

Registration: Interim

Interim 2016

Art

CANCELLED ART W40 African American Art. This course surveys the history of African American art. While this history is too broad and rich to be treated conclusively during Interim, the course covers four main historical periods: Slavery/Reconstruction; The Harlem Renaissance; the Evolution of Modern Black Aesthetic in the 1960s and 70s; and Contemporary Concerns. Beginning with the arrival of Africans in the Americas through the trans Atlantic Slave Trade and continuing to the present, students examine the intersection of folk and fine art traditions, continuities from Africa, appropriations of new materials, techniques, and forms, and the influence of events like the Great Migration and the Civil Rights movement. Above all students and instructor engage the role of the visual arts in constructing a vital, although by no means homogenous, cultural and political voice and identity. As African American theorist bell hooks states “art constitutes one of the rare locations where acts of transcendence can take place and have a wide ranging transformative impact.” Featured artists include Aaron Douglas, James VanderZee, Augusta Savage, Faith Ringgold, Romare Bearden, AfriCobra, Betye Saar, Martin Puryear, Fred Wilson, Lorna Simpson, Renee Green, Kara Walker, Carrie Mae Weems, and Kerry James Marshall. Activities include guest speakers, field trips, film screenings, and the viewing and analysis of many, many images. This course may fulfill an elective in the Art History major and minor; Studio Art major and minor; and Africana minor. Fee: \$25. *E. Van Aragon. 8:30 a.m. to noon.*

ART W41 Color, Image, Marketing & Design. Colors are everywhere. Humans are surrounded by uncountable numbers of colors and influenced by those colors unconsciously. This course is designed to help students understand the diverse dimensions of color that are derived from color's physical and emotional aspects; this course also investigates the effective use of colors for marketing and design. In this course, students will learn how colors are tied to humans' emotions, how different cultural groups have different reactions to colors and how designers use colors in commercial spaces and items. The course's aim is to help students mature as culturally sensitive designers by offering students' necessary knowledge about the influence of colors on human emotions. This is a design studio. This course may fulfill an elective in the art major and minor. Fee: \$150. *Y. Ahn. 8:30 a.m. to noon.*

ART W42 Sweden: From Neoclassicism to Ikea (MAY). The course is intended to introduce students to the art and architecture of Sweden, from 1633 (when six-year-old Kristina came to the throne) to the present, with particularly attention paid to the reign of Gustav III (who reigned from 1775 to 1792). The role of ‘classical’ forms in a Protestant country, located far from the Mediterranean, will be a central concern. Based largely in Stockholm, the itinerary will include visits to nearby country houses, palaces, and museums including Svindersvik Manor (1740), the Royal Palace (completed in the 1750s), Sturehof Manor (1781), Drottningholm Palace (the Court Theatre is one of the best-preserved eighteenth-century theaters in the world), Skansen (the world’s first open-air museum opened in 1891 with buildings from the seventeenth, eighteenth,

and nineteenth centuries), and the Nationalmuseum. In and around Uppsala, we shall visit the University Museum, Linnaeus's museum and botanical gardens, Sigtuna (Sweden's second oldest town), Steninge Manor (completed in 1705), and the Rosersberg Palace (the seventeenth-century building contains some of Europe's best preserved interiors from ca. 1800). The relationship between geography, cultural adaptations, and external stylistic influences will be a primary concern throughout the course. Intellectually and artistically, how was Sweden like other parts of Europe and how was Sweden distinct? Course dates: ? Fee: \$3400. *C. Hanson*. Off-Campus.

ART W60 Truth & Reconciliation: The Artist Response II. Indonesia has become a fascinating study as a culturally diverse, artistically rich developing country. With its five official religions, history of Dutch colonization and independence, diverse island culture in the arts, and active Indonesian Christian leadership, Indonesia provides a unique opportunity for Christians to understand God's reconciliation activity through the arts. We will specifically look at intersections between social justice issues in a developing country and the arts. Travel within Java to Jakarta and Jogjakarta, as well as Bali will provide diverse contexts for students to learn from Indonesian artists and leaders in business, religion, health care, and education and explore more about this emerging country dedicated to unity through diversity. As we travel across Java and Bali, we will explore (1) mosques, temples, and Christian churches; (2) museums, performing arts centers, and artisan shops; (3) businesses, education, and health centers incorporating the arts; and (4) the extensive flora and fauna unique to Indonesian culture. The course includes readings in the history, culture, arts and issues particular to Indonesia. Added features of this course include engagement in a funded exploratory arts-based research project. The students will travel to research sites collecting data through field notes, film, interviews and journals. They will explore injustice and the powerful potentials afforded through the arts to engage in hope-filled reconciliation work. The project will culminate with 2 on campus days for completion of 6 arts-based research projects presented in the spring in venues to Calvin and the broader community. Open to 2016 sophomores in the Artists Collaborative, with preference to students involved in the arts or international development studies if room remains. This course fulfills CCE requirement. Course Dates: January 5 – 26. Fee: \$2,000.00 – 2,500.00 (depending on specific stipends deducted). *D. Buursma & J. Van Reeuwyk*. Off campus.

ART W81 Artist Book Production. This course will introduce the design, production, and publication of Artist Books, concentrating on the book as aesthetic object. Students will engage in developing content, image, text and three-dimensional book construction. Physical and conceptual elements of the artist book unfold through time and space. Aesthetic problem solving in bookmaking involves organizing conceptual, visual, physical, kinetic, and chronological transitions. Course problems and solutions will result in the production of visually effective artist books. The study of handmade books from illustrated manuscripts to contemporary book art will introduce students to both traditional as well as innovative materials and binding techniques. Students will investigate both high and low technologies of reproducing imagery for the purpose of execution and publication. Bookmaking will occur both individually and collaboratively. The class will produce several limited edition publications. The majority of class time is spent in studio activity generating a minimum of eight artist books. Teaching methodology includes illustrated lectures, demonstrating materials and techniques, readings, critiques and field trips. An exhibition of selected works completed is anticipated. This course

may fulfill an elective in the Art majors. Prerequisite: ART 153 and ARTS 250 or permission of the instructor. *A. Greidanus.* 2:00 p.m. to 5:00 p.m.

CANCELLED IDIS W12 New Orleans: Space, Place and Race. Course dates: January 6-26.
Fee: \$2998. J. Steensma-Hoag. Off campus.

IDIS W16 The Devil in Western Culture. B. Berglund, H. Luttikhuizen. 8:30 a.m. to noon.

IDIS 150 01 DCM: Art & Culture of Bathing. C. Hanson. 2:00 p.m. to 5:00 p.m.

Biology

BIOL W60 Pathophysiology. Pathophysiology is the study of how the body's normal function is changed when disease strikes. This course presents aspects of many human diseases, including the biochemical or cellular causes of the disease, structural and functional changes resulting from it, and the prognosis related to it. Diseases of the cardiovascular, gastrointestinal, hormonal, muscular, neural, renal, reproductive, and respiratory systems are covered using the classic organ system approach and case studies. Prerequisite: Biology 206 or 331. *R. Nyhof.* 2:00 p.m. to 5:00 p.m.

BIOL W80 Ecology of the Amazon Rainforest. The Amazon River Basin is home to the largest rainforest on Earth. At roughly the size of the contiguous United States it is a repository of ecological goods and services not only for local tribes and communities, but also for the rest of the world. Participants in this course investigate the ecology, evolution, and natural history of the Amazon rainforest and are introduced to some of the customs and diverse cultures of the Ecuadorian people. 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. Students travel to Ecuador to visit the Cuyabeno Wildlife Reserve and the Yasuni National Park. Daily excursions include camping, hiking, bird-watching, and canoeing. This course may fulfill an elective in the Biology major. This course will fulfill the CCE requirement. Prerequisites: Biology 225 and permission of the instructor. Course dates: January 6-26. Fee: \$3900. *C. Blankespoor.* Off campus.

BIOL W81 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 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 effects of pollution. While many chemicals were restricted during the 1970-80s, the publication of Our Stolen Future in 1996 revealed the ability of some chemicals to disrupt hormonal systems at very low doses in wildlife and humans. Today our society uses 60,000-80,000 chemicals, with 1000-2000 new chemicals introduced every year. Legacy pollutants still contaminant some ecosystems, concern is emerging about newer chemicals, and old debates have been revived, such as whether DDT should be used to control malaria. This course explores issues related to the sustainable use of chemicals in both developed and developing countries. Scientific and policy issues are examined within the context of Christian environmental perspectives. This course is intended to benefit students interested in environmental science, biology, ecology, natural resources, pharmacology, medicine, environmental chemistry, environmental studies, and public health. In addition to the books listed above, course readings will emphasize new articles in the scientific literature. With advisor approval this course will serve as an upper-level elective in the environmental science major, environmental studies major and minor, public health major and minor, biology major and minor, biotechnology minor, and biochemistry major and minor. Prerequisites: BIOL 224 or 225 and CHEM 253 or 261, or permission of the instructor. *K. Grasman.* 8:30 a.m. to noon.

IDIS W15 All About Plants. *D. Warners.* 2:00 p.m. to 5:00 p.m.

IDIS W40 Engaging Development in Cambodia. Course dates: January 6-26. Fee: \$3800. L. De Rooy, D. Dornbos Jr, P. Dykstra-Pruim. Off campus.

IDIS W60 Sustaining Hawaii. Course dates: January 6-26. Fee: \$3500. D. Koetje. Off campus.

IDIS W80 Eye Care in Mexico. Course dates: January 6-25. Fee: \$1500. L. Gerbens, J. Ubels. Off campus.

IDIS W83 China: Culture, Medicine & Bioethics. Course dates: January 6-25. Fee: \$4050. A. Shen. Off campus.

IDIS 150 03 DCM: Eugenics & Personal Genomics. Fee: \$40. R. Bebej, A. Wilstermann. 8:30 a.m. to noon.

IDIS 150 37 DCM: Life in Winter. Fee: \$100. R. DeJong, D. Proppe. 2:00p.m. to 5:00p.m.

Business

BUS W10 Business as Mission in India. It has become important for business persons to understand India. It is also important for Christians to understand God's intended role for business in society. Explore both by engaging with business people in India, many of whom are Christian. Travel to India (Delhi, Agra, Hyderabad and Bengaluru) and explore the history and culture of India as well as engage with Christians at approximately fourteen organizations. These organizations are either for-profit or non-profit, most of which are operated by Christians with a business as mission model. The course includes readings on Indian culture, business as mission and cross-cultural understanding. Evaluation is based on engagement with the business persons, briefings, journaling and a reflective essay. This course will fulfill the CCE requirement. Course dates: January 6 – 27. Fee: \$4300. *L. Van Drunen.* Off campus.

BUS W80 Who Needs QuickBooks? Churches, charities, companies... Just about any small to medium sized organization is a candidate for QuickBooks accounting software because every organization needs to know where the money comes from and where it goes. Financial stewardship and accountability are essential for churches and other not-for-profits as well as for-profit entities. Good data is the basis for good decision-making, and millions of smaller organizations utilize QuickBooks accounting software to track transactions and help make decisions. Students in this course learn how to use QuickBooks to set up and operate a basic accounting system, as well as how to generate understandable reports. Anyone who anticipates being the financial point person for a small to medium sized organization can likely benefit from this course. A fundamental understanding of accounting is necessary to utilize the course software. This course may fulfill an elective in the Accounting minor. Prerequisite: BUS 204. *D. Cook.* 8:30 a.m. to noon.

IDIS W19 Entrepreneurship in the Arts. *J. Risner, S. Smartt.* 8:30 a.m. to noon.

IDIS W22 Personal Finance. *D. Pruis.* 8:30 a.m. to noon.

IDIS W26 South Korea: Business & Culture. Course dates: January 6 - 26. Fee: \$3,900. *R. Brouwer, C. Jen, E. Van Der Heide.* Off Campus.

PSYC W10 History of Psychology & Religion in Europe. Course dates: January 6-26. Fee: \$3900. *B. Cawley, J. Yonker.* Off campus.

Communication Arts & Sciences

CAS W10 Crime & Detective Fiction. This course involves close study of crime and detective fiction—mostly by American and British authors, though also by writers from Scandinavia. The course focuses on reading novels and short stories, but students also watch and analyze film and television adaptations. Learning objectives include an understanding of the history and development of the genre; an understanding of how crime and detective stories address cultural attitudes about crime and punishment, social problems, and human nature; an ability to engage in a close reading of literary and cinematic texts; and the ability to write a short piece of crime fiction. *G. Pauley.* 8:30 a.m. to noon.

CAS W40 Theatre and Bullying Prevention: a workshop production of a new play. Theatre is located in a social context. The world of the play provides a testing ground for understanding why characters do what they do, what pressures are brought to bear, and how these characters choose to respond to this pressure and resolve their dilemmas. The conversation doesn't stop at the end of the performance. The 'what if' of the theatrical dilemma can be shared amongst the performers and the audience. It provides a unique way to begin dialogue and negotiate issues of bullying and bullying prevention. This course will acquaint students with contemporary research in bullying prevention. The final goal of the course is use this knowledge to produce a new play about bullying prevention. The course will give students the opportunity to exhibit their theatrical and technical skills in a performance practicum, which will culminate into six performances before an audience. Three or four performances will occur for school audiences during the day, the remainder will be evening performances for a general audience, which will occur during the first week of the second semester. Students will be evaluated through critical written responses to the readings, class participation and a satisfactory performance in the production. This course will meet in the afternoons with afternoon and evening rehearsals. Some mornings and Saturdays may also be required for play production work, but no more than eight hours will be required on any given day. This course may fulfill an elective in the theater major. *D. Freeberg.* 2:00 p.m. to 5:00 p.m. and 6:00 p.m. to 9:00 p.m.

IDIS W19 Entrepreneurship in the Arts. J. Risner, S. Smartt. 8:30 a.m. to noon.

IDIS W28 Disability arts & Culture. C. Smit. 8:30 a.m. to noon.

IDIS W41 Christianity in West Africa. Course dates: January 6-26. Fee: \$4450. *T. Kuperus, S. Sandberg.* Off campus.

IDIS W45 Western Films & American Culture. *W. Katerberg, C. Plantinga.* 2:00 p.m. to 5:00p.m.

CANCELLED IDIS W47 Film Noir & American Culture. *J. Bratt, W. Romanowski.* 2:00 p.m. to 5:00 p.m.

IDIS 150 05 DCM Theatre & Bullying Prevention. *D. Leugs.* 2:00 p.m. to 5:00 p.m.

Chemistry

CHEM W10 Medical Missions in Nepal. In this course students get exposed to third world medicine in a secular context and in a mission context. Students will find that medicine and Christianity are natural allies and Christian missions provide a unique opportunity to practice their faith in caring for others in their daily lives. Discussions will include the healing ministry of Jesus and how that affects us in the present age. In Nepal, students will learn to appreciate the influence of history, culture, poverty, lack of infrastructure and religious concepts on health and sickness. Students will visit several hospitals to observe how health care is distributed in Nepal. A week long rotation will be conducted at the Mission Hospital in Tansen where students will have exposure to internal medicine, pediatrics, surgery, orthopedics, and maternity and meet with expat and Nepali healthcare workers. Students will have a flavor for what it is like to live and work in a mission context. Students will also have field visits to a Nepali village to learn about the challenges in health care delivery and implementation, a psychiatric rehabilitation center, and a rehabilitation hospital for disabled persons. A key feature of this course is for students to be exposed to the Nepali culture and church. Students will learn the joys and challenges of living in a different culture and deepen their faith and compassion for others as they interact with Nepali people. Key questions that will be raised include: "How is working as a Christian different than working as a secular health care worker" and "How is this experience transforming your vision for your future?" This course will fulfill the CCE requirement. Course dates: January 1-26. Fee: \$3420. *T. Beels, K. Sinniah.* Off campus.

IDIS W84 Fluorescence: Science and Uses. M. Muyskens. 2:00 p.m. to 5:00 p.m.

KIN W10 Costa Rica River & Rainforest Expedition. Course Dates: January 4- 27. Fee: \$3630. *R. Rooks, D. Vander Griend.* Off campus.

SCES 214 Communication and Learning in the Natural Sciences. C. Bruxvoort. Time?

IDIS 150 04 DCM: Sustainability and Worldviews. H. Fynewever, R. Baker. 8:30 a.m. to noon.

~~CANCELLED IDIS 150 27 DCM: Chemistry, Body & Faith.~~ Fee: \$726. C. Tatko. Off campus.

Classics

CLAS W40 Italy: Ancient, Medieval, and Renaissance. The primary academic objective of this trip is to gain an understanding of the classical context in which western Christianity developed and flourished. Participants visit many sites in Italy, with special emphasis on the urban centers of classical, medieval, and Renaissance culture. On-site lectures address topics in Roman and early Christian history, religion, literature, art, and architecture. The itinerary may include Rome, Naples, Pompeii, Herculaneum, Sorrento, Amalfi, Palestrina, Perugia, Assisi, Ravenna, Bologna, Florence, Tivoli, and Ostia. This course may fulfill an elective in the Classics major and minor. Optional cross-cultural engagement credit (CCE) is available for those who meet additional requirements. Course dates: January 6-26. Fee: \$4150. *D. Noe, J. Winkle.* Off campus.

