern highlands, and a fishing village on a

small Red Sea island. We will focus on cultural relationships associated with very diverse environments. Topographical landscapes range from rugged highland to coastal lowland. Climate zones range from cool highland to some of the hottest locales on the planet. Agricultural zones stretch from moist, montane croplands to innovative irrigation systems in semi-desert areas. Students will also have opportunities to engage with people who represent three contrasting faith communities Orthodox Coptic Christians, Muslims, and 1st generation Protestants. The group will be based in the capital city of Asmara , one of Africa s most attractive cities, located 7,300 feet above sea level. Field trips will be informed by pre-trip briefings and interpretation en route. Longer excursions include a three-day snorkeling trip to a Red Sea island and an overnight stay in a rural, farming village in the southern highlands. Other planned activities include a bike-down-hike-up trek on the green belt escarpment, which marks the transition from Muslim lowlands to Coptic highlands; a day trip to a Muslim market town and a mountain-top monastery; participation in Orthodox Christmas festivities; and a trip to the largest archeological site in Africa . Evaluation is based on directed reflections in cross-cultural journal, quizzes drawn from the required texts and field trip briefings, and conducting two survey questionnaires aided by a university student translator. This course will fulfill an elective requirement for the International Development Studies (IDS) major. Prerequisites: none. Fee: \$2,785. *J. Bascom* . Off campus.

**W10 Seeing Geograhpy in Kenya.** This interdisciplinary course travels to the Rift Valley region of northern Kenya . The focus of our trip is to see several aspects of geography, economic development, health care, and Christianity in a cross-cultural setting. The main excursion is a 9-day trip to Samburu District, where students will assist in developing a geographic information system for improving eye health. We will build a pilot version of a trachoma community assessment tool using primary data obtained from GPS units, key informants, interviews with pastoral herders, clinic intake data, and NGO reports. With these data, our group will construct a multi-layered geographic information system to track trachoma, inform site selection for digging new water wells, and monitor trachoma decline once interventions begin. Students will have opportunities to interview Samburu and to stay overnight in a traditional mutyaya . A two-day game safari in a national game park is planned en route back to Nairobi . The second excursion is a snorkeling trip to the coastal town of Malindi and Kenya 's premier marine reserve. Evaluation is based on a response paper from the pre-trip text, directed reflections in a trip journal, and a combination of presentations to the group on selected topics or completion of survey questionnaires aided by a translator. Prerequisites: none. Fee: \$2,933. *J. Bascom*. Off Campus.

**W11 Classical and Early Christian Culture in Greece .** This course is a three-week tour of the major ancient sites of Greece , with special emphasis on the urban centers of classical and early Christian civilization. On-site lectures address topics of Greek history, religion, philosophy, literature and art. The primary academic objective is to develop a first-hand understanding of the classical context within which the earliest Christian churches were established. The itinerary includes Athens , Eleusis , Corinth , Mycenae , Epidaurus , Olympia , Delphi, and Crete . Participants write a take-home test on required readings (list available in October), prepare an oral report for delivery on-site, maintain a detailed journal, and write a comprehensive essay on one major topic of the course. Prior course work in classical languages or culture is not required. Fee: \$3,325. *M. Williams, J. Winkle* . Off campus.

**W12 South African Miracle** . This course introduces students to a country with a tragic past but also a promising future. The primary academic objective of this Interim is to gain firsthand knowledge and understanding of how racial injustice has been encountered in political and industrial contexts. Participants in this Interim not only read and study South African history, culture, and industrial change - they also visit South African townships, meet with leaders engaged with South Africa 's political changes, and visit a platinum mine. Students explore - in readings, classes, and visits - South Africa's apartheid past, the struggles for and miracle of its democratic transition, and the political-economy of the mining industry where interactions of politics, business, and race are poignant. Specific on-site visits include Robben Island , Soweto mining hostels, the Institute for Justice and Reconciliation, the Apartheid Museum and much more. Evaluation is based on participation in the program, journals, a pre-trip short paper, and a final reflective paper. This Interim course provides a stimulating mix of exciting travel, discussion, and engaging speakers. This course will fulfill an elective requirement for the International Development Studies (IDS) major. This course will fulfill the CCE core requirement. Fee: \$3 , 550 . *M. Heun, T. Kuperus*. Off campus.

**W13 Dutch Landscape: Society, Technology, and Environment** . Few countries exist where human activities have exerted a greater influence in the shaping of the land than the Netherlands . With daily field excursions and detailed topographic maps, students will study this country's richly varied and historically layered cultural landscapes. Land reclamation, water management, and environmental preservation technologies used over many centuries are each an important part of understanding the complex interrelationships between society, technology and land. Additionally, students will have opportunities for direct engagement with people from this country. Each field trip will be guided by briefings, interpretation en route, topographic maps and study sheet assignments. Each student will spend part of a weekend with a Dutch family. Evaluation is based on the work done on the assignments, which include reflections on cross-cultural experiences. Open days are integrated into the course to provide opportunities for personal travel. Prerequisites: none. This course will fulfill the CCE core requirement. Fee: \$2,560. *H. Aay, R. Hoeksema* . Off campus.

**W14 Cambodian Culture, Diet, and Food Production.** From 1975 - 1979, the Khmer Rouge attempted to cleanse Cambodia of educated people, de-urbanizing the country in favor of a rural, primitive, agriculturalist society. Consequently, Cambodia is now a young society gradually developing its urban centers and food production systems; great potential exists, but cannot be realized without more resources and new technology. In this course, students travel to Cambodia to learn about and seek solutions to the problem of food production sufficiency and sustainability. In cooperation with students and faculty from Handong Global University of South Korea, students explore the impact of past atrocities and recent international growth on the local economy, food production techniques and food availability in Cambodia . After initially meeting in Bangkok , Thailand , both Calvin and Handong students travel to Siem-Reap, Cambodia . They tour both the great temples of Angkor, which show the great past of the Khmer civilization, and the killing fields near Phnom Penh to experience past and present cultures, and to sense the current presence and pressures of the international community. To evaluate the capacity and risks of rice production in Cambodia , students complete projects on topics related to their interest, such as evaluating the sufficiency of the Cambodian diet, availability and productivity of rice, and anticipated challenges to the sustainability of rice production. These

projects focus on meeting the current and future needs of the local Cambodian government and people. Student evaluation is based on participation during nightly group discussions and devotions, individual reflective journal entries, and a final research group project report. This course will fulfill an elective requirement for the International Development Studies (IDS) major. Fee: \$2,925. *D. Dornbos Jr., A. Kim (Handong Global University)* . Off campus.

**W15 Harness the Wind: Learn to Sail.** For thousands of years people have taken to the water in boats propelled by wind and sails. Originally sails were used of necessity, but following the invention of engines sailing has become primarily a recreational pursuit. Whether for business or pleasure sailors have had to learn the skills needed to meet the challenges of sailing. This course will teach students to sail in 23 - 26 foot sailboats, specifically designed for sailing instruction. Students will progress from the beginner to the advanced level of sailing skill during the course, and be presented with a lifetime skill and activity that can be enjoyed at various levels in the future. Integral to the course will be an exploration of the dynamic ways in which wind, water, sails and hulls interact to efficiently send a boat on its way. Leadership development, team building, and cooperative learning will also be integral to the sailing experience. The course will be taught using the facilities of the Waterfront Program of Eckerd College on Tampa Bay in St. Petersburg , FL. In addition to classroom sessions directly related to sailing instruction, the course will include presentations, readings and discussions on the history of sailing, the physics of sailing, sailboat design, navigation and meteorology. Students will also read and discuss the classic, *Sailing Alone Around the World* , by *Joshua Slocum* . Excursions to study and observe marine environments and wildlife will also be included in the course. Evaluation will be based on class participation and cooperation, a book discussion, a research project and presentation, written quizzes and tests, and on the water skills tests. Although no sailing experience is expected, students must have the physical ability to operate a sailboat and maneuver on a boat. Before leaving for the trip students must pass a swim test: 150 yards, any stroke. Fee: \$2,560. *J. Ubels, S. Vander Linde* . Off campus.

**W16 Mexico : Culture, Family Life and Social Services.** This course introduces students to Mexican culture and the community structures and social welfare services that assist Mexican families meet their needs for food, housing, healthcare, and education. The focus is on understanding the role of family, religion, and commerce, as well as governmental and non-governmental organizations in addressing basic human needs. The course is based in the Mexican communities of Mexico City , Puebla , Cuetzalan, the remote village of San Miguel Tzinacapan , and Acapulco . Activities and excursions introduce students to Mexican history and art, family and religious life, and social welfare services. These include: visits in Mexico City to the Museum of Anthropology, Basilica of Guadalupe, Teotihuacan; home stays with Mexican families in the central city of Puebla, the historic center of Mexican Catholicism; and several days immersed in the remote indigenous Mexican village life of San Miguel Tzinacapan—as well as a week-end in Acapulco. While in Puebla students complete 20 hours of service-learning at a social service agency or program, working directly with program recipients, i.e., orphans, street children, single mothers, hospice patients, women prisoners, children with developmental disabilities, and the elderly. Activities in Cuetzalan and San Miguel Tzinacapan will bring you into direct contact with indigenous Mexican village life—eating lunch with village families in their homes, exploring traditional spirituality and healing, and visiting schools and cottage industries. Spanish competence is not required, but will enhance your enjoyment of the course.

Evaluation is based on participation, course readings, a service-learning journal, and a final paper. This course will fulfill an elective requirement for the International Development Studies (IDS) major. This course will fulfill the CCE core requirement. Fee: \$ 2,700. J . *Bouman, B. Hugen* . Off campus.

