

Registration: Interim

Interim 2011

Art

CANCELLED W40 An Introduction to Plein Air Painting. Beginning on location in and around Calvin College's Bunker Interpretive Center, this class emphasizes working poetically small, using as simple and portable a set up as possible. Each day the class starts with a discussion of what makes the landscape that we confront unique and how an artist best captures the feeling of each place. With sketch books students spend time developing small drawings which help solidify ideas and teach them to look more closely at what they are seeing. The rest of the time is spent working up small paintings and taking part in discussions about art, being an artist, and historical references. Off campus day trips to Reed's Lake, Downtown Grand Rapids, Saugatuck Dunes State Park, Hoffmaster State Park and Calvin's Flat Iron Preserve will be included in this interim. Student work (a minimum of fifteen paintings) provides the basis for evaluation. Students are expected to supply paint and materials. This course may fulfill an elective in the Studio Art major. Fee: \$300. *F. Speyers.* 9:00 a.m. to 4:00 p.m.

W41 Color, Image, Marketing & Design. Colors are everywhere. Humans are surrounded by uncountable numbers of colors and influenced by those colors, often 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, as well as for works of art. In this course, based on a general understanding of color, students will learn how colors are tied to humans' emotions, how different cultural groups have different reactions to colors, how artists use colors in their work, and how designers use colors in buildings, interior spaces, and commercial items. The course's aim is to help students mature as culturally sensitive artists and designers, by offering students' necessary knowledge about the influence of colors on human emotions. This is a studio course, requiring 10-12 short term projects and a final project. Grades are based on the quality of projects and presentations. This course may fulfill an elective in the Studio Art & Art Education majors. *Y. Ahn.* 8:30 a.m. to noon.

W80 Documentary, Difference and Power. Documentary is a record of our world. With the current popular interest in reality television, documentary films, and the ubiquity of the photographic image, we can all feel like experts in documentary. However, documentary images are frequently made and consumed with little regard for how the images construct concepts of what is "real" or "true". When photographs and films show us images of other people, we become voyeurs into their lives, often without realizing the power we hold. When documentary is tied to the desire to change the world and to help others (its most prevalent historical legacy), power and charity make for a combination in which social and political difference are portrayed as detrimental, and viewers patronize their subjects. In this class we will study a history of documentary films and photographs, read theories of photography, and analyze films and photographs with the goal of understanding the transparency of the medium and the relationship of power between subjects, viewers, and producers. We will also put our ideas into practice by

making documentary images and discussing the moral, relational, and spiritual dimensions of contemporary documentary practice. Assignments will include a written paper, daily reading and viewing assignments, in-class critiques, and three photography production projects. This course may fulfill an elective in the Art History and Studio Art majors and minors. Prerequisites: Art 153 or CAS 141. *E. Van Arragon*. 8:30 a.m. to noon.

~~**CANCELLED W81 Found Objects.** This course investigates the technical and conceptual aspects of collage, assemblage, and image appropriation. Students will experiment with compositional problem-solving and produce both 2-dimensional and 3-dimensional work. All materials will be found or used, therefore students are required to bring to class materials they have previously purchased or collected. Supplemental materials will be provided as well. In addition to studio work, students will learn about the art historical role of image and object appropriation, and will view and discuss contemporary artists who are working in this medium. This course may fulfill an elective in the Studio Art major. Prerequisite: ART 153. *M. Burrow*. 2:00 p.m. to 5:00 p.m.~~

W82 Mixed Media Artist Bookmaking. This course will introduce the artistry of hand made bookmaking, concentrating on the book as aesthetic object. Physical and conceptual elements of the artist book unfold through time and space. Aesthetic problem solving therefore involves organizing conceptual, visual, physical, kinetic, and chronological transitions. Students will engage in conceptualizing content, three-dimensional construction incorporating movement, integration of image and text as visual phenomena, and harmonizing these elements in the execution of visually effective artist books. The study of hand made books from illustrated manuscripts to works of contemporary book artists will introduce students to both traditional and innovative materials and binding techniques. Students will investigate both high and low technologies of reproducing imagery for the purpose of execution and distribution. Bookmaking will occur both individually and collaboratively. Evaluation is based on successful completion of visually effective artist books integrating both form and content; completion of related studio projects and class participation. A juried exhibition of works completed during the course is planned. This course may fulfill an elective in the Studio Art, Fine Arts, and Art Education majors. Prerequisite: Arts 250 or permission of the instructor. Fee: \$150. *A. Greidanus*. 10:30 a.m. to noon and 2:00 p.m. to 5:00 p.m.