Congregational Ministry Studies

CANCELLED CMS W10 Word on the Street. This course will consider what it means to proclaim God's Word in a variety of contexts, especially those of crisis. Several key questions will guide our study: (1) To what degree, if any, does preaching change according to the context of the preacher and congregation? (2) How does church proclamation act as a form of resistance for oppressed communities? (3) Should preaching ever be "subversive" or "revolutionary," both challenging the status quo and calling for radical transformation? (4) What does it mean for preaching to comfort and support communities in crisis? We will begin by examining the German church's proclamation in the shadow of Adolf Hitler and the Nazi regime. Perhaps surprisingly, preaching became an important means of both support of and resistance against the Nazi takeover of Germany and, consequently, the German church. We will also notice how for some pastors preaching became a way to protest the persecution of Jews and even became the means by which some churches aided Jews in their efforts to escape Nazi terrorism. From here, we will further consider a variety of contexts around the city of Grand Rapids, asking what difference preaching can or should make in these settings. We will embark on field trips to various Grand Rapids' locations, including City Hall, the downtown business district, the Grand Rapids Public Schools main office, the West Michigan Center for Arts and Technology, several organizations which serve the homeless and poor, and the local jail. We will also engage those preachers who work in these contexts and explore how their proclamation of the Gospel supports, shapes, or challenges these contexts, especially for those in crisis. *T. Cioffi. 2:00 p.m. to 5:00 p.m.*

CMS W11: Leadership and Emotional Resilience. This course explores the role of emotional health in the life of an effective Christian leader. Based on the fields of positive psychology, neuroscience, neuropsychology, leadership studies, economics, and sociology, students learn the nuts and bolts of psychological well-being as a prerequisite for effective leadership. A variety of practical exercises provide students with the opportunity for personal growth, self-awareness, providing resources for living "the good life"-a life full of purpose and meaning. This course was designed for first year Perkins Fellows but is open to non-Perkins fellows as well. *C. Edmonson 8:30 a.m. to 12 p.m.*

IDIS 150 07 DCM: Young Adults & the Church. L. Elliott. 2:00 p.m. to 5:00 p.m.

Computer Science

CS W60 Agile Game Development in South Korea. South Korea is among the most-connected countries in the world, providing its citizens with access to inexpensive high-speed Internet service. Relatedly, it is also a country in which gaming is very popular. In this project-oriented course, we will travel to Handong Global University (HGU) in Pohang, South Korea where each Calvin student will be paired with an HGU student. During weekdays, each pair of students will learn about and apply agile development techniques to design and build an original game, which they will present and demo the final day at HGU. Each weekend, we will travel to Korean cultural sites, such as royal palaces, historic temples, and so on, where students will explore and reflect on aspects of Korean history and culture. We may also visit a Korean tech giant such as Samsung or LG. Students will spend the final weekend exploring the capital city Seoul, before returning to Calvin. This course will fulfill the CCE requirement. Prerequisites: CS 100, 104, 106, or 108. Course dates: January 6-26. Fee: \$3645. *J. Adams.* Off campus.

CS W61 Design Principles & Patterns. In this course students will learn about, implement, and evaluate various advanced object-oriented design principles, such as "Encapsulate what varies", "Favor composition over inheritance", etc., as well as design patterns that follow those principles, such as Strategy, Observer, Decorator, Singleton, and so on. Students will apply these patterns to real-world programs, written previously by themselves or by others. Additionally, students will learn about and use advanced STL classes and template programming in C++. Opportunity will be given to apply design patterns and equivalent advanced mechanisms in other languages, such as Python, Java, or C#. Prerequisites: CS112 and CS262. *V. Norman.* 8:30 a.m. to noon.

[**IDIS W86 Big Decisions, Big Data.**](#) *P. Bailey.* 2:00 p.m. to 5:00 p.m.

[**IDIS 150 06 DCM: Creating Smartphone Apps.**](#) *K. Vander Linden.* 2:00 p.m. to 5:00 p.m.

Developing a Christian Mind (DCM)

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

IDIS 150 01 DCM: Art & Culture of Bathing. Because bathing is so closely tied to the body, people commonly think of it as being ‘natural’. And yet, bathing practices are always heavily endowed with social customs and meanings. Because of its close connection with both the body and social conventions (particularly gender), the subject of the bath has been a common theme in art. Surveying this wealth of cultural production from antiquity into the present, this course considers an array of images from the voyeuristic (Bathsheba and Susanna) to the sacred (baptismal depictions), to the secularly mundane (representations of ordinary, solitary bathers). Students will become familiar with various bathing traditions from those of the ancient Greeks and Romans to the persistence of communal bathing in much of Asia and Northern Europe. The medical implications of bathing (hygiene) and the difficulties of defining cleanliness are also important themes. *C. Hanson.* 2:00 p.m. to 5:00 p.m.

IDIS 150 03 DCM: Eugenics & Personal Genomics. Eugenics (the self-direction of human evolution by promoting desirable and eliminating undesirable traits) is a philosophy most commonly associated with Hitler and Nazi Germany. Would it surprise you to know that eugenics programs, including mandatory sterilizations, were vigorously promoted in the United States well before Hitler by prestigious institutions such as the Carnegie Institute and the Rockefeller Foundation, and by notable people such as H.G. Wells, Theodore Roosevelt, and J.H. Kellogg? Would it surprise you to know that the American eugenics movement, American funding, and American technology promoted Hitler’s human extermination program? For obvious reasons, eugenics programs and their support fell into disfavor after World War II. However, the sequencing of the human genome and advanced technology have again made directed modification of the human species probable. Is the genetic modification or selection of embryos to prevent disorders an acceptable form of “treatment”? Is the unprecedented accessibility to personal genetic information leading us again down the slippery slope of hatred, discrimination, and devaluation of subsets of humanity similar to the original eugenics movement? What decisions go into obtaining and interpreting this genetic information, who should have access to it, and what values should guide our use of it? This course will evaluate the rise of eugenics, its original hopes, subsequent fall, and re-invigoration in the genomic era. Students will learn to recognize eugenics in all of its forms, and will evaluate its implications in political, socio-economic, moral, and religious contexts. Fee: \$40. *R. Bebej, A. Wilstermann.* 8:30 a.m. to noon.

IDIS 150 04 DCM: Sustainability and Worldviews. Global environmental issues related to creating a sustainable future generate much debate in the public media, among policy-makers,

and even on a personal level. What shapes our view of the natural environment, and how do these views affect our response to environmental issues? This course examines how different worldviews play out in human interaction with the created world. In particular students study modern, post-modern, and some explicitly Christian worldviews with respect to our relationship to the natural world. Drawing on the biblical themes of creation, fall, redemption, and sanctification and their implications for environmental stewardship, this course seeks to cultivate a mature Christian response to environmental issues, especially as these relate to the sustainability of modern civilization: climate change, energy supply, biotic carrying capacity, environmental pollution, the carbon cycle, biodiversity, and water resources. The course will feature videos, guest lectures, professorial presentations, discussion, and student presentations. Fee: \$10. *H. Fynewever, R. Baker.* 8:30 a.m. to noon.

IDIS 150 05 DCM Theatre & Bullying Prevention. Theatre occurs in a social context. The world of the play provides a testing ground for understanding why characters do what they do, what pressures are brought to bear upon them, and how they choose to respond to this pressure and resolve their dilemmas. The conversation doesn't stop with the end of the performance; the "what if" of the theatrical dilemma can be shared amongst the performers and the audience. This format provides a unique way to begin dialogue and negotiate issues around bullying and bullying prevention. This DCM course will use the lens of Creation-Fall-Redemption-Vocation to acquaint students with contemporary research and work being done on bullying prevention. It will then use this knowledge to produce a new play about bullying prevention. The course will give students the opportunity to explore their theatrical and technical skills in a performance practicum, which will culminate in six performances before an audience during the first week of spring semester, February 4-6, 2016. Three performances will be given for school audiences during the day; the remainder will be evening performances for a general audience. This course will meet afternoons with afternoon and evening rehearsals and crew work. Some mornings and Saturdays may also be required for play production work, but no more than eight hours will be required on any given day. For students who do not need to fulfill DCM requirements, please register for the ""Theatre and Bullying Prevention"" interim course listed under CAS interim courses. *D. Leugs.* 2:00 p.m. to 5:00 p.m.

IDIS 150 06 DCM: Creating Smartphone Apps. Students in this interim will create their own mobile applications and will consider the implications of such applications in the context of a Reformed perspective. This course is based on AppInventor, a development environment that enables students with no prior programming experience to build mobile apps such as location-aware systems, video games and cloud services. For the course project, students will conceive of, design and build their own original application. Students who own an Android-based device will be able to install and run their apps on their own device; others will be able to run their apps using AppInventor's emulator software. This course will also explore the implications of Reformed Christianity on the creation and use of mobile applications. *K. Vander Linden.* 2:00 p.m. to 5:00 p.m.

IDIS 150 07 DCM: Young Adults & the Church. Today's young adults are part of the largest population surge in history. Their presence, as well as their absence, is forcing the Church to think strategically about its Biblical mandate to pass on its faith to future generations. This class will review the historical and sociological factors that have shaped this generation, including the

differences and similarities present across cultural and socio-economical lines. The spiritual profile of this generation will be surveyed through studies of the “none-ers,” those who are attempting to recreate the church, and those who see themselves living in exile from the church. Through discussions with pastors, church visits and case studies, the impact of this generation’s demands for diversity, flexibility, and innovation upon congregational life and worship will be explored. Students will develop an understanding of the unique characteristics of faith development for this generation, as well as best ministry practices addressing these issues. *L. Elliott.* 2:00 p.m. to 5:00 p.m.

IDIS 150 08 DCM: Learning from the Stranger. This course is for students who would like to deepen their ability to “learn from the stranger” when participating in cross-cultural missions or off-campus programs. It is also for those who would like to explore how to learn better from other students, staff or faculty at Calvin who seem to come from a “strange” cultural or social perspective. Finally, this course is for students who are willing to explore how they themselves can become better “strangers,” so that others can learn well from them. In this course, students deepen their cultural intelligence (CQ), that is, begin to develop the knowledge, skills and virtues related to understanding cultures, including their own. Students will explore dimensions of their own cultures and those of their peers, and will encounter the Native American culture in particular through field trips and guest speakers. Texts for the course include chapters from Calvin professor David Smith’s *Learning from the Stranger* and Edward T. Hall’s *The Silent Language*, as well as Patty Lane’s book, *A Beginner’s Guide to Crossing Cultures*. Together, these provide a widened lens through which students encounter the core DCM text, *Engaging God’s World*. Student learning objectives include a heightened awareness of how cultural contexts and faith traditions impact human relationships; a deeper understanding of the Reformed worldview and how it relates to other faith traditions; and improved listening and conflict-resolution skills. Participation in optional, additional activities will enable students to earn Cross-Cultural Engagement (CCE) credit. Fee: \$50. *B. Haney.* 2:00 p.m. to 5:00 p.m.

IDIS 150 09 DCM: Equity & Justice in Urban Education. There is a great deal of concern in society today about failing schools, low student achievement, and educational inequality. In particular, schools located in urban communities are often subject to criticism and scrutiny because of their high drop-out rates and low test scores. Efforts to improve urban schools have highlighted both the challenges faced by urban students and teachers and the role that schools can play in increasing the educational opportunities available to their students. Discussions of urban schools and how to improve them, therefore, lead to a consideration of issues of equity and justice in schools and society and the potential for urban schools to promote equity. This course will study these issues by way of readings, activities, videos, group projects, and class discussions. It will also include visits to local urban schools. Students will engage in learning activities designed to promote understanding and exploration of equity, social justice, urban schools and communities, school structure and organization, curriculum, teaching, and learning. *J. Walcott.* 8:30 a.m. to noon.

CANCELLED IDIS 150 10 DCM: High School in the Movies. This course will explore how the world of education has been portrayed in the movies. By offering descriptions of current conditions 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, this course will engage several kinds of questions in 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. The course is intended for students who are interested in exploring the profession of teaching and developing a perspective of what it means to teach. A. Boerema. 8:30 a.m. to noon.~~

CANCELLED IDIS 150 11 DCM: Reading Creation Care. The key question of this class is "Why should anyone who is interested in environmental issues read literature?" One answer, given by Cicero, Augustine, and many Christian readers since Augustine, is that literature teaches as it delights and moves people to action. Stories, poems, plays, and creative essays—all those bits of writing called "literature"—invite readers to linger in imaginary worlds, to slow down, to think more deeply about themselves, their relationships with others, God, and the world. Literature also encourages readers to look closely at language, at what it can do and what it can't quite manage to say. People never get things exactly right when they speak, so they keep on telling stories, writing poems, and talking to each other. "Look," authors say, "it's like this," as they circle around and burrow into the world that God has made. Because words always take their meaning from a larger context, this course will examine how key terms—creation, nature, culture, place, justice, and sustainability—have been defined and used inside and outside the Christian tradition. Students will see how literature develops "what if" scenarios and enables them to become more attentive to the world and better actors in it. The course will focus on literary works that explore ideas, actions, and moral decision making as these relate to issues raised by environmental and creation care movements. We will use texts by Wendell Berry, Annie Dillard, Aldo Leopold, Barbara Kingsolver and others, as well as the "text" of Calvin's campus, including its 3500 trees. As Martin Luther said, "'For in the true nature of things, if we rightly consider, every green tree is far more glorious than if it were made of gold and silver,'" and that glory is worth our study and attention. *S. Feltch. 2:00 p.m. to 5:00 p.m.*

IDIS 150 12 DCM: The Tensions of Tolerance. This course explores the origins and multiple facets of tolerance and its limitations by using the Netherlands as a case study. The Netherlands has long presented a culture known for its tolerance and modern notions of freedom. Holland fought for eighty years (beginning in 1568) to liberate itself from Spain. The Treaty of Utrecht (1579) which that conflict brought forth was a precursor to the USA's own Declaration of Independence. In our own day, the Netherlands is still known for its liberalism—in multiple senses. Its social tolerances (e.g. euthanasia, soft drugs, regulated prostitution) are internationally well known. And in the classical liberal sense, the Dutch have championed free markets since the dawn of modern capitalism. Furthermore, the Calvinist tradition in the Netherlands has been influential in shaping a unique social pluralism. Recent tensions between native Dutch and immigrant groups have strained the multicultural project in the Netherlands, a development suggesting the limits of long-touted tolerance. Applying categories of the Reformed tradition, we follow and examine the thread of tolerance (or intolerance) in Dutch culture. The tradition of Dutch Neo-Calvinism also gives us a framework within which to understand and evaluate social, political, religious, and artistic realities across the Netherlandic cultural landscape. Students gain in understanding social/cultural structures in the Netherlands, also acquiring a contrastive lens

for pondering related issues in their home culture. *H. De Vries.* 8:30 a.m. to noon.

IDIS 150 13 DCM: Cooking & Eating in American History. "Eating is something we all have in common: it opens up both our senses and our consciences to our place in the world." Through films, readings, discussions, cooking, and eating, this course examines how Americans have put food on their tables and consumed that food from the colonial era to the present. Course material draws on cultural studies, gender studies, political theory, environmental studies, and Reformed theology, and examines all in historical perspective. Individually and communally, students will learn to articulate how the Reformed tradition both fosters and inhibits a moral analysis of historical and contemporary food production and consumption. Specific topics for investigation include: farming, gardening, processing, industrialization, consumerism, fast food, gender roles, kitchen technology and design, multinational corporations, Jamie Oliver and Alice Waters, and connections between mealtime, civility, and American democracy. Each day, participants will gather around a table to consider food in light of Reformed understandings of creation, sin, justice, and shalom, developing a Christian mind while appreciating that the mind inhabits a body that must be fed. *K. Du Mez.* 2:00 p.m. to 5:00 p.m.

IDIS 150 14 DCM: Coaching Young Athletes. This course is designed to provide students with knowledge and practical experiences related to coaching young athletes. The focus is on knowledge, skills, strategies, and issues in youth sport. This course aims to develop insight and knowledge for a youth sport leader, primarily in the areas of philosophy, psychology, and pedagogy, and secondarily in physiology and risk management. Cultural norms involved in coaching the young athlete will be critiqued using a Reformed worldview in an attempt to expose the complicated demands of coaching and the necessary tools one should possess in order to be successful in coaching. *J. Bergsma.* 8:30 a.m. to noon.

IDIS 150 15 DCM: God Rested: Why Can't You? Living in a 24/7 world, the notion of rest may strike us as an anachronism, a fantasy, or simply unimaginable. While we are created to worship God and rest in Him, we tend to worship our work and rest in ourselves. These distortions affect our perceptions of ourselves, our relationships with others, and most importantly, our relationship with God. We may wonder, "Do I realize life while I live it, every, every minute?" This class will examine some of the personal and socio-cultural forces that drive us toward living restless lives, and will assist in developing a new perspective that will help rediscover leisure, work and rest. *Y. Lee.* 8:30 a.m. to noon.