**W17 Honduras : Poverty & Hope** . Honduras provides a window into issues of poverty and hope. Participants will not only read and study Honduran history, culture and economy—they will visit Mayan ruins, live with a Honduran family and see acres of US owned banana plantations as well as the inadequate plots on which many Honduran farmers try to scratch out a living. Students will try and begin answering the question of why is North America so wealthy and Honduras so poor and what is our responsibility as Christians? Students will explore in readings, classes and visits issues like US investment in Honduras , child sponsorship and short-term mission's role in community development. Finally, students will have the opportunity to begin learning or improve their Spanish by small group tutoring with experienced Honduran Spanish teachers. Evaluations will be based on participation, journals and a small project. This interim provides a satisfying mix of exciting travel, stimulating discussions, intensive Spanish and engaging speakers. This course will fulfill an elective requirement for the International Development Studies (IDS) major. This course will fulfill the CCE core requirement. Prerequisites: None. Fee: \$1,845. *R. Hoksbergen, K. Ver Beek, J. Van Engen*. Off campus.

**W18 Be Fit for Life: Bike Australia** . This course introduces students to concepts of basic fitness and nutrition that promote lifetime wellness from a Christian perspective. The basic components of good nutrition are studied along with the special nutrition demands associated with exercise performance. A special emphasis is placed upon the chemical and biochemical nature of nutrition and exercise. Students also study the efficacy of some of the current nutritional 'fads.' Promoting lifetime fitness with cycling is particularly attractive because the equipment is relatively inexpensive and this form of exercise is low impact. Biking in Australia also gives students an opportunity to gain insights into and appreciation for another culture. Students compare the exercise and nutritional attitudes and habits of two cultures and determine if there is any correlation with incidences of diseases such as cardiovascular disease. Students attend several evening classes during the fall semester and spend several hours researching a topic that they will present to the class during the bike tour in Australia . They also participate in a nutritional intake study and analysis, and participate in several tests that can be used to evaluate fitness. Student evaluations will be based upon class participation, a daily journal, quizzes, projects, and nutritional analysis. This course will fulfill the CCE core requirement. Fee: \$4,041. *R. Blankespoor, L. Louters, N. Meyer*. Off campus.

**W19 The Jamaican Journey** . 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 in an increasingly globalized economy. The interim will expose students to Jamaican culture and history, including the African diaspora, Jamaica 's colonial experience, and Jamaica 's contemporary identity. Through readings, engaging guest lecturers, and classroom discussions students will examine the social and economic problems facing Jamaicans today - including political unrest, gangs, tourism, migration, and the influence of the United States in Jamaican affairs. Students will travel extensively through both the interior and coast of Jamaica meeting with community development workers, viewing development

projects as well as factories and plantations all the while assessing the impact of these organizations on development. Field trips to museums, historical sites, USAID, eco-tours, Parliament, soccer games, and tourist locations 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. At the end of the interim students will have gained insights into the challenges of development as well as sensitivity to issues facing Jamaicans in the context of globalization. This course will fulfill an elective requirement for the International Development Studies (IDS) major. This course will fulfill the CCE core requirement. Fee: \$2,578. *L. Schwander, T. Vanden Berg* . Off campus.

**W20 Business & Engineering for the International Market.** 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 student to the nuances of business practices and product development in the international market, focusing on business and R&D in Europe . Students will learn how the languages, history, culture, economics, regulations, and politics of Europe shape the business and design process through tours of businesses, engineering research facilities (both industrial and academic), manufacturing facilities, as well as discussion sessions with leading business executives and research engineers in Europe. Locales will include Amsterdam , Rotterdam , Brugge, Brussels , Paris , Koblenz , Offenbach , Munich , Nurnberg, Leipzig , Berlin , and Bremen . Additional religious and cultural locals will include visits to The Begijnhof, The Hague , Leuven, Versailles , Notre Dame Cathedral, Reims, Heidelberg , Dachau , Neuschwanstein, Prague , St. Vitus Cathedral, and Wittenberg . Students will keep a daily journal which will reflect on engineering and business practices in Europe by way of occasional directed questions from instructors as well as write a paper regarding the cultural aspects of the interim. This course will fulfill the CCE core requirement. Fee: \$3,900. *N. Nielsen, A. Sykes & E. Prince Broekhuizen*. Off campus .

**W21 The World and Work of C.S. Lewis.** This course will explore both the geographical and literary “worlds” of C. S. Lewis. We will stay in Oxford , Cambridge and London , England . These cities and their environs will be investigated as social, intellectual and imaginative influences on Lewis's work. Visits will be arranged with Basil Mitchell, an Oxford scholar who knew Lewis and succeeded him as President of the Socratic Club at Oxford , and with Brian Leftow, Oxford 's current leading Christian apologist. Evaluation will be based on student presentations and journals. Readings : C. S. Lewis's *Surprised by Joy* and Alan Jacobs, *The Narnian: The Life and Imagination of C. S. Lewis* . These two selections should be read prior to leaving for England . Each student will choose a theme or an additional work by Lewis for their student presentation. Fee \$2,100 . *K. James Clark, K. Corcoran*. Off campus.

**W22 Wilderness Adventure skills in Panama .** In this wilderness adventure course, students challenge themselves physically and spiritually as they develop new outdoor skills. They also develop a deeper awareness of self, more rewarding relationships with God and others, and a greater appreciation of God's world as reflected in the indigenous people, cultures, and environment of this remote and extraordinary locale. This 22-day wilderness adventure features sailing, scuba diving, sea kayaking, surfing, and rafting surrounding the island of Bocas del Toro on the southwest coast of Panama . Students also interact with the Afro-Caribbean and Guaimi Indian people through local churches and other intercultural activities. Evaluation is based on

class participation, an oral presentation, reflective daily journaling, and a final paper. Upon completion of the course, students will be certified in SCUBA (NUUI) and sailing. This course will fulfill the CCE core requirement. Fee: \$3,375. *J. Britton, D. VanderGriend*. Off campus.

**W23 The Games of Ancient Greece** . Running more than 1000 years, the games of ancient Greece were among the most significant religious and social events of their times. This travel course to Greece will include stops in Corinth , Sparta , Olympia , Delphi, Athens , and the Island of Crete . Students will visit sites of interest related to the Crown Games of ancient Greece, the most famous being those of Olympia, while exploring the cultural connections of ancient Greek sport to politics, war, art, literature, social class, architecture, and economics. Particular attention will be paid to the role of games in education and mythology and the interaction between faith and sport in ancient and modern times. Assessments will include journal writing, presentations, and developing a pictorial or video travelogue. In the spirit of the ancient Greek ideal of developing the mind and body in harmony, students will participate in some form of physical activity every day (i.e. Olympic events, Greek folk dances, physical training, hiking, etc.). This course will fulfill the CCE core requirement. Prerequisites: None. Fee: \$3,040. *B. Bolt, J. Buriak ( Roanoke College )* . Off campus . NOTE: THE DATES FOR THIS INTERIM ARE MAY17 – JUNE 1.

**W24 Mediterranean Crossings**. Muslims from North Africa ruled Spain for nearly 800 years. Now, in the 21st century there are calls by Al Qaeda for the Islamic World to reclaim what they call “Al-Andalus”. Muslims from the former French colonies in North Africa have settled in France but have not been able to integrate into French society. The train bombings in Madrid and the riots outside of Paris demonstrate the difficulties these European countries have had as they confront the reality of Islamic immigration. This course will explore the historical background of relations between the Muslims of North Africa and the European countries of Spain and France . In Spain we will visit the important sites in southern Spain of the Moorish conquest as well as the contemporary sites of Islamic concentrations in Madrid and Barcelona . A visit to Morocco will provide background on the homeland of some of the immigrants. In France visits to Marseilles and Paris , locations of large Islamic concentrations, will help students to see the French expression of Islamic immigration. Through this course students will be able to locate current immigration issues in a broader historical perspective and will recognize and understand the deeper issues underlying Islamic immigration in Europe . Students are expected to attend an orientation session in the fall. Teaching is done on location by expert lecturers and by the instructors. Evaluation is based on student preparation for and engagement in class discussions, a daily journal and a final reflective paper. Knowledge of French or Spanish is helpful but not required. This course will fulfill the CCE core requirement. Fee: \$3,485. *L. Mathews, C. Slagter* . Off campus.

**W25 Daily Life and Culture in China** . This course gives students an opportunity to experience daily life in China by taking them to the large urban centers of Shanghai , Xiamen , and Hong Kong as well as to traditional villages near Guilin , the Huang Mountains and the Wuyi Mountains . This allows students to perceive the striking contrast between the modernization and prosperity of major Chinese coastal cities and the backwardness and poverty of the countryside. Major historical sites are also explored in Shanghai , Quanzhou, and Xiamen as well as the famous scenic sites of Huangshan, Guilin , and Gulangyu Island . Students have the opportunity

to stay on several Chinese college campuses so that they may interact with Chinese college students. The trip also includes visits to schools, churches, Buddhist and Daoist temples, and shopping areas in order to understand how the Chinese live. Course activities include lectures, discussion, interviews, meetings, tours, and attendance at cultural and social events. Emphasis is on meaningful contact with Chinese people and enhancement of language skills. Evaluation is based on participation in course activities, gains in mastery of the language, increased understanding of life in China, and growth in personal awareness. Preference is given to students with a Chinese language background. This course will fulfill an elective requirement for the International Development Studies (IDS) major. This course will fulfill the CCE core requirement. NOTE: DATES FOR THIS INTERIM ARE MAY 21-JUNE 10. Fee: \$3,305. *L. Herzberg*. Off campus.