~~**CANCELLED ARTH W60 The Visual & the Visionary.** To be a mystic is to remain silent and to close one's eyes, to be, in a sense dead to this world. And yet, over and over again medieval mystics spoke of their ecstatic visions, their personal encounters with God. Although mystical experiences, by definition, were considered, in part or in whole, incommunicable, beyond the capacity of words and images, artists and writers produced works with the intention of showing people pathways to meet with the divine. In this course, we will read texts and look at visual images aimed at fostering mystical revelation. Readings will include selections from authors such as Augustine, Bernard of Clairvaux, and Meister Eckhart. Special attention, however, will be given to the writings of female mystics, such as Mechtild of Magdeburg, Gertrude of Hefta, and Hadewijch of Antwerp. Students will be evaluated on the basis of class participation, an oral presentation, and final examination. Prerequisite: ARTH 101 or 102. *H. Luttikhuisen*. 2:00 p.m. to 5:00 p.m.~~

ARTH 397 Methods in Art Historiography. A capstone seminar for all juniors and seniors majoring in art history, the course aims to provide an understanding of the development of art history as an academic discipline and the major methodological approaches available for engaging art objects. Special attention is paid to connecting these methodological issues to the rest of the art history curriculum including the integration of ethics and faith commitments. In preparing students for future work in art history, the course strives to hone critical thinking skills and instill in students a richer appreciation of the stakes of intellectual positions. *H. Luttikhuisen.* 2:00 p.m. to 5:00 p.m.

IDIS W82 Critical Approaches to Horror. *C. Smit, A. Wolpa.*

Biology

W10 Secrets of Science Writing. Students in this class will be taught the 'tricks of the trade' for effective science writing by learning how to craft high quality lab reports, literature reviews, annotated bibliographies, research papers and posters. Students will take part in some simple greenhouse experiments as a means for collecting data and then practice reporting their data in written form. We will highlight how science writing is different from writing in the humanities, and discuss a variety of strategies for insuring successful outcomes. We will also spend time on effective visual rhetoric (graphs and figures), with application for producing high quality poster presentations. This will be a very practical class that will be geared towards helping students improve their writing skills for real life research and laboratory experiences. Students will be evaluated on the quality of their work and their general level of investment in the class. *D. Ward, D. Warners.* 8:30 a.m. to noon.

W60 Pathogens & Pandemic Potential. This course will introduce students to the topic of infectious diseases and their potential for catastrophic, worldwide outbreaks. Students will investigate historical pandemics and the biological, societal, and cultural factors that contributed to their emergence, transmission, devastation, and eventual control. With this understanding, students will evaluate local and global threats to health from pathogens that might be present in water, food, air, body fluids, various environments, and from deliberate activities such as bioterrorism. Students will gain an appreciation for the roles of governments, public health officials, and non-governmental agencies in predicting, monitoring, and responding to infectious disease outbreaks. Guest speakers will demonstrate the work and challenges of public health professionals and provide insight into career options. Activities will include field trips, laboratory exercises, and computer simulations. Students will be evaluated by quizzes and exams, independent activities, and class participation. Prerequisite: one college course in the natural sciences. Fee: \$100. *D. DeHeer, A. Hoogewerf.* 8:30 a.m. to noon.

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

IDIS W15 Reformation in Scotland & London. *S. Matheson.*

IDIS W17 The Adventure Travel Race. *C. Blankespoor. A. Warners.*

IDIS W31 WILDFIRE: A Natural & Cultural History. *R. Van Dragt.*

IDIS W42 Harness the Wind: Learn to Sail. *J. Ubels, S. Vander Linde.*

IDIS W61 China: Culture, Medicine & Bioethics. *B. Bouma, A. Shen.*

IDIS W62 Hawaiian Farms & Food. *D. Koetje.*

Business

CANCELLED W10 Negotiation: Closing the Deal. Negotiation is a valuable skill for businesspeople, regardless of their functional area or industry. Negotiations often occur when sales are made, employment contracts are signed, performance goals are set, or budgets are determined. This course is designed to provide Calvin students with the skills needed to approach negotiations with confidence. Students in this class learn to develop negotiation strategies that often realize joint gains for both parties, and avoid making deals that leave them worse off than no deal at all. Students also learn how to evaluate the fairness of negotiation procedures, and the fairness of negotiation outcomes. Self-reflection, class discussion, and feedback from their counterparts in negotiation exercises help students to recognize their own strengths and weaknesses as negotiators. Finally, role plays in negotiation case studies allow students to experience the pressure and progression of negotiations, practice bargaining skills, and provide shared experiences for class discussions about how differently the same negotiation can develop. Students are evaluated on the basis of their negotiation outcomes, their reputation among their negotiation counterparts, their class participation, and a short (3-5 page) paper at the end of the class. Although intended primarily for Business majors, this course has no prerequisites and is open to students from all majors. *J. Stansbury. 2:00 p.m. to 5:00 p.m.*