IDIS 150 16 DCM: Mathematics & Beauty. Many mathematicians find aesthetic pleasure in their work and in mathematics more generally. Bertrand Russell said "Mathematics, rightly viewed, possesses not only truth, but supreme beauty." G.H. Hardy even claimed that "beauty is the first test: there is no permanent place in this world for ugly mathematics." Some have connected their appreciation for mathematics with their understanding of God. Galileo is reported to have said, "Mathematics is the language with which God wrote the universe." Even Paul Erdos, though an agnostic, spoke of an imaginary book in which God has written down all the most beautiful mathematical proofs. This course will survey beautiful topics from number theory, geometry, and analysis alongside the religious and mathematical perspectives of people working in these fields. No previous mathematical training is required, but a willingness to learn the necessary mathematics is assumed. Besides learning some new mathematics, students will be

expected to reflect on their own understanding of beauty and how it connects with our lives of faith. *M. Bolt.* 8:30 a.m. to noon.

IDIS 150 17 DCM: Music & Politics. This course explores the complex relationship between music and politics: how governments, institutions and special-interest groups have influenced the kinds of music made (or not made) in a given context, the variety of ways music has been used to meet political objectives, and the many different ways music has been understood to carry political meaning. By examining several case studies from the 20th century to today, the course will probe the positive and negative social functions for music in political contexts, considering when and how music can be a tool for expression, teaching, solidarity, identity-formation, and satire on the one hand, but also for oppression, control, dehumanization, and even torture on the other. Case studies will include: worker's music from the North American labor movement (1920s and 30s), music in Nazi Germany and the Holocaust, Soviet music during the Cold War, the music of the civil rights movement in North America, music under Apartheid in South Africa, censorship and regulation of popular music in the US (especially the Parents Music Resource Council), and uses for music by American soldiers in the Global War on Terror. Using Plantinga's *Engaging God's World* as a backdrop, we will probe theological and philosophical queries about music that arise out of these case studies: how can music be considered good or evil? how is music implicated in negotiations of power? and what factors allow it to act as a redemptive or oppressive force in society? No musical training required. *B. Wolters-Fredlund.* 8:30 a.m. to noon.

IDIS 150 18 DCM: Music as Therapy in Everyday Life. Think of the myriad ways one engages with music over the course of a day. What needs in our lives does music fulfill? What needs in the world can it address? This course will explore the ways in which music can intervene in our lives, transforming us and reflecting God's redemption of the world. Through readings from contemporary musicology and the social sciences, films, and a variety of musical styles, students will explore the questions: (1) What is music? (2) How does music make us human? and (3) How might different musical forms and practices contribute to the healing of a broken world? The field of music therapy will be looked at as a case study of themes and concepts discussed. No formal music training is required, though students will have the opportunity to participate in group music-making experiences. *E. Epp.* 8:30 a.m. to noon.

IDIS 150 19 DCM: The Music of Joy. "It is a certain sound of joy without words, the expression of a mind poured forth in joy." For St. Augustine, music—especially wordless singing—is a means through which joy becomes embodied in meaningful sound. This linkage of music and joy is deeply embedded in human culture from antiquity to the present day. And as for St. Augustine, such music is for many the expression of joy rooted in contemplation of God. But music can also trigger a response that is palpably similar to the experience of joy, that might be described as not only expressive of joy but an actual experience of joy itself. In this way it may produce what C. S. Lewis described as a "stab of joy": an experience that may arise, unlooked-for, at any time and in any circumstances. Such experiences can produce an almost unbearable longing that finds its true object in Jesus Christ alone. Building on key passages in the Old and New Testaments, the task of this course is to assemble a framework for understanding joy and its relationship to the experience of music. Consideration is given to how joy emerges even in the midst of sorrow, and how the experience of joy can lead to compulsive behaviors and even

idolatry. Musical examples include chants by Hildegard of Bingen and the polyphonic organum of the medieval cathedral of Notre Dame in Paris; music by Bach, Mozart, Beethoven and other classical composers; the progressive rock of Yes, the jazz of John Coltrane, and film scores by Howard Shore (*The Lord of the Rings*) and Vangelis Papathanassiou (*Chariots of Fire*). *T. Steele.* 8:30 a.m. to noon.

IDIS 150 20 DCM: The New Urbanism. This course examines the current cultural debate over the way we build cities. After the Second World War, the US embarked on a historically unprecedented pattern of development: low-density, auto-oriented suburbs. As the limits of that pattern of development became apparent in the 1990s, the “New Urbanist” movement was born—a movement of architects, planners, environmentalists and citizen activists that has tried to recover the wisdom of more traditional ways of putting cities together. Students will review the history of city-building in the West, read articles and view DVDs that explore different aspects of the issue, and in teams of four or five design a town for 30,000. Several guest speakers from the development and planning community of Grand Rapids will address the class. The overall goal of the class is to gain a deeper understanding of our built environment. *L. Hardy.* 2:00 p.m. to 5:00 p.m.

IDIS 150 21 DCM: Psychological Perspectives on Humor. Humor is an integral part of the human experience, yet we rarely talk about it in academic settings. This course explores the many facets of humor, including a growing body of psychological research on why humor exists and how it impacts our daily lives. The course pursues three questions: (1) Why were we created to have humor? (2) How and why has humor been distorted and sometimes causes harm? (3) How can we be discerning with humor and use humor in the way it was intended? Specific topics include: psychological theories of humor (including recent evolutionary accounts), biblical portraits of humor, the way our brains process humor (including brain conditions where humor comprehension is diminished), how humor develops in children, adolescents and emerging adults, social and psychological effects of humor (i.e., dark humor, humor that stereotypes, etc.), and the social and psychological benefits of humor. Considerable class time is devoted to critiquing and discussing examples of humor (e.g., comedy routines, movies, literature, sarcasm, jokes, etc.). In addition to exams, students are evaluated through group projects that observe the occurrence of humor in a particular setting, using themes learned during the course. *L. DeHaan, D. Tellinghuisen.* 8:30 a.m. to noon.

IDIS 150 22 DCM: Interpersonal Relationships. Students investigate the psychology of interpersonal relationships – particularly one-to-one relationships – by examining their initiation, development, and patterns of interaction. Discussion includes such topics 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 videos. The psychological aspects will build on the religious foundations of why we believe and what we believe as Reformed Christians. The initiation, breaking, and restoration of relationships is an example of the creation/fall/redemption theme that will be developed in this course. *A. Shoemaker.* 2:00 p.m. to 5:00 p.m.

CANCELLED IDIS 150 23 DCM: The Cross of Christ. This section is designed for students who wish to explore in greater theological depth various readings of the familiar “Creation Fall–

~~Redemption' paradigm so frequently employed at Calvin College in discussions of its educational mission and Reformed worldview. In particular, this section strives for greater theological insight through a study of the doctrines of the Trinity, the Incarnation, and especially the atoning work of the Son of God ("atonement theory"). Throughout the course, the implications of the less understood Trinity/Incarnation/Atonement triad will be drawn out with respect to the more familiar Creation/Fall/Redemption triad.~~ A. Griffioen. 8:30 a.m. to noon.

IDIS 150 24 DCM: Theology in Movies & Music. This course examines the expression of theological themes in select musical works and films. Compositions studied include works by Haydn (*The Creation*), Bach (*St. John Passion*), and Mozart (*Requiem*). Films analyzed include *Babette's Feast*, *The Mission*, *The Seventh Seal*, and *Amadeus*. Where possible, the relevant libretto or screenplay is read prior to listening to or viewing the work in question. Prerequisites: interest in theology, the arts, and their intersection; readiness to listen carefully and watch discerningly; and willingness to engage in discussion. Students will: 1) acquire a knowledge of select theological themes, 2) become acquainted with certain sacred compositions (and their composers), 3) enhance their listening skills, 4) become acquainted with certain films (and their directors), 5) advance their skills in film analysis, and 6) exercise their skills in discussion and oral presentation. R. Plantinga. 2:00 p.m. to 5:00 p.m.

CANCELLED IDIS 150 25 DCM: Let's Talk about Health. What is the role of health and health care in overall well-being? How does physical illness affect one's identity and social roles? This class explores concepts of the person in environment, showing the interactions between physiological health and psychological, social, and spiritual well-being. Readings and class discussions explore how structural barriers and systematic oppression contribute to poor health outcomes. Students will critically think about how the Reformed Christian perspective contributes to our understanding of health and well-being, integrating key concepts such as total depravity, redemption, image bearing, and common grace with issues of identity, stigma, and health equity. K. Alford. 8:30 a.m. to noon.

IDIS 150 26 DCM: Catholic Reformers & the Hispanic Spiritual Tradition. As Christians, we are called to sharpen our understanding of our own practices and points of view through hospitable interaction with ideas, cultures and peoples other than our own. In this course we begin by studying the founders and legacy of one of the principal rivals of the Protestant Reformation from which Calvin College takes its bearings: the Catholic Reformation of the 16th century. We engage with such spiritual giants as Saint Ignatius of Loyola and Saint Teresa of Avila as they explore the interconnections of spiritual devotion, faith and beliefs. We then investigate through text and film how heirs of the Catholic Reformation throughout the centuries have also responded to issues that are important to Calvin College today. For example, we see how the Spanish Enlightenment priest Benito Jerónimo Feijoo speaks to issues raised in the "creation" chapter of *Engaging God's World*, and use the Hollywood hit film *Romero* and Guatemala-centered documentary *Reparando* to explore Christianity's counter-cultural mission: its calling to pursue political and social justice as this resonates both on the current Latin American scene and with the idea of Kingdom consummation in Plantinga. We discuss where, why, and how Catholic reformers and their inheritors might now converge with or separate from Calvinists on some important matters of theology, faith and spiritual practice, but with an eye towards open dialogue and in the spirit of learning from Catholic Christian brothers and sisters.

Two main factors vitalize and inform this exchange, as we recognize that we are considering the religious background and potential spiritual perspectives of our Hispanic neighbors in North America and we accept a unique opportunity to share our own faith inheritance and perspectives from within a potentially new context. *A. Tigchelaar.* 8:30 am to noon.

CANCELLED IDIS 150 27 DCM: Chemistry, Body & Faith. How do Norwegians survive a winter above the Arctic Circle? Will my faith life be affected if I am depressed? Am I less tolerant of sin while working out a math problem? People are often referred to as ‘multi-faceted’ with biological, emotional and spiritual dimensions. Indeed, holistic health assumes stability in each independent area. But it is possible that each component of our existence influences the others, perhaps more than we anticipate. During this course students will examine the impact of physical environment on mood/personality, and the influence of these physical and emotive states on personal faith. Essential to this course is a ‘human laboratory’ component. Winter provides an unavoidable modifier of human behavior. This reality will be leveraged during a week of off-campus travel to northern Wisconsin where students will engage the current literature to, literally, change their lives. The application of physical activity, outdoor time, reflection, and peer influence will be employed during this time. Fee: \$726. *C. Tatko.* Off campus.

IDIS 150 28H Honors DCM: Dramatic Families. This DCM section will explore “Dramatic Families: Dreams, Dysfunctions, and Occasional Solutions in Shakespeare and Modern Drama.” We will study a number of plays featuring families suffering from maladies such as death, abandonment, and betrayal; these same families have members who each have their own dreams, desires, and aspirations. We will ask such questions as: How do these families differ from what might be considered God’s design for families? What has brought about these problematic situations? How do characters’ dreams seek to rise above the dysfunction? How are they the cause of it? How is redemptive hope present (or absent) in the different families? How is all of this relevant to our own lives? How can the study of such material glorify God, draw us closer to Him and others as we become increasingly conformed to His image, and help advance His Kingdom? We will study *The Tempest* by William Shakespeare, *A Doll House* by Henrik Ibsen, *The Glass Menagerie* by Tennessee Williams, *Death of a Salesman* by Arthur Miller, and *A Raisin in the Sun* by Lorraine Hansberry. *D. Urban.* 8:30 a.m. to noon.

IDIS 150 29 DCM: Books from the Kingdom's Edge. Many of us were raised to color within the lines—especially, when it comes to religion, inside the lines of “correct” orthodoxy. Yet it’s important for college students, who are learning to make faith their own, to read books that ask hard questions and present different perspectives—particularly when they come from what appears to some to be the Kingdom’s edge. In this course we will do just that. Our reading will come from books that have all been written in the last decade and that seek to reimagine and reignite what the truths of Christianity finally come to, what the Kingdom of God is really about in our current and future circumstances. Our list includes *Velvet Elvis*, by Rob Bell; *Traveling Mercies*, by Anne Lamott; *Radical: Taking Back Your Faith from the American Dream*, by David Pratt; *Why We’re Not Emergent* by Kevin DeYoung & Ted Kluck; *Irresistible Revolution*, by Shane Claiborne; and *The New Christians: Dispatches from the Emergent Frontier*, by Tony Jones. Reading these against the backdrop of our own training and the assigned text for DCM,

Letters to a Young Calvinist by Calvin's professor James Smith, we will engage in a dialogue that pushes us to find an authentic, more dynamic faith. *A. De Jong.* 2:00 p.m. to 5:00 p.m.

IDIS 150 30 DCM: Race, Class, Gender and Religion in Contemporary U.S. Immigration. This course will examine the dynamics of race, class, gender and migration in the United States. Particular emphasis will be on how systems of oppression such as race, class and gender interact with migration and migration processes. Students will examine the ways that North American race, class, and gender relations affect newly arriving immigrants and their access to participation in community. The experiences of migrants and their communities and how they understand their social location within the larger boundaries of North American race, class and gender relations will be central to the course. Also of central importance is the role of faith and religious organizations and institutions in supporting immigrants and immigrant communities. Students will participate in a research project that will include interviewing individuals in the Grand Rapids area and how they understand their positions in these larger structures. *L. Schwander.* 2:00 p.m. to 5:00 p.m.

IDIS 150 31 DCM: Know why you believe. Every Christian college student eventually faces this question: Is my faith built on much more than wishful thinking? Yet college can be a time of deepening and maturing faith, especially if we're accompanied by those who have successfully walked this path before us. This apologetics course introduces students to some of those winsome, wizened ancestors in the faith. We will read and evaluate excerpts from some of the classics (Aristides, Augustine, Martyr, Irenaeus, Boethius, Anselm, Aquinas, Calvin, Bavinck) and some of the newcomers (C.S. Lewis, Peter Kreeft, R.C. Sproul, Alvin Plantinga, Francis Schaeffer, Cornelius Van Til). There will be films and videos, both from proponents of Christian orthodoxy and from those raising sincere questions about the faith. The course requires consistent attendance, daily readings or creative assignments, active participation in class discussions and activities, several quizzes and a term project. *K. Schaefer.* 8:30 a.m. to noon.

IDIS 150 32 DCM: Environment, Faith, and Ethics. In this DCM, we will examine the relationship between Christian faith and environmental stewardship, taking as our starting point the recurring charge that Christianity has fostered a callous disregard for the nonhuman world. Rather than reshaping Christian theology and faith in conformity to any accepted view of environmental sustainability, we will put Christian faith in dialogue with environmental concerns, seeking to recover and emphasize elements of Christian theology, faith, and practice that clarify the nature of human responsibility for the nonhuman world. In the process, we will also seek to understand why environmental issues are so divisive in the church. The course begins with a 2-day trip to Waltman Lake, and it includes guest speakers who will explain how theology and faith have shaped their work in creation care. *Fee: \$60. J. Skillen.* 8:30 a.m. to noon.

IDIS 150 33 DCM: Finding your Voice & Letting your Life Speak. One of the annoying questions of college years—especially when tuition bills are accumulating and external pressures are mounting—is ‘what are you going to do with your life?’ Not a bad question per se, but often annoying, because so often the answer is a resounding I DON’T KNOW! But what if that question shifted to these: *what makes you, you? What experiences, passions, gifts, dreams, personality traits, etc. shape you? What wounds, insecurities, memories, and fears threaten to*

silence you? How do you see God's redeeming work extend to even the areas of pain and suffering? Through reading, journaling, excursions into the biology laboratory, art, music, personality assessments, strength-finders tests, guest speakers, movies, and class discussions we will explore the various ways in which God speaks into and shapes our lives in the context of the larger drama of Creation, Fall, Redemption, & Vocation. The class will culminate in a final project that asks students to look for key themes and threads in their life and represent them in a medium of their choosing (memoir, music, painting, poetry, etc.). *J. Bonnema.* 8:30 a.m. to noon.

IDIS 150 34 DCM: The Local Church in the 21st 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 have driven some of these changes. Still deeper, the very nature and mission of the church are also being reexamined. Many are asking, "What exactly is God's purpose for the church? What is the role of the local church in the Kingdom of God?" Additionally the church in North America is being challenged by a society that is rapidly 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 carefully about the nature and mission of the local church within a broad Kingdom context, and about their own personal roles within it. Please note: Students will be expected to visit local churches each Sunday of interim. *R.S. Greenway.* 2:00 p.m. to 5:00 p.m.