**W26 Model Arab League.** This course offers the opportunity to learn about international issues and cooperation through preparation for and participation in the Midwest model Arab league, to be held at Grand valley State University in February (attendance at which is required). The MAL is a simulation exercise in which delegations represent countries in the Arab League. The course includes in-depth research on issues of interest to the Arab League. The grade will be based on active participation in class proceedings; writing, presenting, and debating resolutions; and writing a position paper. Students are responsible for conference registration fees (approx. \$30). No prerequisites. *D. A. Howard*. 2:00 p.m. to 5:00 p.m.

**W27 Volunteerism and Volunteer Management: The Invisible Workforce.** This course introduces students to the impact of volunteerism in the United States and to the field of volunteer management. Through readings, discussion, case studies, site visits and guest speakers, students examine the tradition of volunteerism, motivations for volunteering, trends and issues in volunteerism, and volunteer program administration, including recruitment, training, retention and risk management. A key aspect of the course is an examination of how volunteering fits into the student's Christian life and worldview, work and vocation. Evaluation will be based upon class participation, reflection assignments and a final paper or project. *S. Camp*. 2:00 p.m. to 5:00 p.m.

**CANCELED W28 Silent Spring & Stolen Future.** The slogan of the post World War II "chemical boom" was "better living through chemistry," and indeed these chemicals brought many benefits in the areas of industry, agriculture, and public health. However, in 1962 Rachel Carson's book *Silent Spring* challenged the public's optimism regarding chemicals by revealing many environmental and health consequences of pollution. While many harmful chemicals were restricted and regulated during 1970s and 80s and better procedures for assessing chemical risks were developed during the 1980s and 90s, the publication of *Our Stolen Future* during the mid 1990s opened the eyes of scientists, policy-makers, and the public to the ability of some chemicals to disrupt hormonal systems at very low doses in wildlife and humans. Today we face a toxic legacy of older pollutants, emerging concerns about several new classes of chemicals, and the revival of old debates such as the use of DDT for controlling malaria in tropical countries. Approximately 60-80,000 chemicals are used currently worldwide, with 1-2000 new chemicals introduced every year. This course explores issues and controversies related to the sustainable use of chemicals in both developed and developing countries. Scientific and policy-related issues are examined within the context of Christian perspectives on the environment. Because the

primary texts were written for the general public, this course is accessible not only to biology, chemistry, and environmental science majors but also to students in the areas such as engineering, political science and international development. No prior coursework in biology or chemistry is required. Student evaluation is based on written reports, presentations, and participation. *K. Grasman*. 2:00 p.m. to 5:00 p.m.

**W29 Elementary, My Dear Watson.** There is a serious oddity concerning this most famous of Sherlock Holmes's lines: it occurs nowhere in any of Conan Doyle's Sherlock Holmes stories. So where does it come from? In this course students pursue this and other mysteries as with Watson students track Holmes through some of the murkier stretches of human society. Along the way students explore Doyle's life and times, look at the social context of Holmes's adventures, trace selected themes of the times through the stories, and try to discover why Doyle disliked Holmes so intensely. Students read most of the Holmes stories and novels, and some of the early Holmes apocrypha, listen to old radio productions, watch some old TV shows, and see some of the classic Holmes movies. (Students will *not* read such abominable modern imitations as *The Seven Percent Solution* .) In addition to the above, class members are expected to participate in all class activities and to make one class presentation . *D. Ratzsch*. 2:00 p.m. to 5:00 p.m.

**CANCELED W30 Life Skills for Workplace Success.** Studies show that early preparation yields significant results. This course will move from an exploration of vocation and life calling through personal assessments and from job search assignments to workplace adjustment and survival issues. Emphasis will be placed on practical application of theory to practice within an interactive environment. By the end of the course, students will have arrived at preliminary conclusions regarding their general life direction (vocation) and be prepared for the spring launch of their personal job search. Evaluation will be based on collecting interview data as the basis for an oral presentation, completing daily exercises related to the course syllabus and journaling. Course fee: \$50.00. *B. Speyers, D. Hebreard*. 2:00 p.m. to 5:00 p.m.

**W31 Village Religion in China** . Traditional Chinese religion may be summarized as the worship of gods and ancestors and the exorcism of ghosts and demons. Each of these activities takes place in fixed places and, usually, at fixed times. Starting with the map of an imaginary village in southeast China , the course would look concretely at every site where worship and exorcism occur in and around village space: Why there? To what end? When? If the answers to the first two questions will reveal the religious logic of village space, the answer to the last will lead to deeper understanding of the Chinese festival calendar. Specific examples of the most important modes of worship and exorcism will be examined with the help of ethnographic materials (films, slides) collected by the teacher. The last part of the course will cover the contemporary scene and recent patterns of persistence and change in village religion. Goals of the course are: to have students gain an empathetic understanding of a very different cultural context than most of them have experienced; and to reflect on the implications of that understanding for their own world view. Evaluation will be based on class discussion, a diary of reactions to the material students encounter in the course, and a short paper on a topic approved by the instructor drawing on books and articles beyond the texts. *J. Lagerwey* . 8:30 a.m. to noon.

**W32 Church & Development in Tanzania .** The main objective of this course is to study how development is being facilitated through the help of the church, Christian Non-Governmental Organizations (NGOs), and culturally informed theater in education. Other objectives include experiencing firsthand what life is like for Christians in Tanzania by interacting with them; reflecting on how students' gifts, talents, and Christian calling might be applied to the Tanzanian context; and gaining an understanding of how Christianity and other world religions have affected the lives of Tanzanian people and influenced their creative arts in particular. These objectives are approached from a historical, economical, societal, and political perspective. Students participate in experiential learning through visits to rural villages and various development programs, museums, family visitations, and performances of the arts. Students also experience the safari of the northern circuit, which includes visiting the famous Lake Manyara , Serengeti National Parks , Oldupai Gorge, and Ngorongoro Crater. Students are expected to attend two orientation sessions in the fall. Evaluation is based on an on-going journal reflecting on key learning objectives and a final five-page paper that integrates readings with knowledge learned while traveling . This course will fulfill an elective requirement for the International Development Studies (IDS) major. Fee: \$3,855. *A. Mpesha, N. Mpesha.* Off campus.

**W33 An Inside Look at the January Series.** The January Series is an award-winning program that brings some of the world's greatest authorities in their respective fields to Calvin College . Students will have personal interaction with the presenters during the morning class and be challenged to identify the worldview of the presenter as well as clarify and articulate their own personal worldview in response. Students will also attend all January Series programs, submit a reflection paper on each presentation and present a research paper on one of the speakers. Each class member will be required to attend and write a reflection paper on all the January Series presentations as well as research the background and philosophy of one of the series participants. Students will be evaluated by a research paper, class attendance, January Series attendance and a presentation. *R. Honderd .* 9:00 a.m. to 11:00 a.m. and 12:30 p.m. to 1:30 p.m.

**W34 After-Effects and the 60-second Seduction.** Students in this course will learn to use the Adobe animation software After-Effects 7.0. Working in teams of three, they will demonstrate their competency by shooting and editing a promotional video. This course will be taught at the Genius TV facility in Orlando , Florida . Fee: \$2375. *J. Korf.* Off campus.

**W35 Jazz: A Cultural and Musical History.** The course aims to enhance students' understanding and appreciation of jazz as one of America 's significant contributions to world music and American culture. It is suited to both novice and seasoned jazz listeners. Students develop an understanding of the basic rhythmic, harmonic, melodic, and formal conventions of jazz. Students also come to understand the history of jazz—especially its stylistic evolution, key figures and their music, significant events, and its cultural influence. Student learning is evaluated by two exams, a listening journal, and a short essay. The course has an optional weekend field trip to Chicago to attend a live performance at the Jazz Showcase and/or Hot House. *G. Pauley.* 8:30 a.m. to noon.

**W36 Knitting: Creativity, Community, and Social Support.** The word “knitting” calls to mind images of grandmothers in rocking chair. Yet, in the last few decades, knitting has exploded in popularity among women in their teens and twenties. Simultaneously relaxing and

productive, the craft of hand-knitting wearable hats, sweaters, and scarves holds deep appeal for many people. In fact, knitting is no longer exclusively female territory—increasing numbers of men are discovering its interest and benefits. This class will explore the role and function of the craft of knitting in a variety of contexts: the building of community and delivery of social support; leisure; mental health and creativity; educational benefits for children; international development in women's cooperatives; social service and social justice; and the gendered nature of knitting. The class will also include practical instruction in the craft of knitting and time spent with both older adults and middle-school aged children, knitting together. Students need not know how to knit in order to enroll in the class. At least one field trip is likely. Evaluation is based on class participation, completion of a knitting sampler, contributions to group knitting projects, a research-based group presentation, attendance of at least one community knitting group and several short reflection papers. Students will be expected to purchase materials for at least one significant project, the cost of which will vary depending on the student's ambitions. No prerequisites. Materials fee: \$15.00. *C. Van Dyke, D. VanderPol*. 2:00 p.m. to 5:00 p.m.

**W37 Theory and Practice of Quilting.** This course is an introduction to the theory and practice of quilting. We will examine the most important forms of quilting in the American context, such as whole cloth quilts, pieced quilts and the significance of various patterns, album quilts, appliqué, slave quilts, and Amish quilting. The course examines the historical context of this unique art form, and the role that quilting played in social settings, such as the Westward expansion and in slave communities. In particular, the course focuses on the way that various faith communities used quilting as a location for creating meaning, the significance of simplicity in Amish quilting, and the importance of aesthetic creation in human life. The course will also introduce students to basic techniques in quilting: design, piecing, machine quilting and binding. Students will design and complete a lap quilt in a traditional log-cabin or nine patch design, using scrap fabrics. The course requires regular journal reflections on the practice of quilting in American History as well as the completion of the student's own quilt. In addition to the textbook, students will need access to a sewing machine (which will be brought to class on a regular basis), and basic sewing supplies: scissors or rotary cutter and mat, fabrics, thread, batting, etc. *S. Clevenger*. 2:00 p.m. to 5:00 p.m.