IDIS 150 35 DCM: Grand Rapids: The Interim. Experiencing the rich context, history, and culture of Grand Rapids is sometimes difficult given the demands of coursework. This course, however, treats the city as our textbook and looks to religious leaders, elected officials, nonprofit organizations, and the business community to inform our understanding of this place. An experiential approach to learning about Grand Rapids offers students the opportunity to explore the city through visits to local businesses and organizations, recreational opportunities, and excursions to a variety of sites important to local culture. A special emphasis is placed on social justice and visual research techniques—the use of maps or images, for example, to collect, analyze, and explain society and culture—which will allow students to explore the city through the lens of sociology and also to see this place from different perspectives, particularly perspectives that are often marginalized at Calvin. This course will fulfill the CCE requirement. Fee: \$200. *J. Kuilema.* 2:00 p.m. to 5:00 p.m.

IDIS 150 36 DCM: The Big Bang Theory. This course will be a scientific and historical account of the progression of humanity's understanding of the physical universe, from ancient history to the present. Important discoveries will be highlighted along the way, with fundamental scientific concepts introduced as needed in order to provide a clear picture explaining the popularity of the big bang theory. In addition, students will explore the varying Christian perspectives on the big bang theory, seeking to understand some of the conflicting interpretive frameworks that can lead to disagreement over the theory's plausibility and theological legitimacy. This is not a survey introduction to astronomy but will cover topics pertinent to understanding the big bang theory as a scientific model. It is designed to be accessible to anyone with a high school level education in science and a firm grasp of algebra. *J. Smolinski.* 2:00 p.m. to 5:00 p.m.

IDIS 150 37 DCM: Life in Winter. How do animals survive the harshness of winter? What are the effects of winter on human beings? How can we thrive in winter's challenges and capitalize on its unique opportunities? We will examine winter's effects from physical and biological perspectives, and investigate how various animals innovatively adapt for winter survival. From snow tunneling rodents to hibernating grizzly bears, and from torpid turtles to insects with antifreeze, each innovation is a unique and fascinating story. We will also look at the effects of winter on human societies, and personal health and mood. We seek to become more aware of how our physical environment influences us, and to ask, "How can we make the most of winter?" Learning activities will include hands-on experiments and outdoor adventures such as building a snow shelter and cross-country skiing, and a two-night stay at Waltman Lake. Science and non-science majors welcome. Fee: \$100. *R. DeJong, D. Proppe.* 2:00p.m. to 5:00p.m.

IDIS 150 38 DCM: Prison Education and Outreach. What programs exist to help prisoners grow intellectually, emotionally, and spiritually? What difference can these programs make for individuals and institutions? And how can we get involved? In this course, we'll learn about prison programs around the United States and in the Grand Rapids area. We'll hear stories from inmates, wardens, teachers, pastors, and volunteers. Through their stories, we'll develop a better understanding of important social issues such as the school-to-prison pipeline, trends in mass incarceration, and the challenges of re-entry. If you've ever read the scriptural calls to visit prisoners and wondered, "What would that look like?" or "How could I do that?," this course is an excellent starting point. *K. Benedict.* 8:30a.m. to noon.

IDIS 150 39 DCM Hispanic Immigration to the U.S. In our politically charged atmosphere of pre-primary pronouncements and debates, we frequently hear wildly divergent views on immigrants and their value to the U.S., especially the numerous immigrants, both documented and undocumented, from Spanish-speaking Latin America. These debates are not new, since controversy over new immigration has been present since before the founding of the nation. How can we make sense of the mass movements of peoples from one area to another? Can we provide a theologically sound and thoughtful response through a Christian lens to some of the most recent migrations, using the framework of creation-fall-redemption-vocation? How does meeting and getting to know specific immigrants in Grand Rapids' local Latino community inform our response? This course includes discussions, movies, guest speakers, local field trips, and a final project. Some Spanish is helpful, but not required. Fee: \$30. *M. Bierling.* 8:30 a.m. to noon.

Spring 2016 DCM

DCM: Exploring France Through French Film. This course explores French culture by tracing the development of French Cinema from the silent era to the present. Films chosen for the course cover a variety of genres (comedy, drama, documentary, thriller) and include classic films by directors such as Jean Renoir, Agnès Varda, and Jean-Luc Godard, as well as recent productions that earned popular and critical acclaim. The main goal of the course is to study how French Cinema has presented French society over the past 120 years. In considering the ties between French and American cinema, the course also studies how French and American directors differ in their use of film narrative to present social issues and human relations. Knowledge of French is an asset but not required as all films have subtitles. *O. Selles.* **Tuesdays:** 6:00 pm-10:00 p.m. Includes 2-hour film lab

Dutch

IDIS 150 12 DCM: The Tensions of Tolerance. H. De Vries. 8:30 a.m. to noon.

Economics

CANCELLED ECON W41 The Social Teaching of the Christian Church. This course considers how Christians have viewed, lived in, and shaped the broad social order around them. It takes a long view: We will study the social teaching of the infant church, the Patristic and early Middle Eastern monastic movements, Eastern Orthodoxy, the experience of the European Christian Empire, the Protestant Reformers, Methodism on both sides of the Atlantic, the Social Gospel movement, African American and American Indian social teaching and practice, Kuyper's social theology, and contemporary Roman Catholic social teaching. Readings, local field trips, journaling, group presentations, and a term research project. This course may fulfill an elective in the economics major. *K. Schaefer. 8:30 a.m. to noon.*

IDIS W26 South Korea: Business & Culture. Course dates: January 6 - 26. Fee: \$3,900. *R. Brouwer, C. Jen, E. Van Der Heide. Off Campus.*

IDIS 150 08 DCM: Learning from the Stranger. Fee: \$50. *B. Haney. 2:00 p.m. to 5:00 p.m.*

IDIS 150 31 DCM: Know why you believe. *K. Schaefer. 8:30 a.m. to noon.*

Education

CANCELLED EDUC W10 Zambia: Education within the Culture (MAY). This course explores enactment of culturally relevant pedagogy in various schools in the Lusaka area of Zambia. Participants will teacher aid and conduct teacher research within two different schools over a two week timeframe. A few days will be used to explore some of the beautiful cultural sites of Zambia and the surrounding region such as Victoria Falls, and experience a Botswana game drive. In particular, learning about culturally relevant pedagogy will occur through examination of country culture via engagement with society, religion, and politics. The combination of group school visits, classroom aiding experiences, interactions with Zambian school leaders, and local guest speakers will help students to develop their analytical tools of describing pedagogy of those living in a culture very different from that found in the United States. By examining another culture's educational structures and practices, it is a goal of the course to develop new ways of seeing American schooling and International schooling that is increasingly multicultural. Although the focus of this course is on education, students in other majors will be placed in settings appropriate to their professional interests and will also benefit from international development trends. This course will fulfill the CCE requirement. Course dates: May 22 – June 12. Fee: \$4250. *M. Terpstra, N. Westbrook.* Off campus.

EDUC W80 Teaching & Learning with Technology. This course seeks to move students beyond the technology skills used in a classroom, to employing frameworks that examine issues regarding implementation, administration and evaluation of academic technologies. Students will explore face-to-face and online educational environments, theoretical frameworks, and a variety of software applications in order to develop knowledge and skill in managing the content and tasks of the teaching profession as well as making instructional decisions regarding digital technology use for student learning and formation. After two weeks of analyzing frameworks and becoming familiar with technologies ranging from educational games to course management software, students will spend three days in an educational environment putting into practice the knowledge and skills they have developed. This course may fulfill an elective in the computer science minor. Prerequisites: IDIS 110 and EDUC 102. *K. Sevensma, M. Terpstra.* 8:30 a.m. to noon.

IDIS W25 The Beatles & the Sixties: Music & More. *R. Keeley.* 8:30 a.m. to noon.

IDIS W27 Children, Teachers & Strangers. *J. Kuyvenhoven.* 8:30 a.m. to noon.

IDIS W61 Neuroscience & Education. *C. Joldersma.* 2:00 p.m. to 5:00 p.m.

IDIS W81 Urban Education: Poverty & Schooling. Course dates: January 6-26. Fee: \$1150. *P. Stegink.* Off campus.

ART W60 Truth & Reconciliation: The Artist Response II. Course Dates: January 5 – 26. Fee: \$2,000.00 – 2,500.00 (depending on specific stipends deducted). *D. Buursma & J. Van Reeuwyk.* Off campus.

IDIS 150 09 DCM: Equity & Justice in Urban Education. J. Walcott. 8:30 a.m. to noon.

CANCELLED ~~IDIS 150 10 DCM: High School in the Movies. A. Boerema. 8:30 a.m. to noon.~~

English

ENGL W10 Power and the Female Body. When Beyoncé's performance at the MTV Video Music Awards on Aug 25, 2014 came to a crescendo, her message was hard to miss. Behind her the word "FEMINIST" stood emblazed in stark white letters on a black background, with Queen Bey herself on the stage, the shape of her body dramatically silhouetted. Lady Gaga's video for "Bad Romance" won a record-breaking seven Video Music Awards in 2010, a video that Gaga explains is about "how the entertainment industry can, in a metaphorical way, simulate human trafficking—products being sold, the woman perceived as a commodity." Yet both Gaga and Beyoncé are criticized for continuing to perform and dress in ways that undercut their claims to be feminist. Are such critiques true or are Lady Gaga and Beyoncé strong women unafraid to express their sexuality? Are their performances expressions of their strength and power as women or simply self-objectification? In what ways are Lady Gaga and Beyoncé doing something different from conventional sexualized performances that depict women as objects of pleasure for men and how would we even know if they were? In this class we will explore the ways in which systems of power are attached to female bodies. We will do this through the analysis of scholarly texts, music videos, and blog posts. Note: In this class we will be looking frankly at materials and performances that students might find challenging. *J. Williams.* 8:30 a.m. to noon.

ENGL W40 New England Saints. In the mid-nineteenth century, a group of New England writers created a body of literature dealing with significant religious, philosophical, and artistic questions that challenged conventional understandings of the world. This course deals with these authors and their questions, grappling with the way their writing and their lives challenge contemporary Christians. It studies Hawthorne and his reaction to the Puritan tradition, the transcendentalists and their uneasy union of philosophy and literature and spirit and practical life, and the Romantics and their departure from Emerson. After reading Emerson, Thoreau, Dickinson, Alcott, Longfellow, Whittier, Hawthorne, and Bradford, the group travels to a living history experience in Plimoth Plantation, Massachusetts, to enter the period, and then to Concord, for on-site discovery, examination, and discussion with local academics and historians. The class remains in New England for the entire interim, visiting Salem, Cape Cod and Plymouth, Lowell, Boston, Amherst, and Springfield. The objective in each case is to unite the students reading, their experience on site, and their own wrestling with what it means to be a Christian writer, artist, and thinker. This course may fulfill an elective in the various English programs. Course dates: January 6-26. Fee: \$2,475. *D. Hettinga, G. Schmidt.* Off campus.

ENGL W41 Human Creativity & the Literary Arts. This course is designed for, but not limited to, writers interested in exploring the creative process as well as looking for inspiration for their art. Throughout the course, students investigate answers to a variety of questions: What is the source of human creativity and how do writers tap into it? What can be learned from pioneers in and outside the literary arts—their methods, their studios, their habits of thought? What does creativity have to do with godliness? The primary text for the course is Peter Turchi's *Maps of the Imagination: The Writer as Cartographer*, but students watch and discuss documentaries of various artists reflecting on their art—architects such as Frank Gehry, musicians such as Les Paul, photographers such as Annie Liebovitz, and others. The course approaches creativity in a multi-sensory, multimedia way. Class periods not only provide

opportunities for the mind to roam in conversation but also hands-on exercises, mini-field trips, and invitations to play. Throughout the course, students reflect, dabble, scheme, and dream in a sketchbook—blank pages for their observations, questions, and creative responses, including the rough beginnings of stories, poems, or compositions. The ultimate goal, then, is that the course will serve as a hothouse for student creativity. This course may fulfill an elective in the writing minor. With consultation of the student's faculty advisor, the student may choose to substitute this interim for a class that fulfills a line in the writing major. *L. Klatt.* 8:30 a.m. to noon.

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

IDIS W17 Inside the January Series. *K. Saupe.* 8:30 a.m. to 11:30 a.m. and 12:15 p.m. to 1:30 p.m.

IDIS W24 Preparing for the Semester in Britain. *D. Ward.* 2:00 p.m. to 5:00 p.m.

CANCELLED IDIS 150 11 DCM: Reading Creation Care. *S. Feltch.* 2:00 p.m. to 5:00 p.m.

IDIS 150 28 DCM: Dramatic Families. *D. Urban.* 8:30 a.m. to noon.

IDIS 150 38 DCM: Prison Education and Outreach. *K. Benedict.* 8:30a.m. to noon.

Engineering

ENGR W80 Stormwater Management. Civil and Environmental Engineers today are frequently faced with the problem of managing the impacts of stormwater within both urban and rural environment. Management involves addressing issues of both stormwater quantity and quality. The first objective of this course is to introduce the basic principles, computational methods, and treatment approaches used to manage stormwater quantity and quality. The second objective is to introduce the students to issues of professional practice through design projects and assignments. The assignments will address problems of both urban and rural stormwater management and treatment. Guest speakers and case study reviews are also used to emphasize basic principles and management techniques. This course fulfills the Engineering Special Topics requirement. Prerequisite: Engineering 320 and 306 or permission of instructor. *R. Hoeksema.* 8:30 a.m. to noon.

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

ENGR W82 Advanced Chemical Engineering Special Topics. This course addresses essential advanced topics for design. Topics build on the foundational concepts from several earlier chemical engineering courses. The course includes advanced topics from separations, heat transfer, and non-elementary kinetics. An introduction to mathematical modeling for advanced transport is considered. In addition, fundamental concepts of environmental, health, and safety issues, as well as corrosion and materials of construction for design are presented. This course fulfills the Engineering special topics requirement. Prerequisites: Engineering 330, 331, 335, and senior standing. *J. & J. VanAntwerp.* 8:30 to noon.

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

IDIS W26 South Korea: Business & Culture. Course dates: January 6 - 26. Fee: \$3,900. *R. Brouwer, C. Jen, E. Van Der Heide. Off Campus.*

IDIS W40 Engaging Development in Cambodia. Course dates: January 6-26. Fee: \$3800. *L. De Rooy, D. Dornbos Jr, P. Dykstra-Pruim. Off campus.*

IDIS W42 In Search of Clean Water in Ethiopia. Course dates: January 6-26. Fee: \$3761. *J. Bascom, D. Wunder. Off campus.*

IDIS 103 Oral Rhetoric for Engineers. *M. Steelman-Okenga.* 8:30 a.m. to noon or 2:00 p.m. to 5:00 p.m.

French

FREN W80 Interim to Cap Haitien, Haiti. Calvin students spend three weeks exploring the region around Cap Haitien and working with and teaching French to the student orphans of the EBAC Christian Academy and orphanage in Morne Rouge. EBAC houses approximately 120 children from pre-school through high school. Course work at EBAC is currently conducted in English using American home-schooling methods. However, since French is a co-official language of Haiti (along with Haitian Creole), these students must have a mastery of French in order to progress in their studies at a Haitian university or to find gainful employment beyond their immediate neighborhood. The two missionaries who run EBAC would like to strengthen the French instruction with the help of Calvin students. Calvin students are also exposed to Haitian Creole and gain basic language skills in Haitian Creole during their time in Haiti. Calvin students are housed at the Joshua House Missionary Lodge in Cap Haitien. Depending on weather, excursions are planned to the Citadel (a world heritage site) and other regional points of interest. This course may fulfill an elective in the French major and minor as well as the African Diaspora minor. Prerequisites: French 202. Course dates: January 4-22. Fee: \$2985. *J. Vos-Camy.* Off campus.

FREN 132 Intermediate French. This is an accelerated course designed for students who have completed French 131, but also open to others with previous French experience. It seeks to develop student proficiency in listening, speaking, reading, and writing through a variety of activities, and to serve as a bridge to French 202. *V. De Vries.* 8:30 a.m. to noon.

IDIS W13 Camino de Santiago Pilgrimage (MAY). Course dates: May 23 – June 15. Fee: \$2975. *O. Selles, C. Slagter.* Off campus.

Geology, Geography & Environmental Studies

GEOG W40 The Geography of Terrorism. This course introduces students to terrorism from a geographic perspective. The course is formatted to provide both foundational theory and practical skills as a lecture and lab. Lectures and readings will include a variety of topics on terrorism, including investigation of definitions of terrorism, various historical and modern forms of terrorism, critical theory, issues of Christian faith in relation to terrorism, Homeland Security, and the state-of-the art of terrorism research from a geographic perspective. Laboratory work will be conducted using Geographic Information System (GIS) technology. Lab work will explore the spatial analysis and mapping of multiple forms of terrorism, vulnerability and threat analysis, border issues, privacy, international relations, and weapons of mass destruction. This course may fulfill an elective in the Geography major or minor. *J. Van Horn.* 8:30 a.m. to noon.

GEOL 153 Big Sky Geology: Montana (MAY) (4 semester hours). This course in geology is based in southwest Montana. Southwest Montana offers superb field exposures and is within driving distance of outstanding geological localities including Yellowstone National Park and Craters of the Moon National Monument. 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 Earth, including rocks and minerals, landforms and surficial processes, geological hazards, and natural resources. Field activities are an important part of each day and the field experience will complement morning lecture and lab activities. As a graded course, exams will cover lecture and text, and students will be required to complete lab assignments, construct a written field log, and choose a special field project. Not open to students who have completed Geology/Geography 120, Geology 151 or Geology 112. NOTE: This 2-week Interim in May course begins immediately after spring commencement, and includes 4 on-campus, Thursday evening sessions (6-8pm) in April. Course dates: May 23 - June 6. Fee \$1300. *K. Bergwerff.* Off campus.

IDIS W42 In Search of Clean Water in Ethiopia. Course dates: January 6-26. Fee: \$3761. *J. Bascom, D. Wunder.* Off campus.

IDIS 150 32 DCM: Environment, Faith, and Ethics. Fee: \$60. *J. Skillen.* 8:30 a.m. to noon.

Germanic & Asian Languages

GERM W80 German Interim Abroad. Participants engage with and improve their knowledge of the German language and culture on this study experience, which includes stays in northern Germany, Berlin, locations in former East Germany, and in southern former West Germany. Activities include four home stays, lectures, discussions, interviews, tours, and attendance at cultural and social events. Course participants choose where they will travel independently during the last five days. Course goals include active participation in course activities, growth in intercultural sensitivity, gains in mastery of the language, and increased understanding of various religious, political, and broadly cultural phenomena of Germany. This course satisfies departmental concentration. This course will fulfill the CCE requirement. Prerequisite: German 301 and permission of the instructor. Course dates: December 28 – January 28. Fee: \$2985 and up to \$650 for personal and final-week costs. *M. Buteyn.* Off campus.

GERM 122 Intermediate German. This course is the next step in two different sequences involving two to three semesters and the interim. The first sequence begins with 101 and 102 followed by 122 and then 202 in the spring. This sequence is intended for students with no prior knowledge of German. The second sequence begins with 121 and is followed by 122 and then 202 in the spring semester. This sequence serves students interested in an accelerated core track, or those who have completed some high school German but, on the basis of a placement test, are not prepared for 201. The course includes a strong emphasis on oral interaction and intercultural learning. Prerequisite: GERM 102 or 121. *D. TenHuisen.* 8:30 a.m. to noon and 2:00 p.m. to 3:00 p.m.

IDIS W40 Engaging Development in Cambodia. Course dates: January 6-26. Fee: \$3800. *L. De Rooy, D. Dornbos Jr, P. Dykstra-Pruim.* Off campus.

IDIS W82 Exploring Modern & Historical Japan (MAY). Course dates: May 23- June 11. Fee: \$4250. *K. Schau.* Off-campus.

IDIS 150 12 DCM: The Tensions of Tolerance. *H. De Vries.* 8:30 a.m. to noon.

Greek

History

CANCELED HIST 294 Methods of Research and Writing in History. An introduction to historical sources, bibliography, and research techniques, giving particular attention to the different genres of history writing, the mechanics of professional notation, and critical use of print and electronic research data bases. Intended as preparation for 300 level courses. *Staff.* 8:30 a.m. to noon.

IDIS W16 The Devil in Western Culture. *B. Berglund, H. Luttikhuizen.* 8:30 a.m. to noon.

IDIS W45 Western Films & American Culture. *W. Katerberg, C. Plantinga.* 2:00 p.m. to 5:00 p.m.

~~CANCELLED IDIS W47 Film Noir & American Culture.~~ *J. Bratt, W. Romanowski.* 2:00 p.m. to 5:00 p.m.

IDIS 240 Introduction to Archaeology. *B. de Vries.* 8:30 a.m. to noon.

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

IDIS 150 13 DCM: Cooking & Eating in American History. *K. Du Mez.* 2:00 p.m. to 5:00 p.m.

Interdisciplinary (IDIS)

IDIS W10 L'Abri Switzerland. L'Abri Fellowship is a Christian study center situated in the French-speaking portion of the Swiss Alps. Founded in the 1950s by the Presbyterian missionary couple, Francis and Edith Schaeffer, it has become known as a place where people with questions about the Christian faith can go for instruction and counsel. Instruction is based on the tutorial system; English is the language of instruction. Typically, students spend half the day in study, the other half working in the community. Up to ten Calvin students may spend the month of January at L'Abri in independent study for interim course credit. Students determine the course of their studies with their tutors on site. This course is a CCE optional course. Course dates: January 6-26. Fee: \$2490. *L. Hardy*. Off campus.

IDIS W11 Adoption & Foster Care for Chinese Children (MAY). Through readings, guest lecturers, classroom discussions, and experiential learning, students examine the social, medical and educational issues of Chinese children with significant special needs. Students travel from Beijing to Zhengzhou in the Henan Province of China and learn through active volunteering/observation in foster care homes and a Child Welfare Institute. From Zhengzhou they travel to Hong Kong to compare and contrast issues of adoption in different locales. Students gain an initial understanding of Chinese culture and learn about health and educational services for orphaned children with special needs. Students are personally challenged by issues of faith and compassion as they observe in different programs. This course is a CCE optional course. Course dates: Fee: \$4986. *J. Vander Woude*. Off campus.

CANCELLED IDIS W12 New Orleans: Space, Place and Race. New Orleans conjures up a diverse set of associations: the beautiful architecture of the French Quarter, Creole cuisine, Jazz, manmade and natural disasters of Hurricane Katrina and the BP Oil Spill, and Mardi Gras to name a few. Using the text, "Unfathomable City: A New Orleans Atlas," by Rebecca Solnit and Rebecca Snedeker, this interim will investigate the vibrant city of New Orleans through the reinvention of the traditional atlas. The culture of this complex city will be explored through interwoven themes of geography, music, food, ecology, ethnicity, history, art, religion, commerce, and celebration. Cross Cultural Engagement will be integral to this interim as the culture of New Orleans is born from its diverse ethnic heritage beginning with the Houma tribe of Native Americans. After the French colony sold New Orleans to the United States in 1803, the city grew rapidly with influxes of Americans, French, Creoles, and Africans. Despite its role in the slave trade, New Orleans had the largest and most prosperous community of free persons of color in the nation, who were often educated and middle class property owners. Later immigrants were Irish, German, and Italians, and most recently Arab, forming a city noted for its cross cultural and multilingual heritage. The text, "The Heart of Racial Justice: How Soul Change Leads to Social Change" by Brenda Salter McNeil and Rick Richardson will inform this interim's engagement with New Orleans and provide context for student reflection. Students will spend fourteen days in New Orleans, exploring the city and meeting with various residents who study and shape the culture of the city in a variety of ways. This course will fulfill the CCE requirement. Course dates: January 6-26. Fee: \$2998. *J. Steensma Hoag*. Off campus.

IDIS W13 Camino de Santiago Pilgrimage (MAY). Students experience the ancient Christian practice of pilgrimage, walking 450 kms of the Camino de Santiago and staying in pilgrim

hostels. Firsthand experience is supplemented by reading accounts written by pilgrims throughout the ages. As they walk, students interview fellow pilgrims to discover their motivations, their insights and the highlights of their journeys. Students collect and annotate a selection of these interviews as a part of their final project. In addition, each student chooses a particular focus to share with the group throughout the walk such as art, architecture, Spanish history, iconography, traveler stories, folktales and legends, religious rituals, physical challenges. No knowledge of Spanish language required. Course dates: May 23 – June 15. Fee: \$2975. *O. Selles, C. Slagter.* Off campus.

IDIS W14 Exploring Honduras from Coast to Coast. This course provides students the opportunity to dig deep and see the many sides of Honduras. Students participate with dozens of Honduran cyclists in an 8-day trek from Honduras' Atlantic cost in the North to the Pacific coast in the South. In 8 cities along the way, students have the opportunity to learn about the issues of education in Honduras, meet its best students and hear what the Transform Honduras movement is doing to improve education around the country. Students also spend time immersed in Honduras' history in the Mayan city of Copan, experience snorkeling in its beautiful coral reefs, spend a week living with Honduran families in a small town outside the capital and hear from Honduran leaders in the nation's capital to learn about the tough issues this Honduras is facing and what is being done to bring about change. This course will fulfill the CCE requirement. Course dates: January 2-24. Fee: \$2870. *K. Ver Beek.* Off campus.

IDIS W15 All About Plants. Plants are absolutely essential for supporting healthy human lives. We benefit from the contributions plants make by providing food, drink, medicine, building materials, and a host of environmental services like improving air quality, capturing storm water, soaking up carbon, and supporting beneficial insects and birds. Across all cultures plants have also held significant symbolic and spiritual meaning. In this course we will explore many of these themes with an emphasis on participatory learning that will utilize the campus greenhouses, herbarium, and field trips to nearby off campus sites. This activity-rich course is open to all students but may be especially valuable to education majors as many of our class activities will be amenable for use in elementary, middle school or high school settings. Students who take this class will learn how to better care for house plants, learn the names of important local trees and shrubs, gain experience in greenhouse care, learn how to grow organic garden plants and in general develop a deeper appreciation for this amazing part of God's good creation. *D. Warners.* 2:00 p.m. to 5:00 p.m.

IDIS W16 The Devil in Western Culture. Satan. Lucifer. Beelzebub. The Prince of Darkness. The Devil. There are many names to describe the Evil One, the supernatural enemy of God, and there have been many characterizations of the Devil in Western culture. Students in the course will examine some of these different depictions of the Evil One, from medieval religious art and the early modern stories of Faust to 19th-century opera and contemporary film. We will discuss the development of Christian thought regarding the Devil and the ways in which conceptions of the Devil have changed in post-Enlightenment Europe and North America, paying special attention to what images of the Devil and the struggle among the Devil, humans, and the forces of Good have come to represent in the modern world. *B. Berglund, H. Luttkhuizen.* 8:30 a.m. to noon.

IDIS W17 Inside the January Series. The Award-winning January Series brings world-class authorities in their fields to Calvin to speak on a range of topics. Participants in this course encounter a diversity of issues and perspectives by attending the January Series programs. Students enjoy additional opportunities to interact with the speakers during our morning class sessions. In response to the values and ideas they encounter with each speaker, students are challenged to clarify and articulate their own worldviews and to find ways to put their values into action. Course requirements include attendance at all January Series events, a short reflection paper on each presentation, an oral presentation on one of the presenters or topics, and a research paper on one of the Series speakers or topics.. *K. Saupe.* 8:30 a.m. to 11:30 a.m. and 12:15 p.m. to 1:30 p.m.

IDIS W18 Exploring German-style games. Traditional board games have been played by children (Chutes and Ladders), intellectuals (Trivial Pursuit), and at social gatherings (Taboo!) for many years. An emerging genre of games, frequently called German-style board games, has gained popularity in the United States in the past decade. These strategic games range in complexity from basic resource games, such as Settlers of Catan and Seven Wonders, to more complex games like Race for the Galaxy. These games enhance strategic development, critical thinking, spatial learning, creativity, risk assessment, conflict management, and collaboration, as well as the social skills associated with communal game play. Students in this course will learn how to play several different types of German-style games and analyze the underlying concepts essential for game play. Students will write frequent reflections and several game reviews, in which they will evaluate and critique different aspects of the gaming experience. The course will culminate with students applying their knowledge towards designing a new game or expansion of an existing game. Students will be required to purchase or provide a copy of a game from a specified list in lieu of any books. *J. Moes.* 8:30 a.m. to noon.

IDIS W19 Entrepreneurship in the Arts. Many students in the creative arts hope their craft will become more than a hobby after graduation. Often, however, these students struggle to see how they might use their artistic skills in concrete ways to sustain a fulfilling career. This course provides participants with tools to help them apply entrepreneurial models to their interests in the creative arts. Students with an interest in visual arts, architecture, poetry and creative writing, music, dance, theater, film, digital media production, and design explore their own passions and how they can be translated to successful careers. Throughout the course students engage with local creative arts institutions and talk with individuals who have successfully followed their calling into the arts. Topics that are covered include: steps to finding employment in the arts, funding sources for the arts, the legal organization of arts institutions, models for exploring business opportunities and organizations, a brief introduction to budgets and taxes, how to discern vocation in the arts, what it takes to be an entrepreneur in the arts, and the economic impact of the arts on society. The course involves field trips to local arts organizations. Through course activities and discussions, students formulate and articulate an understanding of how their unique skill set can be used to further God's kingdom, both as a sustainable personal vocation and a contribution to the common good. *J. Risner, S. Smartt.* 8:30 a.m. to noon.

IDIS W20 I Long, Therefore, I Am. Probably by this point in your life you have experienced a sense of yearning or longing or unquenchable desire or ache or existential restlessness. You might yearn for a time, a place, a person, and an experience, who knows what. Maybe you've

never identified it as yearning or longing. Maybe you've never dwelt upon it or with it. Or maybe you feel like you spend too much time dwelling on it. Whatever your situation, it is this fundamental aspect of human existence the Germans call *sehnsucht* that this interim course is all about. We will explore it through both film and literature. *K. Corcoran.* 8:30 a.m. to noon.

IDIS W21 Conceptions of Nature. An examination of how nature is conceptualized by various thinkers, how their different pictures of the natural world shape responses to environmental issues, and the way that nature functions in Christian reflections on humans and their place in the world. The various readings in the course (Thoreau, contemporary environmental writers, Wirzba) will be supplemented with an extensive experiential component, including a week at Waltman Lake Lodge, with students encouraged to take an electronic 'Sabbath' for a week and spend extensive time out of doors. If the weather permits, the class will also include a three day winter backpacking trip to experience the challenges of living without some of the basic provisions of modern life during the winter months. This trip will either be held on the Manistee River Trail or will be held at Wilderness State Park in one of the hike-in cabins; in the latter case students will either ski or snowshoe into the cabin with their supplies in backpacks. Basic equipment for the trip (tents, sleeping bags, stoves) will be provided. Students will be responsible for any specialized clothing (boots, snow pants) needed for the trip, and need to be capable of a reasonable level of physical exertion. Fee: \$275. *R. Groenhout.* 2:00 p.m. to 5:00 p.m.

IDIS W22 Personal Finance. All of us have been forced to make decisions that impact our future economic well-being. What is the best type of loan to finance college? Can I afford to study abroad next semester? How will I pay for a car to get to my job? Personal finance is a specialized area of study focusing on individual and household financial decisions: How much should I save? How much should I spend? How much should I give? Do I need life and health insurance when I get out of college--what type would be best for me? How much do I need to save for retirement and when should I start? How do I decide what to invest in? Financial planning is a process of setting financial goals and organizing assets and making decisions to achieve these goals, in an environment of risk. This class will consider financial goals for Christians and will provide information and techniques to help students be good caretakers of what God entrusts to them. Topics covered will include: financial planning tools, goal setting and budgeting, tax planning, cash management, consumption and credit strategies, charitable giving, automobile and housing decisions, insurance needs, concepts of investing, and retirement planning. Class sessions will include lectures, presentations by finance professionals, video, and group discussion. *D. Pruis.* 8:30 a.m. to noon.

IDIS W23 Spiritual Strength Training. Do you want to build your spiritual strength and be strong in the Lord? Do you want to deepen your relationship with God through the power of the Holy Spirit? This course is designed for students who desire to have a dynamic, intimate relationship with Jesus, and who long to cooperate with the Holy Spirit in all aspects of life. The third person of the Trinity is often the least known, yet it is He who makes Jesus Christ known to us. Special emphasis is placed on teaching students about the Holy Spirit to understand how one may be transformed and empowered to live as Christ leads, rather than charting one's own course and asking God to bless it. Course topics include: historical overview of the church's understanding of the Holy Spirit; overview of Spirit-led waves of revival beginning in the 18th,

through the 21st century; theological and historical reasons why many traditions have resisted emphasis on the Holy Spirit; what the Bible teaches about the divine personhood, and inward and outward works of the Holy Spirit; how to receive guidance from, cooperate with, and be empowered by the Holy Spirit; how to discern and develop one's gifts from the Holy Spirit; and what the Bible teaches about the healing ministry of Jesus as it relates to spiritual, emotional, relational and physical healing. Students are regularly provided with opportunities for the practical application of theological and theoretical topics via the incorporation of in-class exercises; opportunities to pray with classmates; opportunities to dialogue with, and receive personal prayer from spiritual mentors; and participation in a 2 day on-campus Dunamis Project conference (1/21/16-1/23/16), sponsored by Presbyterian Reformed Ministries International. *J. Kraak, N. Van Noord.* 2:00 p.m. to 5:00 p.m.