**W38 Social Justice, Spiritual Longing, and U2.** Arguably no other musical group has had as much pop cultural influence over the past two decades as U2. The band has been widely embraced by mainstream culture and has seemingly reveled in all the rewards that such popularity esteems. However, underneath a guise of throwaway rock/pop hooks reside sacredness and an urgent call to those listening hard enough. This interim class employs U2 as a vehicle for exploring themes such as political morality, liberation theology, and current social arrangements. Students critically examine U2's body of work in an effort to clearly articulate the responsibilities and agency of Christians in a fallen world. The study and processing includes lecture, discussion, films, CDs, readings, and presentations. Students are evaluated on participation and research projects. *M. Mulder*. 8:30 a.m. to noon.

**W39 Christian Discipleship.** This course uses two books by an exceptionally gifted and helpful writer on Christian discipleship. *The Life You've Always Wanted* addresses spiritual disciplines (e.g. slowing, celebration) that can help one become more God-centered. *Everybody's Normal Till You Get to Know Them* focuses on the challenges (e.g. authenticity, forgiveness) of relating

Christianity to others. The primary goal of the course is stronger Christian commitments and greater awareness of contravening personal and cultural dynamics. Students are expected to prepare for and engage in class discussions about those issues and challenges and do daily reaction papers. *W. Joosse*. 8:30 a.m. to noon.

**W40 Guatemala's Historic Paradox** . This on-site course explores how the paradox of Guatemala 's cultural wealth and economic poverty has arisen historically and how it manifests itself today. Students will visit Mayan ruins, modern indigenous communities, colonial-era towns, sites of Cold War atrocities, contemporary development projects, sites of natural/environmental interest and religious sites - shrines and churches ranging from Mayan to Roman Catholic and Pentecostal. Students will read assigned texts prior to departure and en route to be used for reflection on their experiences in an academic journal written during the trip. The course serves as an elective in the History and Archaeology concentrations. By tailoring the reading and writing assignments accordingly, elective credit is also possible in Art History, International Development Studies or (request pending) Environmental Studies. Taught in English. This course will fulfill the CCE core requirement. Fee: \$2,485. *B. de Vries, D. Miller*. Off campus.

**W41 The Globalization of Christianity**. Christianity has become the first truly global religion and its characteristics have been transformed. The course examines how this globalization of Christianity has taken place and who the key actors have been. It looks at global Christian reality today: who the Christians are now, what their social composition is, where they are located and what sorts of Christianity they practise. We then ask what these changes represent for Christianity today, especially in the areas of politics, missions and diasporas. 'Christian politics' today must refer as much to Lagos and Santiago as to London and Chicago . Christian missions are being transformed by a flood of missionaries from the global 'South'. And transnational migration is bringing huge Christian diasporas from the 'South' to Europe and North America . The goals of this class are for the student to become aware of the reality of Christianity as a global religion, to understand the processes which have led to the global spread of Christianity, to connect the global spread of Christianity to current processes of globalization, and also to become more aware of the presence of global Christianity within North America. This class will provide elements for thinking globally about the mission of the church and its public presence, give historical and sociological perspectives for Christian reflection in a globalizing world, and in the end the student will appreciate the responsibility of a global community which transcends all the major divides of the world. Evaluation is through class participation and a seminar presentation. This course will fulfill an elective requirement for the International Development Studies (IDS) major. *P. Freston*. 8:30 a.m. to noon.

**W42 Sand Dunes**. Sand dunes are dynamic landforms created and shaped by the wind. Michigan 's costal dunes are part of the most extensive freshwater dune complex in the world; they are internationally famous for their beauty and ecological significance. This course explores the diverse shapes, sizes and environments of sand dunes in the world, with a focus on Michigan dunes. Dune activity will be examined in terms of dune processes, short-and long-term changes to dunes, and influential variables such as wind patterns, sand supply, vegetation, and seasonal factors. The course also considers human interactions with sand dunes, including resource use, human impacts, hazards, management practices and stewardship. Classes include lectures,

discussion, activities, videos, slides and demonstrations. Field trips to Michigan dune sites will illustrate the topics covered in the course and introduce students to the unique dynamics of winter dune processes. Evaluation is based on class participation, assignments, tests and a project. This course can be used as an elective for the geography major and minor, environmental studies minor and integrated science major (elementary education). *D van Dijk*. 8:30 a.m. to noon.

**CANCELED W43 American Environmental History.** This course explores the environmental history of North America from pre-colonial times to the present. Students will explore the major themes of how people have historically interacted with the landscape; perceptions of nature are shaped by environmental surroundings and time; and the environmental movement of the mid 20th century currently impacts social, economic, and political ideologies. Student performance is evaluated on class discussions, exams, reading quizzes, and a final presentation. *D. Splinter*. 8:30 a.m. to noon.

**W60 The Amazing Amazon: Searching for El Dorado .** In 1541 Francisco de Orellana organized an expedition and floated down Ecuador 's Napo River in search of gold and cinnamon. Although he never found the fabled city of *El Dorado* , he did discover one of the most biologically unique and fascinating ecosystems on earth—the Amazon rainforest. Participants in this course travel to Ecuador to retrace the first few hundred miles of Orellana's historic journey. Traveling on a riverboat, we navigate the twists and turns of the Napo River and trek through dense Ecuadorian rainforest. Daily fieldwork combines plant and animal identification with an investigation of ecological processes and an evaluation of human impacts. Particular attention will be given to discussions on cross-cultural issues and to our Biblical calling to be Earth keepers. Daily excursions include hiking and canoeing. Evaluation is based on a daily journal, active participation in course activities, and an exam. To prepare students for their field studies, the class meets monthly during the fall semester. This course will fulfill the CCE core requirement. Prerequisites: one biology course (high school or college) and permission of the instructor. Fee: \$3,373. *C. Blankespoor*. Off campus.

**W61 Independent Study L'Abri Fellowship: Switzerland .** L'Abri fellowship is a Christian study center situated in the French-speaking portion of the Swiss Alps. Founded in the 1950's by the Presbyterian missionary couple, Francis and Edith Schaeffer, it has become known as a place where people with questions about the Christian faith can go for instruction and counsel. Instruction is based on the tutorial system. Typically students study half the day, and spend the other half working in the community. Up to five Calvin students may spend the month of January at L'Abri in independent study for interim course credit. Students determine the course of study with their tutors on site. Evaluation for course credit is based on a daily journal of reading notes and reflections. CCE credit is an option. Fee: \$1,995. *L. Hardy*. *Off-campus*.

**W62 Games and Movies for All.** Computer generated animation (movies) and simulation (gaming) are revolutionizing the entertainment industry. Each year, the number and quality of computer-generated animated movies (e.g. *Toy Story*, *Shrek*, *Finding Nemo*, *The Polar Express*, *Madagascar* ) increases; and computer gaming (e.g *Counterstrike*, *Everquest*, *Myst*, *the Sims* ) has become a \$31 billion industry (2004). In this course, students will create and showcase original computer-generated movies or games using **Alice** software package. Alice simplifies

computer animation by providing an empty virtual world, a library of over 1200 3D objects that can be used to build sets, and a simple mechanism for animating those objects by programming the objects' behaviors. Working in teams of 1 or 2, students will learn craft plotlines, create storyboards, and then use Alice to create original computer-generated movies or games. Students projects may be educational, entertaining, or both. No previous experience with computer animation is required. Students will need to supply a flash drive (at least 256MB, under \$20) for storing their projects. Creative students from all disciplines- especially Arts and Humanities – are welcome. Prerequisite: IDIS 110. *J. Adams*. 8:30 a.m. to noon .

**CANCELED W63 Bioinformatics for Everyone.** Students taking this course will be introduced to the purpose of Bioinformatics and how to use the software tools of its practitioners. The course will examine the patterns and computation models of interest to researchers and medical practitioners through hands-on use of software tools now available. While the concepts to supporting algorithms will be discussed, students will not be expected to write or code software. Students will be evaluated based on their understanding of the goals to bioinformatics, recognizing the purpose to existing tools with the underlying logic behind them, and their participation and full completion of lab exercises. Specific topics include the following: The central dogma (DNA->mRNA->tRNA/Ribosome->amino acid chain->folds->protein/functionality), Sequence analysis (PAM, BLOSSUM, BLAST), Microarray analysis, Computing support in the Human Genome project along with 3D analysis. Research databases and accessing their content (GenBank, Entrez,SRS), Data mining, Perspectives on computing challenges (the holy grail: predictive models), Research applications (homology, medical etc ), Industrial applications (agriculture, anti-terrorism etc) and also a discussion on ethics on genomic information. *P. Bailey*. 8:30 a.m. to noon.

**CANCELED W64 Gender Discrimination in LDC's.** In many less developed countries, certain inherited beliefs, traditions, taboos, customs, and myths continue to play significant roles in marginalizing women, limiting their capabilities, participation, and effective representation in many spheres of life. Using case studies on such practices as female genital mutilation, domestic violence, discriminating personal status laws, dowry burning, and honor killing, this course examines both the causes of such extreme gender bias and the proposed solutions that hope to redeem the victims and end human rights violations. By approaching the topic from an economic perspective, students gain an understanding of why women in different societies have different levels of access to resources, voice, and representation. Students also learn how these differences affect access to and participation in economic and non-economic activities in less developed countries. After acquiring a basic understanding of ingrained gender bias, students use a Christian perspective to critically analyze proposed interventions, comparing programs that fail with successful initiatives that improve women capabilities, representation, and participation as agents of renewal in the different spheres of their lives. Students will be evaluated based on attendance, class participation, journals, quizzes, presentations, and a course project. This course will fulfill an elective requirement for the International Development Studies (IDS) major. Prerequisite: Econ 221 or Econ 151. *A. Abadeer*. 2:00 p.m. to 5:00 p.m.

**W80 Dead Man Walking.** In December, 2005, the U.S. executed its 1000 th death row inmate since capital punishment was re-introduced in 1976. This course examines the whole issue of the operation of the death penalty in this country, and in relation to the practice of other countries,

from perspectives that are historical, social, political, moral, cultural, and Christian Reformed. This work provides the context for what is the end-product of the course: a fully-staged production in the Laboratory Theatre of Tim Robbins' stage version of Helen Prejean's book, *DEAD MAN WALKING*. Prerequisite: Casting of production will be by audition and selection of other class members will be by interview. *M. Page*. 8:30 a.m. to 5:00 p.m.

**W81 World Language Education in the Elementary School.** Theory and practice of world language teaching in the elementary school. Study of language skill development, second language acquisition, methodologies, curricula, and programs. Off-campus school observations and aiding experience required. Should be taken in the junior or senior year, prior to student teaching. Required for elementary certification or K-12 endorsement in world languages, including ESL. Prerequisite: completion of or concurrent registration in Education 302/303. *M. Pyper*. 8:30 a.m. to noon.

**242 Global Ecosustainability.** An introductory study of earth systems with emphasis on computer modeling as a way to provide insight into societal issues related to global sustainability. Examples of global issues pertinent to the human society include climate change, the ozone hole, biodiversity, spread of epidemics, water resources, etc. A primary purpose of the course is to introduce "systems thinking", and to show the web of connections between systems. Hence students will be able to comprehend at a deeper level the connections between molecular substances such as chlorofluorocarbons and ozone hole depletion, as well as how government policy affects the economy, and relationship of population to various ecological issues. One of the ways to deepen understanding of these connections is through computer modeling. Computer applications such as STELLA will be employed, making use of a graphical user interface to build the necessary computer models. **This course meets the core requirement for the Global and Historical Studies category.** Not open to first year students. Prerequisites: Four years of high school mathematics or one college level mathematics or physics course. *R. L. DeKock, K. Piers*. 8:30 a.m. to noon.

## **International Development Studies**

**W40 Hope Amidst an Unjust War: Conflict in Northern Uganda .** Uganda is a divided country, with the south growing and stabilizing while the north is in turmoil. Life in the north has been disrupted by the war carried on for two decades by the rebel Lord's Resistance Army (LRA), with its theft, murder, and abduction of children, who are raped and turned into child soldiers. The course will focus on conflict in the north, in the context of the history of Uganda and the region. Examination of the conflict, and its effects on the development of the north, will lead into a study of the work that various Ugandan leaders and groups are doing to improve conditions, work for peace, and bring hope. Students will learn about this from readings, videos, and guest speakers, including two Ugandan development workers with experience in the North who will join the class for the last half of the course. Students will keep a journal on the readings, videos, and guest-speaker presentations, and complete group projects which will result either in class presentations on a specific aspect of the course or events to educate others about the situation in northern Uganda . Evaluation will be based on the students' journal, class participation, and project. With the permission of the student' IDS advisor, this course may fulfill an elective in IDS majors and minors. *G. Monsma*. 2:00 p.m. to 5:00 p.m.

**IDIS W12 South African Miracle .** *M. Heun, T. Kuperus*.

**IDIS W17 Honduras : Poverty and Hope .** *R. Hoksbergen, K. Ver Beek, J. Van Engen*.

## Mathematics

**W81 Graph Theory.** This course is an introduction to graph theory, a relatively “young” (after 1890) branch of pure mathematics that has many applications to other disciplines, most notably computer science. The course is primarily a problem-solving class with student work consisting of homework problems, in-class group work, and student presentations of solutions (both written and oral). There is some direct instruction but the most of the learning will be through active participation in problem-solving. Problems will range from relatively concrete (though sometimes difficult) counting and enumeration problems to quite abstract theorems that require careful proofs. Graph theory is a good area in which to develop theorem-proving skills as the objects, though abstract, are finite and relatively easy to understand and the subject matter does not have any particular mathematical prerequisite. Applications of graph theory may be introduced but are not the major focus of this course. Students are evaluated based on their problem solutions and presentations. The prerequisite for this course is at least one of Mathematics 301, 312, 351, or 361. The course satisfies the requirement in the mathematics major of one interim course. *M. Stob.* 8:30 a.m. to noon.

**W82 Curricular Materials for K-8 School Mathematics.** This course examines and evaluates K-8 mathematics curricula in the context of the NCTM *Principles and Standards for School Mathematics*. Although the emphasis this year will be on grades 6-8, curricula at all grade levels will be examined. Some of the curricula to be discussed are *Everyday Mathematics*, *Investigations*, *Math TrailBlazers*, *Connected Mathematics*, *MathScape*, *MathThematics* and *Mathematics in Context*. Students are expected to complete assigned readings, to participate in and lead sample activities and lessons, and to contribute to small-group and whole-class discussions of the materials under consideration. Evaluation is based on in-class participation, presentation of grade-level lessons, several written quizzes, and written projects. Optional K-8 classroom observations can be arranged for the morning hours. Students should arrange their schedules so that they can spend some additional hours in the Curriculum Center. Prerequisite: Mathematics 222. This course may replace Mathematics 110 in the elementary education mathematics minor for students who have completed four years of high school mathematics and who have received permission from their mathematics advisor. *J. Koop.* 2:00 p.m. to 5:00 p.m.

**MATH-160 Elementary Functions and Calculus (core).** This course is a continuation of Mathematics 159. Topics include applications of derivatives, integrals, the fundamental theorem of calculus, and applications of integrals. Grades are based on problem sets, tests, and a final exam. Prerequisite: Mathematics 159. *T. Jager.* 8:30 a.m. to noon and 2:00 p.m. to 5:00 p.m.

## Music

**W10 Asian Communion in Song.** This course is open to all members of the Calvin Women's Chorale in the Fall 2006 semester and former members of the choir who took part in the East Coast tour (spring 2005) and recording of the "Music Down in My Soul" CD in the 2004-5 and 2005-6 school years. Members of the Calvin Women's Chorale will participate in worship services, present concerts, and provide workshops in the area of choral music in Beijing, China and Seoul, Korea. Students will experience worship in a cross-cultural context and communion with other members of the Body of Christ through fellowship and song, and get a glimpse into gender issues in that part of the world. The course will begin with a few days of rehearsals and lectures on campus. The sessions prior to the trip will include lectures by Calvin professors in worship, Asian music, religion, and gender studies. The choir's repertory will include a significant portion of music from Asian countries in addition to standard Western repertory. In addition to performing in various contexts, the students write daily journal entries on their experiences as they relate to the pre-trip lectures and participate in designated discussion times. They will be evaluated on the basis of daily participation and journaling and a final reflective paper. NOTE: DATES FOR THIS INTERIM ARE MAY 21-JUNE 10. Fee: \$3567. *L. Hoisington, P. Shangkuan*. Off campus.

**CANCELED W11 Introduction to Music Therapy.** Music therapy is the skilled use of music by a trained therapist to affect positive changes in the psychological, physical, cognitive and/or social functioning of individuals with health problems. This course will introduce participants to music therapy both theoretically and experientially through class lectures, on-site field observations, specified readings and in-class demonstrations. Students will be expected to attend all classes, submit required written reports, prepare a demonstration activity and take a final exam. No prerequisites are required to attend this class. *Sister Mary Margaret Delaski*. 2:00 p.m. to 5:00 p.m.

**W40 Music Theory Fundamentals.** This course introduces the student to the rudiments of music theory: rhythm, scales, key signatures, intervals, melody, chords and tonality. These rudiments are learned by extensive drill, both in and out of class, for the purpose of developing an understanding of and facility in using the fundamental building blocks of tonal music. Drill includes singing, playing at the keyboard, analyzing, writing musical notation, ear training, and computer lab drill. Progress is evaluated by dialing recitations, daily written assignments, music lab practice sessions, quizzes and a final examination. Class size is limited with priority given to those requiring the course for their program of study. Prerequisite: ability to read notation in either the treble or bass clef. *J. Varineau*. 2:00 p.m. to 5:00 p.m.

**W41 J. S. Bach.** When J.S. Bach died in 1750, his music died too. But it was resurrected in the early nineteenth century and has held an honored place in the canon of Western music ever since. This course is designed to acquaint students with Bach, a devout Christian and one of the greatest musicians of all time, whose decidedly pre-modern music still speaks to millions in a postmodern world. Lectures, guided listening, videos, and student reports are used in class. Daily readings and listening assignments are required. Student evaluation is based on listening quizzes and two tests. This course could serve as an elective in the music major and/or minor programs. *C. Stapert*. 2:00 p.m. to 5:00 p.m.

**W80 Music In Urban Schools.** Students in this course will explore and experience teaching music in Urban school settings. In addition to course lecture, readings, journal entries, and assignments, participants will be placed into a Grand Rapids Public School where they will assist the music teacher(s) in working with general music, instrumental, and/or choral instruction. Expenses include a reading packet (\$10-\$20) and transportation to field placements. Through this course, students will develop an understanding of the unique challenges associated with urban education, examine classroom management strategies used in urban schools including Positive Behavior Interventions and Supports [PBIS], Character Counts, etc. Students will also learn to overcome obstacles to teaching music in schools with limited resources and facilities, develop techniques and arranging skills that will allow the teacher to create the best possible musical experiences for children in spite of limited instrumentation and multiple ability/grade levels in one classroom and examine materials appropriate for urban education. Finally, students will learn to write grants and utilize outside resources such as arts agencies, symphony leagues, etc. and also learn to reflect on the Christian music educator's role in acting as an agent of change in challenging educational settings while exploring the possibility of using their musical gifts to teach in an urban school setting. This course will fulfill an elective in the BME program requirements. Prerequisite: Enrollment is limited to music majors and minors or those with permission of the instructor. *P. Hash.* 8:30 a.m. to noon.