IDIS W24 Preparing for the Semester in Britain. This course is designed exclusively for students who will enroll in the 2016 Semester in Britain program. Because the 2016 Interim term ends after the Semester in Britain Program begins in England, we have planned this special Interim course. The aims of the course will be to introduce historical and cultural context that will prepare students for studying at York St. John University and living in Yorkshire, England. We will do that by (1) reading and discussing general English history, (2) focusing on particular interpretations of major periods and events in English history, (3) making connections between English history and the evolution of English culture, and (4) preparing for specific excursions planned by the director of the Semester in Britain program. Students will also, in small groups, conduct research to prepare them to lead excursions. *D. Ward.* 2:00 p.m. to 5:00 p.m.

IDIS W25 The Beatles & the Sixties: Music & More. In this course the students get an overview of the career of perhaps the most important artists in 20th century popular music. They study the Beatles in both their musical and historical settings as well as other important music and culture of the era. The course includes an analysis of the Beatles recordings and films, videos, and concert recordings. Readings include recent books and articles that give context to their music and their careers. There is an emphasis on understanding the music in the context of the career path of the artist, other music of the time, and other things going on in the world that both influenced and were influenced by their art. Christian engagement with the music of the Beatles and the culture of the sixties is an important part of the discussions. *R. Keeley.* 8:30 a.m. to noon.

IDIS W26 South Korea: Business & Culture. South Korea is a rapidly growing economy and has a significant influence and impact on the global economy, church and society. It is important for Christians to understand God's intended role for business in society. Students learn about national and international business practices by touring 7 to 10 Korean and international companies and government agencies while interacting with Korean business persons. The course includes the history, culture and religions of Korea as well as current business and economic conditions, and the Christian church today. Students visit Handong University, Seoul National University and 1 other Korean university to interact with their students on topics of education, business, culture, faith integration, and international organizational relationships. Students attend several very large and smaller Korean churches and visit some local Buddhist temples. Travel throughout Korea includes major historical and cultural sites in a variety of cities such as Seoul, Gyeongju, Busan, Pohang, Ulsan and Incheon. There are also

visits to a variety of cultural sites including the demilitarized zone, important palaces, national parks, and folk villages. This course is a CCE optional course. Course dates: January 6 - 26. Fee: \$3,900. *R. Brouwer, C. Jen, E. Van Der Heide.* Off Campus.

IDIS W27 Children, Teachers & Strangers. The relationship between education and “international development” is commonly assumed. Large agencies as well as small churches work for children’s schooling in West African Countries. All partners believe that education will support the economic, social, political and physical wellness of nations caught in cycles of material poverty. In this course we learn about the use of education to create political stability and higher economic outcomes. In particular, we consider the role of literacy, the language of education; its promise for quality of life, and access to opportunity. We’ll examine the challenges to what “literacy” means in a village or city in a West African Country where English is used in elementary school classrooms. Throughout the course of study we’ll wonder about the role of the compassionate stranger: Agency workers, missionaries, volunteer teachers and so on. How can they support education that develops a nation and people, not familiar to themselves, with Christian integrity and genuine servitude? Reading, discussion, research, guest speakers and writing. Students likely to benefit most from this course are currently in Education, Literacy, and International Development. Other related areas: Political Science, Cross-Cultural Studies, Religious Service, and World Languages. *J. Kuyvenhoven.* 8:30 a.m. to noon.

IDIS W28 Disability Arts & Culture. By looking at the history, theory, and critical experiences of disability in the United States, students learn the historical development of Disability Art and Culture. Through exhibition reviews, film screenings, media analysis, and critical readings, students grapple with the creative and political intersection between cultural difference and artistic representation/vision. In addition, students meet and interact with many scholars and artists working in contemporary Disability Art. Students participate in daily art making activities, respond to reading questions, participate in course discussion sessions, present a final presentation, and keep a learning blog in order to contextualize contemporary art within Disability Culture. *C. Smit.* 8:30 a.m. to noon.

IDIS W40 Engaging Development in Cambodia. The goal of this class is to identify and understand the root causes of abject poverty in Cambodia, then to visit and participate with a wide variety of organizations supporting development activities there. Issues engaged include food production capacity, land use trends, availability of adequate and clean water, availability of education and primary health care. We will engage with a variety of non-governmental organizations involved in supporting the holistic transformation of communities; CRWRC village projects enabling people to produce greater quantities of healthful food, water filtration and pumping methods, orphanages, Kindergarten classes, hospitals, and several Christian churches. Students will have opportunity to contribute service-learning hours by working with these organizations. The class will start by engaging the historic and cultural underpinnings that created the current situation in Cambodia. A visit of the Angkor Wat temples will lay an ancient historical foundation of Cambodian culture, followed by the Killing Fields and Tuol Sleng prison to underscore the recent impact of the Khmer Rouge. Students will gain a clear understanding of what current living conditions are in Cambodia for an average Cambodian citizen in urban and rural environments, what the impediments to change are, what can and is being done to make a positive and sustainable change, how to be agents of redemption in a deeply troubled

society. This class is a cooperative learning adventure with Calvin College and Handong Global University (South Korea). This course may fulfill an elective in the International Development Studies major and minor. It also qualifies toward the requirements of the Engineering Department's International Designation program. This course will fulfill the CCE requirement. Course dates: January 6-26. Fee: \$3800. *L. De Rooy, D. Dornbos Jr, P. Dykstra-Pruim.* Off campus.

IDIS W41 Christianity in West Africa. This multidisciplinary interim class will be taught in partnership with Akrofi Christaller Institute located in Akropong, Ghana. The course will expose students to the richness of Ghanaian history, culture (ancient kingdoms, early independence, vibrant ethnic tapestry), and, in particular, religion. A majority of Ghanaians profess to be Christians, but Christianity is expressed differently depending on whether it is mainline, charismatic or traditional. Additionally, Ghana remains one of the poorest countries in Africa. How have faith-based organizations responded to the reality of poverty amidst vibrant faith traditions? During this interim, students will travel to the Cape Coast, Kumasi and Tamale in order to experience first-hand Ghanaian history, culture, and faith-based experiences. Note: this interim course will constitute the first course of the 2016 Ghana Semester Program. This course may fulfill an elective in the International Development studies major. Course dates: January 6-26. Fee: \$4450. *T. Kuperus, S. Sandberg.* Off campus.

IDIS W42 In Search of Clean Water in Ethiopia. This course travels to Ethiopia. Water is our primary focus. We explore its complexities in the context of an increased population, climate change, land degradation, economic development, cultural change (including that by the Christian church) and the efforts of non-governmental agencies. The main portion of the course occurs in South Gondar. The overland trip crosses a variety of geographical and cultural terrains. Students make an assessment of technical efforts to secure water – boreholes, traditional wells, pan dams, rehabilitated dams, and capped springs – as well as consider future alternatives. Students conduct a social survey so as to understand the cultural, economic, health and spiritual issues associated with water and land use as well as the perception and reception to water projects. In the capital city of Addis Ababa, students celebrate Ethiopian Christmas with host families. Students have first-hand exposure to Ethiopian culture, including a home stay in a rural community. The trip includes the 2nd largest waterfall in Africa, the historical attraction of Lalibella to witness the celebration of Timket (the 2nd most important celebration of the year in Ethiopia) and climbs to cave churches in Gerhalta. Students are personally challenged as the complex realities of Ethiopia are explored. Briefings occur at the US Embassy and a variety of water projects. This course may fulfill an elective in the Engineering and Geography majors as well as for majors and minors in International Development Studies. Course dates: January 6-26. Fee: \$3761. *J. Bascom, D. Wunder.* Off campus.

IDIS W44 Disney, Culture, & Progress. Walt Disney World projects a vision of global progress in cross-cultural engagement, scientific and technological innovation, environmental sustainability, and global citizenship. But this message of progress is often contested, and such a singular presentation raises a multitude of questions. Have we really progressed when there is so much violence, inequality, interethnic hostility and discrimination, environmental deterioration, and misuse of technology? How can we reconcile ideas of progress with the reality of a fallen world? Can we identify a global vision of progress, or are these ideas merely a veiled

presentation of the “American dream?” This course equips students to explore cross-cultural understandings of progress. Students will learn how culture can facilitate or impede progress, and learn how different cultures differently understand the concept of progress. A significant portion of the class will take place off-campus at Walt Disney World in Orlando, Florida, where students will explore representations of human progress in science, technology, cross-cultural engagement, environmental protection, and global citizenship. During this visit we will reflect on some key questions: What does it take to progress towards a more sustainable future? Are we called to be global citizens or rooted in our local communities? Is progress a Western, liberal concept, or can we understand progress within our own cultural communities? How does our understanding of progress impact the way we engage across cultures? Most importantly, are there particular visions of progress that Christians should or should not endorse? Students will consider these questions individually and collectively through group discussions, experiences with partners, reflective written responses, and a final class presentation. This course may fulfill an elective in the Political Science and International Relations major. This course will fulfill the CCE requirement. Course dates: January 6-26. Fee: \$2345. *R. McBride.* Off campus.

IDIS W45 Western Films & American Culture. The cowboy and gunfighter are iconic figures in American film and television and in American culture more generally. From countless ordinary men and women to presidents like Teddy Roosevelt and Ronald Reagan and celebrities who buy ranches, for more than a century Americans have styled themselves after these iconic Western figures. Foreign observers also identify the cowboy and gunfighter as representing something essential about the American character. Even today, the nation’s frontier West heritage often is used to explain its obsession with gun rights and its high levels of violence. In short, the Western film and its iconic elements are fascinating in their own right, but also powerfully representative of the nation’s mythology, identity, and political ideology. This course focuses on the major directors and films in the Western film, surveying the genre in its classic and contemporary forms, including iconic actors like John Wayne and Clint Eastwood and characteristic plot lines, settings, characters, and symbols. It does so in the context of the history of the West as a region and the nation as a whole, beginning in the late 1800s when Buffalo Bill Cody’s “Wild West” show played to millions of customers around the world each year. It focuses on the film era, at the beginning of the twentieth century, looking at how urbanization and the end of the frontier shaped the genre, and then how World War II, the Cold War, and the war in Vietnam reshaped it, concluding with “anti-Western” films like Eastwood’s *Unforgiven*, which tried to redefine the genre. The course examines the roles of women and men, the place of Indians and Mexicans, and themes of redemptive violence and vengeance. This course may fulfill an elective in the Film and Media and History majors. *W. Katerberg, C. Plantinga.* 8:30 a.m. to noon.

IDIS W46 The Art & Science of Legal Practice. This course offers students an opportunity to learn directly from both scholars and practitioners about the art and science of legal practice. Students will participate in lectures and discussions, using books, articles, and video clips to explore specific aspects of legal practice. Through this process, students will be introduced to legal concepts and terms as well as pertinent social science research and will develop basic skills in writing and analysis. Students will be required to be active participants in class discussion and complete several analytical writing assignments based on topics covered in the course. This

course may fulfill an elective in the Political Science major. *E. Jones, R. Vogelzang, J. Westra.* 2:00 p.m. to 5:00 p.m.

CANCELLED IDIS W47 Film Noir & American Culture. An interdisciplinary analysis of film noir, a “style” or “historical genre” of film that emerged during World War II and flourished in the postwar era. This course begins with an examination of representative films from the classic noir period (1941–1953), approaching them through close analytic and interpretive readings which we will discuss together in class. Exploration of the legacy of film noir affords opportunity to see how filmmakers have amended and adapted aspects of its style and subject matter in different periods in American history. Identified as “neo-noir,” films like Chinatown (1974), Body Heat (1981), and L.A. Confidential (1997) reflect historical and cultural changes in the American society and raise questions about remakes, nostalgia, and pastiche in the contemporary cinema. This course may fulfill an elective in the CAS Film Studies Major and with prior permission in the history major. *J. Bratt, W. Romanowski.* 2:00 p.m. to 5:00 p.m.

IDIS W60 Sustaining Hawaii. How do you feed a million people – not to mention plane loads of tourists – in an archipelago that is 2500 miles from everywhere else? This course explores how global and local forces have intersected in Hawaii over the past two centuries and how sustainability, preservation, and diversification have become today’s most pressing concerns. Our two-week stay in Hawaii includes trips to sustainable homesteads, farmers’ markets, cultural centers, historic sites, and nature preserves. Learning from Hawaiian films, publications, and leaders in Hawaii’s sustainability movement, students gain insights from ancient Hawaii’s ahupua’a (watershed) system that interconnected nature and societal structures. This system, along with the original Hawaiians’ values and language elements connected to the land, now informs the state’s current efforts to become more self-sufficient. Indeed, by exploring Hawaiian concepts like malama ‘aina (caring for the land), we gain invaluable insights into our own efforts to care for God’s creation. That is why many find this integral cross-cultural engagement (CCE) experience to be invaluable. This course will fulfill the CCE requirement. Prerequisites: Living World core course and Societal Structures in North America core. Course dates: January 6–26. Fee: \$3500. *D. Koetje.* Off campus.

IDIS W61 Neuroscience & Education. The course connects recent discoveries in neuroscience with topics and practices in education. Students will complete guided readings, view TED talks videos, undertake in-class literature research, and do short collaborative presentations. Content will include basic brain structure and function as well as selected applications of neuroscience to education. It will highlight interesting investigations about the brain, including consciousness, visual hallucinations, brain plasticity, brain mapping, and musical creativity. Students will explore educational neuroscience topics such as learning, memory, and intelligence as well as creativity, imagination, emotion, motivation, reading, and mathematics. Students will examine the claims of commercial products that apply brain research to education as well as learn about popular educational neuromyths. The course will explore the neurological basis for differences such as dyslexia, autism and ADHD. Throughout, students will develop critical perspectives on neuroscience and its applications to education. Not open to first-year students. *C. Joldersma.* 2:00 p.m. to 5:00 p.m.

IDIS W80 Eye Care in Mexico. Lack of access to corrective lenses is a major problem for people in areas that are medically underserved. In contrast, in the US thousands of glasses are discarded everyday as prescriptions change. Used glasses can, however, be put to good use when volunteer eye care professionals and assistants visit underserved areas to perform eye examinations and provide patients with glasses that most closely match their refractive error. The students in this course will spend 13 days in Tijuana, Mexico and vicinity with an ophthalmologist and an ocular physiologist, performing eye exams and dispensing glasses. The course will take place in the context of church development activities of Christian Reformed World Missions in Mexico. The goals of the course are to study ocular function and pathology, learn about medical missions and international development, participate in and critically evaluate a service-learning experience and provide glasses to an under-served population. The course will begin with three days of class on campus introducing ocular biology, training in vision screening techniques and orienting students to Mexican culture. Students will help to collect and prepare glasses for distribution and will read literature related to the course. The class will travel via San Diego, CA to Mexico. Clinics will be set up in churches where the students will interview patients, perform vision exams, serve as translators and dispense glasses under supervision of the ophthalmologist. On the final weekend students will visit the UC-San Diego medical school and participate in recreational and Calvin alumni activities in San Diego. The course is intended for pre-optometry, pre-medical, pre-physician assistant, pre-nursing, nursing and public health students. This course may fulfill an interim elective in the Nursing major. This course will fulfill the CCE requirement. Prerequisite: one course in biology. Courses in anatomy or physiology and Spanish are desirable, but not required. Course dates: January 6-25. Fee: \$1500. *L. Gerbens, J. Ubels.* Off campus.

IDIS W81 Urban Education: Poverty & Schooling. Participants in this course will develop an understanding of the challenges of urban education with a particular emphasis on the effects of poverty on learning. Several schools that serve students in the urban environment will be explored. Participants will visit private and public schools in Chicago and Milwaukee. Particular emphasis will be given to the Cross Trainers Academy (CTA), a Christian school in Milwaukee, Wisconsin whose origins are in providing schooling to students who are homeless and who live in the Milwaukee Rescue Mission. Participants will live in the Mission, will aide in classrooms of CTA, and will visit other schools involved in urban education. Participants will engage in a multiple experiences designed to explore aspects of educating students who live an urban schooling experience. Participants will learn from educators who coordinate programs for and who teach students in urban schools where a majority of students live at or below the poverty line. Participants will also read from authors who are engaged in this work, critiquing their ideas and investigate challenges associated with living in large urban settings, including urban migration, decay, and revitalization. Participants will also visit schools that educate students in an urban setting, comparing program strengths and challenges of schools located in Chicago, IL, and Milwaukee, WI, and aide in classrooms of the Cross Trainers Academy during stay in Milwaukee. This course may fulfill an elective in the Urban Studies minor. This course will fulfill the CCE requirement. Prerequisites: Education 102, SOC 151 or permission of the instructor. Course dates: January 6-26. Fee: \$1150. *P. Stegink.* Off campus.