## Nursing

**CANCELED W80 Christian Nursing in the Philippines .** This course exposes nursing students to some of the unique nursing care situations of a developing country while allowing them to interact with other nursing students in Christian nursing programs. Opportunities to live, work and study alongside Philippine nursing students broadens Calvin students' understanding of Philippine culture. In addition, the close partnership of student to student provides many opportunities to develop an understanding of the expectations and responsibilities of a Philippine nurse and a developing health care system. Growth in cultural awareness and ability to interact with those of the Philippine culture is expected. Students travel on the large island of Luzon as well as on the smaller island of Negros Oriental . This allows students to see the striking contrast between wealth and poverty in Manila and the poverty of those living in the countryside. The beautiful tropical setting provides a backdrop for a culture of gentle people who have experienced major influences of the Spanish and Americans. The majority of the course involves experiencing nursing in both acute and community nursing settings in company with a Filipino student, with informal lectures and reflective discussions. Student evaluation is based on orientation meetings, a required reflective journal, and participation in course activities. This course will fulfill an elective requirement for the International Development Studies (IDS) major. Prerequisites: Pre-nursing student of at least sophomore standing or nursing student. Fee: \$2,725. *C. Feenstra.* Off campus .

**W81 Belize : A Nursing Experience.** In this course, students explore health concerns and care strategies for the people of Belize , a culturally, socially and economically varied nation of seven distinct groups including Mayan, Mennonite, Taiwanese, and Garifuna. Nursing students have the opportunity to serve in community clinics, private hospitals and struggling government hospitals. Students also learn from local herbalists, traditional midwives and folk healers, and learn about village health needs and the role of the community health worker and traditional birthing assistant in a Mayan village. The course includes an excursion to Guatemala to explore the contrast in health care and culture of these two developing countries. Students will also have the opportunity to live in a Mayan village. The course meets four times in the fall to enhance preparation for this experience. Course goals are that students demonstrate Christian nursing care, understand cultural health care and adapt nursing skills to a variety of settings. Student evaluation is based on preparatory readings, required journal, final presentation and participation in course activities. This course will fulfill an elective requirement for the International Development Studies (IDS) major. Prerequisites: Satisfactory completion of at least one semester of nursing courses and permission of the faculty. Fee: \$2,953. *R. Boss Potts.* Off campus.

**CANCELED W82 Nursing in a Native American Setting.** This practicum course is offered in conjunction with Rehoboth McKinley Christian Hospital in Gallup , New Mexico . Gallup sits on the edge of the largest Native American Reservation in the US , the Navajo Nation, and is a center for Native American culture. While in New Mexico students have the opportunity to explore clinical areas of interest while learning about the culture of Native Americans. The practice setting allows the students to work in a small regional hospital and many outpatient clinics. They will interact with a diverse group of clients, many of whom are Native American. Students also have the opportunity to interact with school children while doing health education presentations in local schools. The course foci is exploring cultural diversity and how it impacts

health care delivery. Students expand their knowledge through clinical practice, cultural events, and seminar discussions. Excursions to area canyons, cliffs and Native American ruins provide students with opportunities to enjoy the southwest and its unique beauty. Evaluations are based on participation in seminars, clinical performance, and student reflections. Prerequisite: A declared major in nursing. Students who have completed at least one semester of nursing courses will be given first priority. Fee: \$1,750. *M.Vander Wal* . Off campus.

## Philosophy

**W10 Peaceable Kingdom: Transforming Our Relationships With Animals.** 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 and to honor the creatures under our care is one that Christians too often neglect to ask. This omission is especially tragic, given the overwhelming evidence of fallen-ness in the social and commercial practices that presently govern our relationships to animals. While large-scale agribusiness has increased consumer convenience, this convenience has come at a high cost, and not just to animals; factory farming has had negative effects on the environment, on local and global commerce and agriculture in both rural and urban communities, and on 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 philosophical, ethical, environmental, and socio-economic issues surrounding the treatment of animals and the allocation of natural and human resources by contemporary agribusiness and other industries that exploit non-human animals; and second, to take the initial steps toward becoming agents of renewal by workshopping an array of concrete approaches to addressing these problems (e.g., supporting sustainable food systems, community supported agriculture, cooking and eating lower on the food chain, exploring vegetarianism and veganism, animal rights advocacy, etc.). *M. Halteman*. 2:00 p.m. to 5:00 p.m.

**W11 Facing East: Learning from the Eastern Orthodox Tradition.** Nearly one thousand years ago, Christendom divided into the Western church, on the one hand, and the Eastern church, on the other. This division has had the unfortunate result that today many Western Christians know relatively little about the beliefs and practices of their Eastern cousins, especially those who belong to the Eastern Orthodox tradition. The aim of *Facing East* is to help address this situation. Its central question is this: What can Western Christians—Reformed or otherwise—learn from the theology and practices of the Eastern Orthodox tradition? In this class, we'll focus our attention on three facets of the Orthodox tradition in particular: its history, theology, and spiritual practices. With regard to its history, we'll spend some time investigating the importance of the seven ecumenical councils and the great schism between East and West. With regard to its theology, we'll explore the Orthodox understanding of salvation, atonement, and sin. And with regard to Orthodox spirituality, we'll investigate the role of monasticism, iconography, the spiritual disciplines, and the divine liturgy. An excellent way to understand Orthodoxy is to be acquainted with its worship. So, in addition to having guest speakers, we'll take field trips to local churches to investigate their iconography and the shape of Orthodox worship. *T. Cuneo*. 8:30 a.m. to noon.

**W12 Moral Expectation in Film.** From an early age all people learn that certain types of behavior are morally expected of them. Morality has its expectations, and it is a high priority that people learn what these expectations are. It is also a high priority that a knowledge of these expectations is passed on to each new generation. This course focuses on this rather neglected area of the moral terrain. The phenomenon of moral expectation is studied in its relationship with more familiar concepts like moral duty, moral responsibility, and supererogation. It also is examined in the context of the Christian life. A half dozen motion pictures will be shown illustrating moral expectation. Students are evaluated on a research paper and on several short

written assignments. One previous course in philosophy is recommended but not required. *G. Mellema*. 8:30 a.m. to noon.

**208 Philosophy of the Arts and Culture (3).** \* F. A study of the nature of the arts and their role in human cultures. The course discusses the history of philosophical reflections on these topics as well as some recent theories and debates. It aims to develop a mature understanding of issues and challenges facing participants in contemporary arts and culture. Prerequisite: Philosophy 153. Students taking this course to fulfill the integrative studies requirement of the core must have the following prerequisites in addition to Philosophy 153: Two courses in the Arts or two courses in Literature. *D. Hoekema* . 2:00 p.m. to 5:00 p.m.

**IDIS W21 The World and Work of C.S. Lewis** . *K. J. Clark*.

**IDIS W29 Elementary, My Dear Watson.** *D. Ratzsch*.

**IDIS W31 War and Violence: Context, Cause and Cure.** *D. Hoekema*.

**IDIS W33 Rock and Roll Can Save Your Soul** . *K. Corcoran*.

**IDIS W36 Knitting: Creativity, Community, and Social Support.** *C. Van Dyke, D. Vander Pol*.

**IDIS W61 Independent Study L'Abri Fellowship: Switzerland** . *L. Hardy*.

## Physics & Astronomy

**W10 Biophysics.** Biophysics is a growing discipline in which the tools and accomplishments of physics are used to examine and elucidate the behavior of biological systems. This particular course is a smorgasbord of different topics in biophysics. Scaling laws are used to help explain why ants can easily lift many times their own weight, but human beings strain at loads that are a mere fraction of their own weight. Fluid flow is used in examining why the wingbeat frequency of flying animals generally increases as the size of the animal decreases. Random walks and diffusion are examined and their impact on cell size is discussed. An additional feature of the course is that no calculators are used. All results will be achieved by approximation and a portion of the course is devoted to helping students develop their skills in estimation. The class is highly participatory, as students are asked to make and justify estimations in the classroom as the material is developed. In addition to a multitude of scheduled topics, there is also the freedom to investigate topics 'on the fly'. The hope is that students will make the art of estimation and the application of physical reasoning to biophysical systems their own, so that they can draw on these skills in the future. In addition to the above items, there is also a section devoted to the construction of simple biophysical simulations using Mathematica, though no previous experience is required. Students will complete homework assignments, tests, and work on simulations in the class. The course is designed to be accessible to any student with at least a semester of algebra based college physics or a year of algebra based high school physics. There are no fees. *P. Harper.* 2:00 p.m. to 5:00 p.m.

## Political Science

**W11 Liars, Idiots & big Mouths: the Death of Public Discourse.** Cable news channels talk radio programs, newspaper editorial pages, and so-called “political science” shelves in bookstores: no matter where you look, it seems that civility and public discourse are in serious trouble. Instead of deliberation and good will, our civic life seems to be ruled by name calling and poison pens. This course offers students the chance to examine the current state of social and political discourse in light of what political theory has to say about the role of discourse in a free society. *M. Roberts*. 8:30 a.m. to noon.