IDIS W82 Exploring Modern & Historical Japan (MAY). This course aims to provide students with an opportunity to experience historical and modern aspects of Japan and to reflect

on differences and similarities between Japan's predominantly non-Christian society and their own predominantly Christian society. Activities include homestays in two locations (a relatively small historical city, Hikone, and a suburban area of the large industrial city of Nagoya), excursions to historical monuments and museums, and daily casual discussions. Students will visit churches and schools and have interactions with local Japanese people. Learning objectives are to nurture openness to different perspectives and faith traditions by reflecting students' own faith traditions and rituals, to have a better understanding of Japanese society and life, and to enhance awareness of language skill use through meaningful contacts with Japanese people, aided by the instructor. The participants will prepare their own specific topic during the 2016 spring semester, conduct small-scale field research by carrying out focused-observations and casual interviews, and keep journals during their three-week stay in Japan. After returning home, students will write a summary report on their own topic. This course may fulfill an elective for Japanese and Asian Studies programs. This course will fulfill the CCE requirement. Prerequisites: Japanese 102 and permission of the instructor. Course dates: May 23- June 11. Fee: \$4250. *K. Schau*. Off-campus.

IDIS W83 China: Culture, Medicine & Bioethics. The world's most populous country has a long, rich cultural tradition featuring unique views of life, persons, the human body, medicine, nature and the environment. As China has sought to modernize over the last half century, some of its traditions and practices have persisted, while others have become westernized. During this interim, students will spend 1 week studying Chinese Medicine including acupuncture, and another 2 weeks traveling in China to learn about Chinese society and culture as well as medical and environmental ethics. In Beijing, students will visit the Great Wall, the Forbidden City, Temple of Heaven, Tiananmen Square, Beijing Zoo, and dine with local residents. In Shanghai, students will visit the old city, the bund, the tallest buildings in Asia, and a traditional town on water. In the beautiful city of Zhangjiajie, students will visit the first national park of China including the Hallelujah mountains, villages of local minority groups, and cultural performances. This course may fulfill an elective in the Chinese and Asian Studies programs. This course will fulfill the CCE requirement. Prerequisite: one course in Living World or permission of the instructors. Course dates: January 6-25. Fee: \$4050. *H. Bouma, A. Shen*. Off campus.

IDIS W84 Fluorescence: Science and Uses. Fluorescence is a very important and practical phenomenon in science and every-day use. Fluorescent proteins have allowed the detection of gene expression in living organisms, and the discovery and application of green fluorescent protein was recognized with a 2008 Nobel Prize in chemistry. Both the 2014 Nobel Prizes in chemistry and physics have direct ties to fluorescent materials. Fluorescence has applications in chemistry, biology, geology, physics, medicine, engineering and technology. The primary course objective is to give you a better understanding of what fluorescence is and how it is used. The course also addresses these key questions: what kinds of substances are fluorescent, what color do they emit, how can they be used in practical applications, and how is fluorescence different from other forms of luminescence, like phosphorescence. Our primary mode of learning in the course will be hands-on activities investigating aspects of fluorescence, with some class discussion and visits to local research labs that use fluorescence. Participants will get experience using a variety of scientific instrumentation, and they will also complete a fluorescence project of their own choosing. Students in any science and engineering field are

encouraged to take this course. This may fulfill an elective in the Chemistry major or minor. Prerequisite: Chemistry 103, 105 or one college science major course or permission of instructor. *M. Muyskens.* 2:00 p.m. to 5:00 p.m.

IDIS W85 Biophysics. Biophysics is a growing discipline in which the tools of physics are used to elucidate biological systems and develop advanced medical technology. The course covers a broad spectrum of topics, including why ants can easily lift many times their own weight, how CAT and PET scans work, how bees fly, and why our lungs must be coated with surfactant (biological soap). Medical biophysics is emphasized, both in using physics to understand the human body and in explaining how medical devices work. An additional feature of the course is that no calculators are used. All results are achieved by estimation, with a focus on learning the art of approximation. The class is highly participatory and the hope is that students will make the application of physical reasoning to biophysical systems their own, so that they can draw on this skill in the future. In addition to the above items, there is also a section devoted to the construction of simple biophysical simulations using the open source software package Sage. Note that no previous experience with simulations or Sage is needed. This course may fulfill an elective in the Biology major. Prerequisites: a semester of algebra based college physics or a year of algebra based high school physics. *P. Harper.* 2:00 p.m. to 5:00 p.m.

IDIS W86 Big Decisions, Big Data. She is wearing a blue dress, flat shoes, and sunglasses; and she is chewing gum. Will she buy jewelry or go to the sporting goods department? How does Twitter and Facebook get new hopefuls elected? Marketing dollars are heavily invested in attracting new students to Calvin College. So, where are those dollars the most effective? Some decisions are immediate and some decisions are long term. Should the decision be made on gut feel, or should peta bytes of data be analyzed first? Leaders in business, education, politics, and other professions now have a wealth of data to support decision making. Much of the data is now collected, analyzed and available in real time. This course introduces students to the art of decision making and how to leverage technologies to support decision making. Specific topics include how to avoid decision making pit falls, the basic concepts and use of data mining tools and the use of decision making tools (e.g. influence diagrams). Students from business, liberal arts, science and computing programs will collaborate to work through scenarios of policy and planning decisions. This course may fulfill an elective in the information systems major or minor. Prerequisites: IS141 or IS171 or CS108 or CS106 or CS104 and MATH 143. *P. Bailey.* 2:00 p.m. to 5:00 p.m.

IDIS 103 Oral Rhetoric for Engineers. As engineers, it is vitally important to be able to communicate thoughts and ideas effectively while using a variety of tools and mediums. This course is designed to aid those goals by helping students improve their critical thinking skills regarding the public speaking situation. Its curriculum, readings, assignments, and practice orientation aim to help students not only understand but to overcome those obstacles with poise, confidence, and clearly articulated, ethically-founded thought. Through the focus of the engineering situation, students will learn: (1) how messages transpire in the communication process; (2) the role of listening as critical to sending and receiving intended messages; (3) how to develop intended messages so as to achieve clarity, logical organization, high interest, and audience relevance (through the discourse of seven steps of basic speech design); (4) techniques in building credibility, evidence, reasoning and emotions so as to achieve successfully persuasive

goals with an audience; (5) tools for employing a Biblical standard of ethics on communicative goals and means; (6) conversational language strategies; and (7) masterful use of presentation aids, including PowerPoint presentations. IDIS 103 is open ONLY to engineering majors. *M. Steelman-Okenka.* 8:30 a.m. to noon or 2:00 p.m. to 5:00 p.m.

IDIS 240 Introduction to Archaeology. A classroom introduction to archaeology with emphasis on archaeological theory, field work methods, artifact processing, data interpretation, and site conservation. The course is designed to introduce students to the theoretical concepts of archaeology, participation in field work, and the critical reading of archaeological reports in both the old world and new world archaeology. It serves as a prerequisite for Interdisciplinary 340. *B. de Vries.* 8:30 a.m. to noon.

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

International Development Studies

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

IDIS W41 Christianity in West Africa. Course dates: January 6-26. Fee: \$4450. *T. Kuperus, S. Sandberg.* Off campus.

Kinesiology

KIN W10 Costa Rica River & Rainforest Expedition. This 24-day cross-cultural wilderness expedition features rainforest mountain and river travel through remote and preserved areas of central and coastal Costa Rica. Students will gain professional instruction in rainforest backpacking, swift water rescue, white-water kayaking, and surfing; experience cultural life through seven diverse home stays and daily interaction with Tiko instructors; and explore diverse ecological zones of the central mountains, rivers, and coastal marine environments of Costa Rica. The first phase consists of an eight day backpacking descent from high elevation cloud forest to low elevation tropical rainforest. During this trek, students will master backcountry living and travel skills, as well as gaining introductory knowledge regarding the diverse ecological systems. Following three nights of rainforest camping, students will enter the homestay phase. During this trek students will enjoy cultural and Spanish language immersion experiences through home stays with Costa Rican families in remote rainforest communities. Following the trek, students will trade backpacks for whitewater boats. Over the next six days, participants will gain hard shell kayak instruction and complete a 2 day Whitewater Rescue Technician course. Following the white-water phase, students will travel to the internationally renowned Corcovado National Park for an additional four days of park ranger guided coastal rainforest backpacking and ecological study. The course will conclude with three days of surf instruction, a sea turtle habitat restoration project, and general exploration of the marine environments of the magnificent Pacific coast. Along with gaining wilderness and whitewater travel skills, students will develop cross-cultural awareness as they interact on a daily level with remote Costa Rican communities and Tico instructors. This course will fulfill the CCE requirement. Course Dates: January 4- 27. Fee: \$3630. *R. Rooks, D. Vander Griend.* Off campus.

KIN 223 Movement & Health Education in the Elementary Classroom. The course provides working knowledge of the fundamentals of health and physical education, emphasizing aspects that can be integrated into the elementary classroom. Particular attention is given to the rational, curriculum resources materials, and learning activities most important to elementary students. An overarching theme within the course is to examine God's gifts of human movement and health, along with a Christian response to these gifts. The course is required for all elementary education students. Prerequisite: Education 102. *D. Bakker.* 8:30 a.m. to noon.

PER Activities Courses (1 semester hour)

PER 137 A Bowling#+. *J. Sparks.* 10:30 a.m. to 12:20 p.m. (MW).

PER 137 B Bowling#+. *J. Sparks.* 10:30 a.m. to 12:20 p.m. (TTH).

PER 150 Education Dance. *C. Hulderman.* 12:15 p.m. to 1:30 p.m. (MWF).

PER 173 A Basketball. *J. Sparks.* 1:00 p.m. to 3:00 p.m. (TTH).

PER 174 A Volleyball I. *J. Kim.* 10:30 a.m. to 11:45 a.m. (MWF).

PER 174 B Volleyball I. *J. Kim.* 1:30 p.m. to 2:45 p.m. (MWF).

PER 182 A Tennis I. *J. Kim.* 1:00 p.m. to 3:00 p.m. (TTH).

Fee required.

+ Class will meet off-campus.

IDIS W23 Spiritual Strength Training. *J. Kraak, N. Van Noord.* 2:00 p.m. to 5:00 p.m.

IDIS 150 14 DCM: Coaching Young Athletes. *J. Bergsma.* 8:30 a.m. to noon.

IDIS 150 15 DCM: God Rested: Why Can't You? *Y. Lee.* 8:30 a.m. to noon.

Mathematics

MATH W80 Mathemagic: Advanced Problem Solving. If you would like to be able to solve difficult mathematical problems quickly, this course is for you. You will learn how to use undergraduate mathematics to solve various kinds of problems speedily, often without pencil or paper! This course may fulfill an elective in the Mathematics major. Prerequisite: Mathematics 256. *C. Moseley.* 8:30 a.m. to noon.

MATH W81 Materials for K-8 Mathematics. This course examines and evaluates K-8 mathematics curricula in the context of the NCTM Principles and Standards for School Mathematics. Although the emphasis this year will be on grades K-5, curricula at all grade levels will be examined. Some of the curricula to be discussed are Everyday Mathematics, Investigations, Math TrailBlazers, Bridges, Connected Mathematics, MathScape, MathThematics, Mathematics in Context, and Singapore Math. Familiarity with a variety of K-8 mathematics curricula, with state and national mathematics grade level standards, and with state and national K-8 mathematics testing instruments is important for prospective teachers. Practice in designing exemplary mathematics lessons, making mathematics/literature connections, and solving mathematics problems are valuable skills for classroom mathematics teachers. Students are expected to complete assigned readings, to participate in and lead sample activities and lessons, and to contribute to small-group and whole-class discussions of the materials under consideration. Optional K-8 classroom observations can be arranged for the morning hours. Students should arrange their schedules so that they can spend additional hours in the Curriculum Center. This course which has been offered each interim will now only be offered during the interim in even-numbered years. This course is required for the Mathematics Elementary major, and replaces Math 110 for Mathematics Elementary minors (with permission of their mathematics advisor). Prerequisites: Mathematics 221 and 222. *J. Koop.* 8:30 a.m. to noon.

MATH 100 Mathematics in the Contemporary World. An introduction to the nature and variety of mathematics results and methods, mathematics models and their applications, and to the interaction between mathematics and culture. Not open to mathematics and natural science majors. This course fulfills core mathematics requirement. *J. Ferdinands.* 8:30 a.m. to noon.

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

IDIS 150 16 DCM: Mathematics & Beauty. M. Bolt. 8:30 a.m. to noon.

Music

MUSC W60 Choral Music of Spain and Portugal (MAY). Members of the Capella participate in worship services, present concerts, participate in workshops in the area of choral music in various cities in Spain and Portugal. The course is taught by the instructor through performance and in workshop setting with composers of choral music in Spain. The instructor also leads group discussions with the ensemble and facilitates interaction with local musicians, church members and local college students. Students experience worship in a cross-cultural context and communion with other members of the Body of Christ through fellowship and song. The choir experiences collaboration with other local choirs via joint concerts in various cities. The course will begin with intensive rehearsals and lectures on campus, followed by a twelve-day trip to Spain and Portugal. The sessions prior to the trip will include talks on the rich heritage of early Spanish choral music (which the choir would have been learning and performing throughout the regular academic year), its impact on European choral music and onto the New World, and the current vibrant choral life in Spain and Portugal, along with a secondary focus on choral music with texts written by Spanish luminaries such as Ignatius of Loyola, Teresa of Avila and others. This course will fulfill the CCE requirement. Prerequisite: Fall or spring enrollment in MUSC 141. Course dates: May 25- June 5. Fee: \$4395. *P. Shangkuan, L. Hoisington.* Off campus.

MUSC W80 Leading Contemporary Worship. In recent years, praise bands (worship teams) have become one of the most common church music ensembles. This course gives students instruction and hands-on experience in all aspects of leading praise bands and contemporary worship music: fitting a praise band into the larger context of a church's worship, assembling a team of musicians, finding quality repertoire, planning worship services, arranging music, rehearsing a band, and leading worship. The course will include related topics such as sound systems, modernizing hymns, global and ethnic music styles, blended worship styles, and evaluating worship. This course may fulfill an elective in the Music program. Prerequisite: Since a primary component of the course will be hands-on experience in rehearsing and leading worship, each student must have at least one area of musical performance (piano, guitar, bass, drums, voice, other instruments, etc.) equivalent to accomplished high school music-making, or gain the approval of the instructor. *G. Scheer.* 2:00 p.m. to 5:00 p.m.

MUSC W81 Adventures in Chamber Music. After hours of practicing alone in a small room and rehearsing as a small cog in a large ensemble, musicians have fun hanging out with friends and playing chamber music! This course will give students the opportunity to explore many different aspects of the chamber music experience, including performance (rehearsing, coaching and performing), entrepreneurship (preparing promotional materials and reaching an audience), community (time management and problem solving), and traditions (repertoire and performance practice). Readings will be drawn from such texts as Arnold Steinhardt's "Indivisible by Four", Abram Loft's "How to succeed in an Ensemble" and the Bible. The course will include a trip to Cleveland, where students will hear a performance as well as interact with the performers. The class is open to students who play string, woodwind, brass, percussion or keyboard instruments and are skilled enough to successfully perform in the final recital. This course may fulfill an elective in the Music major. Prerequisite: Permission of the instructor. *Fee: \$100. D. Reimer.* 8:30 a.m. to noon.

IDIS 150 17 DCM: Music & Politics. *B. Wolters-Fredlund.* 8:30 a.m. to noon.

IDIS 150 18 DCM: Music as Therapy in Everyday Life. *E. Epp.* 8:30 a.m. to noon.

IDIS 150 19 DCM: The Music of Joy. *T. Steele.* 8:30 a.m. to noon.

Nursing

NURS W60 Belize: A Nursing Experience. Immerse yourself in the health issues and nursing care of the people of the small developing country of Belize, Central America. Belize is both geographically and culturally diverse with mountains, rain-forests and the largest coral reef in this hemisphere! Explore health concerns and care strategies for a culturally, socially and economically varied nation of seven distinct groups including Creole, Mayan, Taiwanese, Garifuna and others. Nursing students have the opportunity to serve in community clinics, private hospitals, struggling government hospitals, mental health half-way house & an orphanage. Students learn from local herbalists, traditional midwives and folk healers. Students take an excursion to Guatemala for 3 days to explore the contrast in health care and culture of these two developing countries. Students will also have the opportunity to live in a Mayan village absorbing the culture firsthand. Students learn about village health needs and the role of the traditional birthing assistant. Students meet four times in the fall to enhance preparation for this experience. Clinical experiences, cultural events, reflective discussion and informal lectures contribute to the learning in this interim. Course goals are that students demonstrate Christian nursing care, understand cultural health care and adapt nursing skills to a variety of settings. Prerequisites: Satisfactory completion of at least one semester of nursing courses and permission of the faculty. Course dates: January 6-26. Fee: \$2990. *R. Boss Potts.* Off campus.

IDIS W18 Exploring German-style games. J. Moes. 8:30 a.m. to noon.