**CANCELED W60 Hollywood and Politics.** The “movies” often have important political content. This course examines, in depth, films with a political focus in such categories as political biography, the political process, and political events. Films are placed in their historical context and evaluated in terms of the political portrayals and messages they present to a mass audience. Although most films are of American origin, some also offer a multi-cultural perspective. The course seeks to enable students to better detect and evaluate the political themes and messages found in major political films and to analyze the effect such films have on public opinion and the political system. Students complete assigned readings, share in leading discussions which preview and evaluate films, and submit final essays which summarize what they have learned. Students are evaluated on the basis of reading and video quizzes, oral and written reports, and class participation. The course serves as an elective for the political science major. No prerequisites. *J. Penning*. 8:30 a.m. to noon.

## Psychology

**W40 Social Psychology in Film.** This course explores basic social psychological concepts and principles as revealed in contemporary films. Attention is given to the nature and dynamics of social thought, social influence and social relationships. Films portraying the processes of attitude formation and change, conformity and obedience, prejudice and aggression, social attraction and conflict are discussed in relationship to the relevant social psychological theory and research. Students write a series of five brief papers relating readings from the psychological literature to the content of films such as *Schindler's List* and *The Shawshank Redemption*. Evaluation includes a final small group project and paper. No prerequisite. Not open to students who have taken or who plan to take Psychology 310-Social Psychology. *M. Bolt*. 2:00 p.m. to 5:00 p.m.

**W80 Psychopathology in Film.** From *The Three Faces of Eve*, to *The Silence of the Lambs*, to *What About Bob?* through various films in the horror genre, film has attempted to capture the essence of psychopathological affect, behavior, and cognition. This course traces concepts of psychopathology as presented in film. The focus is on various psychological disorders, emphasizing symptoms and perspectives of causation. Students view a variety of films that attempt to exemplify these disorders. The films are critiqued on accuracy and realism. The goal is to acquaint students with various psychological disorders and to develop critical-thinking skills in viewpoint film portrayals of psychological disorders. Students are evaluated on the basis of a group project and final paper. Prerequisite: Psychology 151, and 212 or equivalent. From *The Three Faces of Eve*, to *The Silence of the Lambs*, to *What About Bob?* Through various films in the horror genre, film has attempted to capture the essence of psychopathological affect, behavior, and cognition. This course traces concepts of psychopathology as presented in film. The focus is on various psychological disorders, emphasizing symptoms and perspectives of causation. Students view a variety of films that attempt to exemplify these disorders. The films are critiqued on accuracy and realism. The goal is to acquaint students with various psychological disorders and to develop critical-thinking skills in viewpoint film portrayals of psychological disorders. Students are evaluated on the basis of a group project and final paper. This course will fulfill an elective in the psychology major or minor. Prerequisite: Psychology 151, and 212 or equivalent. *R. Scott Stehouwer*. 8:30 a.m. to noon.

**W82 Knowing Yourself: The Psychology of Self-Understanding.** This course is an introduction to contemporary theories and research about how people come to know and evaluate themselves and how self-judgments influence our emotions, actions, and aspirations. How can an individual's self-concept and self-esteem be assessed? What are the limits and distortions of self-understanding? How does one's self-concept originate and develop? How do people seek to maintain stable self conceptions and enhanced their self-esteem? How does self-understanding contribute to the way we deal with anxiety, depression, and personal failure? What dynamics contribute to the disintegration of self? The course includes readings, lectures, class discussions, films, and personal reflection on one's own self-concept. Students are required to take two written tests and to complete a narrative life history that demonstrates their ability to use appropriate principles and concepts from the course. This course is not open to students who have taken or plan to take Psychology 311. This course will fulfill an elective in the psychology major or minor. Prerequisite: Psychology 151. *G. Weaver, J. Brink*. 2:00 p.m. to 5:00 p.m.

**IDIS W39 Christian Discipleship. W. Joosse.**

## Religion

**W40 Anti-Semitism and the Holocaust.** This course explores the historical, moral, and theological dimensions of the Nazi Holocaust. Students study the history of anti-Semitism that culminated in Hitler's persecution of the Jews, the historical account of the Holocaust itself, and the moral and theological issues raised by it. Resources used in this class are books on the history of anti-semitism and the Holocaust, two books by Elie Wiesel, and various films about the Holocaust and its significance. The course also includes a four-day field trip to the United States Holocaust Memorial Museum in Washington , D.C. Evaluation is based on class discussion, a short written report, and a final exam. This course will fulfill the elective requirement for the religion major or minor. Fee: \$275 (approximate) for the field trip. *K. Pomykala*. 2:00 p.m. to 5:00 p.m.

**W41 Urban Missions in New York City .** Urban Missions and race relations are inseparable dynamics of modern city life. To understand one demands knowledge of the other. This course examines the overlap of urban living and human diversity by critically analyzing: 1) demographic trends, 2) the sociology of American race relations, 3) historical and 'modern' missiological strategies, 4) anti-racist strategies for urban living, and 5) a Reformed-Christian perspective on urban missions and race relations. Classroom learning will be supplemented by travel to New York City for 10 days to experience urban missions and race relations. Students will critically examine the history of CRC missions in New York City , visit contemporary urban churches, and study the complexity of ethnically diverse neighborhoods. Course evaluation will be based on journal entries, as well as presenting and writing a critical paper addressing urban missions and race relations. This course includes CCE credit. Fee: \$1,212. *J. Kooreman*. Off campus.

**W42 Birth, Sex, and Death in the Biblical World.** Why is sexual intercourse "unclean" according to Lev 15:18? If the body is in the grave, where is the "person" after death? In recent years, anthropologists and other social scientists have begun to examine more closely the ways in which human cultures conceptualize and organize the ordinary events of the human life cycle. Biblical scholars, too, have begun to consider these things by using the Bible, not as a theological textbook, but as a window on the lives of ordinary people in ancient Israel and the early Church. This course looks at various aspects of the human life cycle as they are described or discussed in the Bible. Material from other ancient Near Eastern cultures will be used to illuminate the thought world of the Bible. Some of the aspects of the life cycle covered in this course are the reasons why people wanted to have children, theories of conception and fetal development, birth and the postpartum period, the female reproductive cycle, the structure of marriage, raising children, sexual activity and restrictions, celibacy, old age, death, and the afterlife. This course will give students the opportunity and framework to study hundreds of ancient texts, biblical and non-biblical, not as elements of a modern theological system, but in and of themselves – that is, to study the texts as reflections of a particular, ancient, cultural moment. This course will also give students the opportunity and framework to peel away the centuries and layers of interpretation that they are the inheritors of, so that they can look at various biblical texts for themselves, and so, generate for themselves their own interpretation. An finally, throughout this course students will be given the opportunity and framework to think anew about how various biblical texts might apply to the current religious and cultural situation.

Students are required to write a paper. This course will fulfill the elective requirement for the religion major or minor. *R. Whitekettle*. 8:30 a.m. to noon.

**W43 Learning to Pray Like Jesus.** What does the New Testament teach about prayer, and how does that translate into real life? This course will explore the place of prayer in the New Testament, including the Jewish roots of Christian practice, and how the ancient church eventually developed its own monastic traditions through the Desert Fathers. Delving into the practical dimensions of the practice of prayer will include a look at the traditional spiritual disciplines of fasting and meditation. We will also investigate some of the theological questions raised by prayer: Can God be influenced? Does God change his mind? Does prayer make a difference in the world? Student evaluation will be based upon a book review, class participation and the keeping of a personal prayer journal. The final goal of this course will be for each student to cultivate of a more deeply personal, theologically informed, and historically aware, life of prayer. There are no fees or prerequisites for enrolling in this course. *D. Crump*. 8:30 a.m. to noon.

**CANCELED W44 Asian Biblical Interpretation.** This course examines the emergence, development, and practice of non-Western-centered biblical hermeneutics. Special attention is given to the phenomenon of biblical interpretation in Asia: how the Bible, a Semitic book formed in an entirely different geographic, historical, and cultural context, and interpreted for so many centuries by the West, can and should be interpreted in Asia by Asian Christians for their own people. In what way does biblical authority help Asian Christians confess Christ in a multi-scriptural content? The course aims to enable students to read an extensive amount of biblical theological works of the Third-world perspectives, summarize and analyze the nature and contribution of this movement, attain balanced attitude toward diverse readings of biblical texts, and examine and construct their own biblical hermeneutical perspective. Evaluation is based on papers and an exam. This course will fulfill the elective requirement for the religion major or minor. *W. Lee* . 8:30 a.m. to noon.

**W80 Male and Female He Created Them: Biblical Portraits of Gender.** The Old and New Testament explore the meaning of our being created male and female in the image of God. This course studies those biblical texts which focus on our sexuality, the roles of men and women and the relationship between them. We read the love poetry of the Song of Songs, ponder passages from Proverbs, and consider relevant narratives, including Genesis chapters 1-3, selections from the laws, as well as gospel accounts and excerpts from the epistles. Inescapably, our discussion takes place in the context of present day reflections concerning gender. Issues such as men and women's roles in the church, workplace, home and school, marriage and divorce, same sex relationships, and the 'masculine' face of God are engaged. Teaching methods include readings, lectures, guest speakers, films, student presentations and class discussion. Students are required to do daily readings, keep a reading journal, participate in class discussions and write a formal paper. Prerequisite: core course in Biblical Studies . This course will fulfill the elective requirement for the religion major or minor. *C. de Groot*. 2:00 p.m. to 5:00 p.m.