Philosophy

PHIL W10 Moral Expectation in Film. This course focuses on the concept of moral expectation, how it differs from moral obligation, and how it relates to moral responsibility, supererogation, and collective responsibility. About eight motion pictures will be shown illustrating these moral concepts. These concepts will also be examined in the context of the Christian life. Learning objectives include knowledge of these moral concepts and the ability to analyze and identify their presence in the plots of motion pictures and, by extension, how they function in the lives of human moral agents. *G. Mellema.* 8:30 a.m. to noon.

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

CANCELLED PHIL W60 New Challenges to the New Testament. In this course in applied religious epistemology, students and the professor will wrestle with two “post-Christian” challenges to confidence in the New Testament now sweeping through what we may call “popular intellectual culture.” The first is the “New Gnosticism Challenge” from scholars like Harvard’s Karen King, drawing on “the Bauer hypothesis”); the second is the “New Rationalism Challenge” from authors like Bart Ehrman and Robert M. Price. Between them, these challenges represent a serious and widely held “inner core” within fanciful novels and films like *The Da Vinci Code*. In this course, students will work with the professor to analyze and develop thoughtful responses to these challenges. The responses will draw both on recent New Testament scholarship (Richard Bauckham’s *Jesus and the Eyewitnesses*, and current work by philosophers—including Reformed epistemologists like Alvin Plantinga) on the epistemology of testimonial knowledge—both human testimony and the testimony of the Holy Spirit. *S. Wykstra.* 2:00 p.m. to 5:00 p.m.

IDIS W10 L’Abri Switzerland. Course dates: January 6-26. Fee: \$2490. *L. Hardy.* Off campus.

IDIS W20 I Long, Therefore, I Am. *K. Corcoran.* 8:30 a.m. to noon.

IDIS W21 Conceptions of Nature. Fee: \$275. R. Groenhout. 2:00 p.m. to 5:00 p.m.

IDIS 150 20 DCM: The New Urbanism. L. Hardy. 2:00 p.m. to 5:00 p.m.

Physics

CANCELLED PHYS W10 The Big Bang Theory. This course will be a scientific and historical account of the progression of humanity's understanding of the physical universe, from ancient history to the present. Important discoveries will be highlighted along the way, with fundamental scientific concepts introduced as needed in order to provide a clear picture explaining the popularity of the big bang theory. In addition, students will explore the varying Christian perspectives on the big bang theory, seeking to understand some of the conflicting interpretive frameworks that can lead to disagreement over the theory's plausibility and theological legitimacy. This is not a survey introduction to astronomy but will cover topics pertinent to understanding the big bang theory as a scientific model. It is designed to be accessible to anyone with a high school level education in science and a firm grasp of algebra. *J. Smolinski. 2:00 p.m. to 5:00 p.m.*

IDIS W85 Biophysics. *P. Harper. 2:00 p.m. to 5:00 p.m.*

IDIS 150 36 DCM: The Big Bang Theory. *J. Smolinski. 2:00 p.m. to 5:00 p.m.*

Political Science

IDIS W44 Disney, Culture, & Progress. Course dates: January 6-26. Fee: \$2345. *R. McBride.* Off campus.

IDIS W46 The Art & Science of Legal Practice. *E. Jones, R. Vogelzang, J. Westra.* 2:00 p.m. to 5:00 p.m.

Psychology

PSYC W10 History of Psychology & Religion in Europe. This off-campus, European, multidisciplinary course will engage sites, museums, archives, and institutes of those individuals who created and contributed to major areas of psychology. The best way to understand these famous scientists and their contributions to the broad discipline of psychology is to see where they lived, breathed and worked, thereby permitting a greater appreciation of how their contexts shaped their viewpoints and their theories. Our students' immersion in the birthplaces of these distinctive schools of psychological thought will help them integrate different areas of psychology in order to form a deep appreciation for the roots of these areas of psychology. Texts include original readings (translated) by Wundt, Münsterberg, Freud, and Piaget. We will also examine and engage current applications of organizational psychology in European businesses. Additionally, the origins of the "fathers of psychology" are in cities in which the Church Reformers lived and worked, thereby allowing students the opportunity to experience reformation history where it happened. Highlights here will include: the Reformation museum (Geneva), Luther (Worms), the Heidelberg Catechism (Heidelberg), and the Anglican Church (London). Selected Reformation texts are also included in the readings. Student cumulative learning in the course will be evaluated on active engagement in daily group discussions of required readings and site visits, daily guided reflective journal entries and a final presentation summarizing their personal learning objectives. Through this experience, we expect our students to articulate the central concept contributions of each psychologist and reformer studied, but more importantly, understand how the cultural and historical context shaped these theoretical perspectives and what that means for students of psychology, business and religion today. Preference given to those that have completed PSYC 151 and REL 121 or 131. This course will fulfill the CCE requirement. Course dates: January 6-26. Fee: \$3900. *B. Cawley, J. Yonker.* Off campus.

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

PSYC W61 Practicum: Children at Risk. This course is a combination of field experience and classwork. Students will spend 8 days in class (11 a.m. – 1 p.m.) considering the neurological impacts of early childhood stress on brain development and the social impacts of specific stressors including poverty, foster care/adoption, and divorce. Students will spend 7 days (3.5 hours per day) at an area Head Start, a government funded preschool for low income families. Because the 7 Head Start days will be intermixed with the 8 in-class days, and the different Head Start programs meet at different times of the day, students who enroll in this class must have flexible schedules. This course satisfies the Cross Cultural Engagement (CCE) requirement. Not open to students who have taken or plan to take Psyc 208. Application required, please contact the Psychology department. *M. Gunnoe, E. Helder.* Time varies by the day -- see the application packet.

PSYC W62 Movies & Mental Illness. From silent film: The Cabinet of Dr. Caligari, to The Snake Pit, to Good Will Hunting through various movies in a variety of genres, movies have attempted to capture the essence of the affect, behavior, and cognition associated with various forms of mental illness. This course traces concepts of psychopathology as presented in the movies. The focus of the course is on the changing perspectives of mental illness and treatment over the past one hundred years. Additionally the focus of this course is on the ways in which specific emotional disorders are presented in modern films, particularly in terms of symptoms and perspectives of causation. Students view a variety of films from the early 20th century to the early 21st century, documenting and critiquing changes in perspectives of mental illness and of the mentally ill over the past one hundred years. Additionally, students view a variety of films that each attempt to portray a person or persons with specific emotional disorders. Students document and critique these films in terms of accuracy and realism. Students also participate in a small group class presentation and critique of a film selected by the group. Prerequisite: Psychology 212. *S. Stehouwer. 8:30 a.m. to noon.*

IDIS W46 The Art & Science of Legal Practice. *E. Jones, R. Vogelzang, J. Westra. 2:00 p.m. to 5:00 p.m.*

IDIS 150 21 DCM: Psychological Perspectives on Humor. *L. DeHaan, D. Tellinghuisen. 8:30 a.m. to noon.*

IDIS 150 22 DCM: Interpersonal Relationships. *A. Shoemaker. 2:00 p.m. to 5:00 p.m.*

Religion

REL W40 Israel: Land of the Bible. This course, based in Israel at Jerusalem University College, studies the historical and geographical settings of the Bible. Students visit ancient historical and archaeological sites with about 80% of the course taught in the field. Students tour key sites in Jerusalem, throughout ancient Judea, and in the region of the Dead Sea, as well as making two multi-day excursions - one to Galilee and another to the Negev (southern desert regions). Students also experience contemporary Jewish and Arab cultures, along with the current religious and political situation. Jerusalem University College's location just outside the walls of the old city of Jerusalem makes it a perfect venue for first hand study of the biblical world. Students engage in readings, map work, and field studies. This course may fulfill an elective in the Religion major and minor. This course is a CCE optional course. Course dates: January 2-25. Fee: \$4450. *K. Pomykala.* Off campus.

REL W41 Elie Wiesel, Prophet of the Holocaust: In Search of God and Humanity. Among the challenges to the Judeo-Christian belief in an all-good, powerful, and loving Creator, the problem of evil (the question of theodicy) stands out. Among the atrocities of the modern world that aggravate the problem of evil for our times, the Nazi holocaust stands out. Elie Wiesel, an Auschwitz survivor and the 1986 Nobel Peace laureate, has devoted his life and writings to the remembrance of this horrific event in the attempt to discern and publish its moral lessons—above all: “never again!” This course wrestles with the problem of evil (theodicy) as facilitated by Wiesel’s holocaust experience and subsequent quest to sustain faith in God and hope for humanity in that arduous task to build a just and humane society. Students journey with Wiesel by aid of documentary and film, but principally through his own writings, which include *Night*, *The Trial of God*, *The Town Beyond the Wall*, *Twilight* and selections from his memoirs. Beyond the inspiration of Wiesel’s own life journey, students will deepen their appreciation of the question of theodicy, and of the theological resources for persevering in a world with an Auschwitz, a world still dangerously poised for genocide and mass annihilation. More particularly, students will become conversant in the issues surrounding theodicy, the range of “answers” offered to the problem of evil, as well as how Jewish theological and ethical resources, as exemplified by Wiesel, both inform and are formally commensurate with Christian resources, even if materially differentiated by one coming of the Messiah. This course may fulfill an elective in the religion major or minor. *T. Thompson.* 2:00 p.m. to 5:00 p.m.

REL W42 Birth, Sex, & Death in the Biblical World. Why is sexual intercourse “unclean” according to Lev 15:18? If the body is in the grave, where is the “person” after death? In recent years, anthropologists and other social scientists have begun to examine more closely the ways in which human cultures conceptualize and organize the ordinary events of the human life cycle. Biblical scholars, too, have begun to consider these things by using the Bible, not as a theological textbook, but as a window into the lives of ordinary people in ancient Israel and the early Church. This course looks at various aspects of the human life cycle as they are described or discussed in the Bible. Material from other ancient Near Eastern cultures is also used to illuminate the thought world of the Bible. Some of the aspects of the life cycle covered are the reasons why people wanted to have children, theories of conception and fetal development, birth and the postpartum period, the female reproductive cycle, the structure of marriage, raising children, sexual activity and restrictions, celibacy, old age, death, and the afterlife. Students get

to 1) study biblical texts as reflections of a particular moment in human culture; 2) look at and interpret various biblical texts for themselves; 3) think about how various biblical texts might apply today. This course may fulfill an elective in the religion major. *R. Whitekettle.* 8:30 a.m. to noon.

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

CANCELLED IDIS 150 23 DCM: The Cross of Christ. *A. Griffioen.* 8:30 a.m. to noon.

IDIS 150 24 DCM: Theology in Movies & Music. *R. Plantinga.* 2:00 p.m. to 5:00 p.m.

Science Education Studies

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

Sociology & Social Work

SOC W40 Hollywood - A Sociological Perspective. This course provides students with an opportunity to analyze Hollywood using their sociological imagination. Recognizing that media is a primary source of socialization, as well as an instrumental tool for teaching and inculcation, it is important to academically and critically consider the central source of media production: Los Angeles, California. Students will learn about the frontstage and backstage of Hollywood which involves: 1) Becoming media literate by gaining a conscientious and deeper understanding of how media is made, how it works, and how it influences people. 2) Learning fundamentals of media and Hollywood history. 3) Developing a critical lens by learning how to ask key questions that breakdown the frontstage and reveal the backstage, and 4) Applying that critical lens to various topics such as media control, demographics (e.g. race, gender), celebrity, and faith. Days 1 and 2 of interim will be spent on campus learning in a classroom environment. Travel to Los Angeles occurs days 3 through 13 involving touring significant landmarks, visiting media production sites, and interviewing industry insiders. Students will also spend time in the lesser-known areas learning about the people and institutions whose lives may not reflect the glamour and glitz associated with Hollywood. On days 14 and 15 students will present their group projects demonstrating the most salient aspects of learning from the Interim. This course may fulfill an elective in the Sociology major. Course dates: January 6-26. Fee: \$2,365. *E. Marr.* Off campus.

SOC W10 Anthropology, Anime, and Globalization. The distinctly Japanese entertainment industry of anime is a worldwide phenomenon. The interim considers anime as a culturally specific product consumed in disparate cultural contexts. The interim begins with a study of the origins of and cultural significance through time of anime in Japan. Through this study, the interim considers anime as both reflective of larger Japanese cultural elements as well as anime as an active agent of cultural change in Japan. Beyond studying anime as a cultural force in Japan, the interim also considers how anime is consumed globally in diverse cultural systems. By looking at anime through this lens, the interim affords the study of cultural integrity in the face of globalization. *T. Vanden Berg.* 8:30 a.m. to noon.

CANCELLED SOWK W10 Grand Rapids: The Interim. Experiencing the rich context, history, and culture of Grand Rapids is sometimes difficult given the demands of coursework. This course, however, treats the city as our textbook and looks to religious leaders, elected officials, nonprofit organizations, and the business community to inform our understanding of this place. An experiential approach to learning about Grand Rapids offers students the opportunity to explore the city through visits to local businesses and organizations, recreational opportunities, and excursions to a variety of sites important to local culture. A special emphasis is placed on social justice and visual research techniques—the use of maps or images, for example, to collect, analyze, and explain society and culture—which will allow students to explore the city through the lens of sociology and also to see this place from different perspectives, particularly perspectives that are often marginalized at Calvin. This course will fulfill the CCE requirement. Fee: \$200. *J. Kuilema.* 2:00 p.m. to 5:00 p.m.

IDIS W14 Exploring Honduras from Coast to Coast. Course dates: January 2-24. Fee: \$2870. *K. Ver Beek.* Off campus.

CANCELLED IDIS 150 25 DCM: Let's Talk about Health. *K. Alford.* 8:30 a.m. to noon.

IDIS 150 30 DCM: Race, Class, Gender and Religion in Contemporaoary U.S. Immigration. *L. Schwander.* 2:00 p.m. to 5:00 p.m.

IDIS 150 35 DCM: Grand Rapids: The Interim. Fee: \$200. *J. Kuilema.* 2:00 p.m. to 5:00 p.m.

Spanish

SPAN W80 Spanish in the Yucatan. Students spend three weeks immersed in Mexican culture and Spanish language in Merida, the capital of the state of Yucatan. Merida has a population of one million and offers a colonial past, strong Mayan influence in the present, and intensive globalization as it faces the future. It is the site of two universities and several mission organizations. Students live with Mexican families and attend lecture and discussion classes focusing on aspects of Mexican culture such as Mexican and Mayan history, the history of Catholicism and Protestantism in Mexico, and the current political and economic context. Students also participate in excursions to Mayan ruins and attend religious and cultural events. Student learning objectives are to improve comprehension and fluency in the Spanish language, increase understanding of various cultural and religious phenomena of Mexico and particularly of Yucatan, and grow in personal maturity and awareness of cultural differences. This course may fulfill an elective in the Spanish and IDS programs. This course will fulfill the CCE requirement. Prerequisites: Spanish 201 and permission of instructor. Course dates: January 6-27. Fee: \$2192. *S. Lamanna, M. Pyper.* Off campus.

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

CANCELLED SPAN 358 Aiding in the Spanish Classroom. The goal of this course is to give advanced students of Spanish the opportunity to experience firsthand the teaching of foreign language and to develop their speaking, listening, and written 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 daily meetings with other aides and the professor, observing master teachers, and preparing class plans, materials, and activities. During the afternoon, aides lead their own practice groups and tutor students with problems. Note: This course can be counted as Spanish credit toward the major/minor ONLY for students in the Education program. Prerequisites: Spanish 302 with a grade of B+ or better and approval of the instructor through an application process. *M. Bierling.* 8:30 a.m. to noon and 1:40 p.m. to 4:00 p.m.

IDIS W13 Camino de Santiago Pilgrimage (MAY). Course dates: May 23 – June 15. Fee: \$2975. *O. Selles, C. Slagter.* Off campus.

IDIS 150 26 DCM: Catholic Reformers & the Hispanic Spiritual Tradition. A.
Tigchelaar. 8:30 a.m. to noon.

Speech Pathology & Audiology

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

SPAUD 512 Augmentative & Alternative Communication. This course will introduce augmentative and alternative communication and the strategies used to improve the communication skills of individuals with limited or nonfunctional speech. Focus will include an in-depth review of the assessment process, as well as the AAC needs of individuals with developmental and acquired disabilities across the age continuum. Hands-on experience with various methods of AAC strategies and devices will provide a clearer understanding of AAC intervention. Part I will focus on an overview of AAC. Part II will describe the AAC needs for persons with specific disabilities, and Part III will present AAC needs for specific environments. Students will develop an understanding of information related to concepts, strategies, techniques and issues that are unique to the field of augmentative and alternative communication. Assessment methods will include written exams, written reflections, problem-based learning, and group discussion. Open to SPAUD graduate students and SPAUD 4-year BA students. *H. Koole, E. Oommen.* 8:30 a.m. to noon.

IDIS W11 Adoption & Foster Care for Chinese Children (MAY). Course dates: Fee: \$4986. J. Vander Woude. Off campus.