## Science Education Studies

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

**312 Teaching Science in Elementary School.** A consideration of the methods, pedagogies, and strategies associated with teaching science in elementary and middle school. Curricular resources for teaching science, including the use of technology and written materials, are also examined with consideration of the criteria for their evaluation. Additional topics include assessment, benchmarks and standards, and lesson and unit development. The relationship of Christian faith to the teaching of science in the classroom is also examined. Field experiences during normal course hours are included. Students will be assessed on completed homework assignments, two quizzes, a written final, a completed unit plan and lesson plan, and observation of their teaching in a local elementary school. Prerequisites: Education 302 and at least one natural science course. *J. Jadrich*. 8:30 a.m. to noon and 2:00 p.m. to 5:00 p.m. (TTH)

## **Sociology & Social Work**

**W40 Organized Crime.** Organized crime has become a major cause of political instability throughout the world. This interim examines the causes of organized crime, its impact, and the relationship between organized crime and the other social institutions. It also examines current policies and emphases of law enforcement in the U.S. –such as the Racketeer Influence and Corrupt Organizations statute, the Criminal Forfeiture Act, the Money Laundering Control Act, etc. In addition, it investigates the role of various policing organizations in the U.S. such as the DOI, the DEA, the FBI, the INS, the Bureau of Alcohol, Tobacco and Firearms, and the role of the O.C. Crime Strike Task Force. Finally, this course helps students develop a Christian perspective on social institutions, especially how they can diminish the strength of organized crime and help defeat it. Student learning will be evaluated by tests, short papers, and class discussions. *H. Holstege.* 2:00 p.m. to 5:00 p.m.

**W41 The Body and Being Human.** New technologies in exercise, medicine, genetic engineering, reproduction, and organ transplantation allow us to overcome bodily limitations and to enhance our bodies' aesthetics and performance. These new techniques of aesthetics, performance, and enhancement have changed the body's symbolic significance—which has given rise to a variety of social, legal and political controversies. The new social constructions have left us uncertain about how to regard the body and what it means to be human. Students will learn to assess and ask hard questions about the directions of social change. Students will better understand the body-related challenges that will face citizens in a variety of disciplines. Students will gain a greater understanding of the construction of their identity and roles in society by examining the social meanings attached to human embodiment. Students should come to realize that their opinions about various body issues may be due, in part, to the context in which they were raised and their position within larger social structures. Students will begin to see themselves not only as individuals, but how even their most unconscious assumptions are shaped by our times. In coming to know the specific characteristics of their identity and situation, students will acquire a better understanding of the shape of God's calling to act as redemptive agents in a society shaped by such foundational shifts in understanding of what it means to be human and embodied. Students work in a study groups to focus on a topic of their choice, such as ideals and implications of beauty standards, human genetic engineering, new medical technologies, markets for body tissues or the right to die. Each group makes a final presentation based upon the group's findings. Evaluation is based on the group presentations as well as participation, journals, and quizzes. *J. Tatum.* 2:00 p.m. to 5:00 p.m.

**W42 Legal Aid.** A study of civil legal issues that disproportionately effect vulnerable populations in American society, including eviction, termination of public benefits, divorce and custody involving domestic violence, predatory lending, and many others. Taught by a local legal aid attorney, this course provides practical knowledge of relevant law and the legal process to students interested in human services work. Students review statutes and court decisions, learn how to access laws and court forms, evaluate case studies, and observe hearings in local courts. Student learning will be evaluated on the basis of daily writing assignments (i.e., short research and opinion papers, case study analysis, etc.) and class participation. *P. Hoekwater .* 2:00 p.m. to 5:00 p.m.

**W43 WONDER WOMAN: Sociological Perspective on the Female Body.** This course explores the wonders of the female body from a medical sociological perspective. The course begins with a socio-historic examination of the female body and is followed by an analysis of each phase of the female life course, using various topics as exemplars of medical sociological concerns. Topics include gender socialization, sexual perversions and abuse, the beauty mandate, eating and cutting disorders, pregnancy and childbirth, menopause, health care access, and frailty. Objectives of this course include (1) increased understanding of and ability to use a medical sociological framework in analyzing the female body; (2) increased knowledge of social injustices that shape women's health over the lifespan; and (3) increased understanding of the wonders of the female body and the realities of each life phase. Class sessions include lectures, videos, guest speakers, and student discussion. Students will be evaluated on the basis of daily participation, quizzes on comprehensive readings, class presentations, and a journal that includes both academic interpretation and personal reflection. *S. Bluhm Morley*. 8:30 a.m. to noon.

**SOWK 381 Integrative Studies.** Integrative Studies Seminar (4 semester hours). This course requires students to integrate the content of courses in the social work major and the practicum experience. Students draw on core concepts and principles from the profession and from the Christian faith as they discuss issues associated with professional role and identity. Prerequisites: Social Work 371, 372, 373, admission to the B.S.W. program, and satisfactory completion of the practicum admissions process. *R. Chamiec-Case, P. de Jong* . 8:30 a.m. to noon.

**IDIS W16 Mexico : Culture, Family Life and Social Services.** *J. Bouman, B. Hugen.*

**IDIS W17 Honduras : Poverty and Hope .** *R. Hoksbergen, K. Ver Beek, J. Van Engen.*

**IDIS W19 The Jamaican Journey .** *L. Schwander, T. Vanden Berg.*

**IDIS W38 Social Justice, Spiritual Longing and U2.** *M. Mulder.*

**IDIS W41 The Globalization of Christianity.** *P. Freston.*

## Spanish

**W80 Spanish in Yucatan .** Students in this course spend three weeks immersed in Mexican culture and Spanish language in Merida , the capital of the state of Yucatan . Merida is a city of a million people with a colonial past, strong Mayan influence into the present, and intensive globalization as it faces the future. It is the site of two universities, as well as a center for several mission organizations. Students live with Mexican families and attend daily lecture and discussion classes, which focus on various 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. They keep a detailed journal consisting of notes from lectures and discussions as well as personal observations on Mexican culture and their experiences during their stay. Evaluation is based on satisfactory achievement of course goals, including participation in course activities, increased understanding of various cultural and religious phenomena of Mexico in general and Yucatan in particular, and growth in personal awareness and maturity—as measured by journal entries, a language journal, two reflection papers, three cultural reports based on interviews, and a final oral presentation. This course will fulfill an elective requirement for the International Development Studies (IDS) major. Prerequisites: Spanish 201 and permission of Spanish program advisor. Fee: \$1,800. *M. Bierling*. Off campus.

**W81 Argentina : Language, Landscape, Legacy.** This four-week course is designed to offer multiple perspectives on Argentina . Students and professors spend 23 days in and around Buenos Aires in addition to excursions to Córdoba and Salta or Mendoza and to Misiones ( Iguazú Falls ). While many of the experiences will be common to all participants, students may choose to focus on one of three areas: History, Language, or Missions; and some readings and programming will be restricted to individual areas. All areas will seek an increased understanding of the worldview and existential challenges of Latin Americans as exemplified in Argentine culture. Students will visit points of cultural interest such as musical events, tango shows, natural and historical landmarks, museums, art exhibits, and churches. Speakers will include well known theologians, historians, social activists and churchmen. Students will keep a journal of their readings and experiences, make an on-site report to the class, and write a final comprehensive essay. Those students desiring language credit will read and write in Spanish, and all will be lodged with Argentine families. Housing and guest speakers will be facilitated by the Kairos Christian Community. Students may upon advisor approval count this course both as an interim and as three semester hours of elective credit toward a program in History, in Spanish, or in Missions. This course will fulfill an elective requirement for the International Development Studies (IDS) major. Prerequisite: Spanish 202 or its equivalent. NOTE: DATES FOR THIS INTERIM ARE MAY 22-JUNE 20. Fee: \$3,750. *D. Zandstra* . Off campus.

**W82 Spanish for Healthcare Professions.** This course is an introduction to the terminology and cultural rhetoric of oral and written communication in Spanish relating to the fields of medicine and social work. The course is designed for advanced students of Spanish as it is conducted in Spanish. The course helps students develop language skills and increase cultural awareness of healthcare practices and needs for the patient or client of Hispanic background. Spanish grammar is reviewed while discussing medical and cultural issues, body language, and intercultural communications. Students are evaluated by means of in-class presentations/projects, vocabulary

quizzes, unit tests, and a final paper or examination. This course will fulfill an advanced level Spanish elective. Prerequisites: Spanish 202 or 203 and higher or permission of instructor. *O. Leder*. 8:30 a.m. to noon.

**122 Intermediate Spanish (core).** This course is the second part of the closely integrated 121-122-202 sequence, which fulfills the requirements for foreign language. Students attend large-group sessions in the morning and small-group sessions in the afternoon to acquire skills in speaking, listening, reading, and writing in Spanish and participate in discussion of cultural topics related to the Hispanic World. Chapter tests, vocabulary, grammar quizzes, compositions, oral presentations, and a final exam are required. *Staff*. 9:00 a.m. to 3:00 p.m.

**358 Aiding in the Spanish Classroom.** The goal of this course is to give advanced students of Spanish the opportunity to experience first hand the teaching of foreign language and to develop their oral skills by leading small-group practice sessions completely in Spanish. Students enrolled in this class are an essential part of the successful teaching of Spanish 122. Morning activities include meeting with other aides and program director, observing master teachers, and preparing class plans, materials, and activities. During the afternoon aides lead their own practice groups and tutor students with problems. A daily journal, an activity card file, lesson plans, prepared material and quizzes, and classroom techniques are used to evaluate a student's competency in oral and written Spanish and in pedagogical skills. In addition, students are evaluated twice by the students in their small groups, and they are regularly observed by the instructor of Spanish 358. Prerequisites: Spanish 301 with a grade of B or better and permission of the instructor . *L. Rodríguez* . 8:30 a.m. to noon and 1:40 p.m. to 2:40 p.m.

**IDIS W24 Mediterranean Crossings** . *L. Mathews, C. Slagter*.

**IDIS W37 Theory and Practice of Quilting.** *S. Clevenger*.

**IDIS 356 World Language Education in the Elementary School.** *M. Pyper*.