W11 Professional Selling. This course is an introduction of theory and practical application of professional selling techniques with a focus on customer needs, behavior, and relationship building. Students learn the theory, practice, and procedures of successful selling while examining the personal attributes necessary for a successful sales career. Student presentation skills are enhanced through developing and role-playing sales presentations. Evaluation will be based on four role-play presentations based on real products and/or a local company. *S. Van Oostenbrugge. 8:30 a.m. to noon.*

IDIS W25 Embracing the Gifts of the Spirit. *C. Jen.*

IDIS W81 China Business & Engineering. *A. Si, L. Van Drunen*

Communication Arts & Sciences

CANCELED W10 The Deaf Culture in Peru. This interim provides students with the chance to learn about the Deaf culture in Peru through visiting and working with a school for the Deaf in Lima run by the Union Biblica Peru. Students interact with deaf students and their instructors and learn about how deaf activists are trying to work politically to promote Deaf culture in Peru. Students work with deaf teens at a camp for the first week. The second week they help at the deaf center in various ways. Students also learn about Peruvian and Inca culture in the capital city of Lima, where we explore historical neighborhoods and museums on entering and leaving the country. Priority will be given to students who have good Spanish and who have studied ASL. [This course may fulfill an elective in the International Development Studies major or minor.](#) This course will fulfill the CCE requirement. Course dates: Fee: \$3620. *P. Goetz.* Off campus.

CANCELED W11 Producing Media for Worship. A study of electronic media worship aids with an emphasis on developing assessment criteria and production skills. Students develop a biblical definition of worship, assess the use of electronic media in worship settings, and work to create worship aids from digital photographs, moving images, and recorded music. Time-intensive group projects—assessed by rubrics which focus on the fit of context, content, and form—constitute the majority of the coursework. Though CAS 190 and 249 are not prerequisites for the course, students who have had either may find the work easier. *B. Fuller.* 8:30 a.m. to noon.

W80 Different Worlds, Different Stories: Producing the short film in, Perú (MAY). Students in this course will spend one week pre-producing and one week producing a narrative short film of 30-40 minutes in the coastal fishing town of Puerto de Lomas located 340 miles south of Lima, Perú. The travel days will be from May 29th to June 12th. The Interim class will serve as practical examination of small budget international independent filmmaking. Before and during the production times in Peru, the class will be organized as a professional film crew, students will be assigned a specific film crew position and will be trained and evaluated according to their performances. This internship will be organized in coordinating to the School of Communications of the University of Lima (Lima) and the theater group Artescénica (Arequipa). This course may fulfill an elective in the Media Production major. Prerequisite: CAS 190. This course will fulfill the CCE requirement. Course dates: May 25-June 12. Fee: \$3665. *D. Garcia.* Off campus.

SPAUD 343 Principles of Human Neuroanatomy. This course attempts to engage students in exploring the structure and function of the brain and spinal cord and their link to various neurological and developmental disorders. Topics of study will include microscopic anatomy, blood supply to the brain and spinal cord, sensory systems, the cerebellum, and subcortical and cortical regions. Imaging techniques and discussion of neurological disorders, such as epilepsy, and speech disorders, will also be covered. Students will gain an appreciation of the three dimensional structure of the brain and spinal cord as well as a basic understanding of its functional capacity. The course will consist of morning lectures and discussions. The student will complete an independent project. Field trips will allow exposure to brain imaging techniques and case studies in neuropathology. An assigned text is augmented by prepared

handouts. Students will be evaluated by class participation, performance on exams, and an oral presentation. This course may fulfill an elective in the Speech Pathology major. Prerequisites Biology 115 or Psychology 333 and consent of the instructors. *E. Helder, P. Tigchelaar*. 8:30 a.m. to noon.

IDIS W22 Crime & Detective Fiction. *G. Pauley*.

IDIS W43 Leadership in Africa. *B. Arendt, R. Crow, M. Fackler*.

IDIS W45 Theatre Old and New in London. *D. Leugs*.

IDIS W49 Film Noir & American Culture. *J. Bratt, B. Romanowski*.

IDIS W52 The Wednesday Wars: On Stage! *K. Kelly*.

IDIS W82 Critical Approaches to Horror. *C. Smit, A. Wolpa*.

Chemistry

W10 Sight, Sound, & Smell. Our senses provide more than simply a means of interacting with the world. They can inspire joy, provide warning of danger, and stir up old memories, or they can mislead us as with optical illusions. This course uses a hands-on approach to explore the ranges and limits of our senses. Through daily activities such as making and tasting salsas with a collection of spices, simulating multiple forms of color blindness, comparing the range of sounds that are perceived, tasting food without the benefit of smell or sight, and observing aromas used in sales and marketing, students learn to fully engage their senses. Students also gain an appreciation of the current chemical and biochemical understanding of their senses. Evaluation is based on class participation, daily journals, brief written assignments, and a final group project. This course assumes no prior knowledge of chemistry or biochemistry. *E. Arnoys, K. Sinniah.* 2:00 p.m. to 5:00 p.m.

271 Environmental Chemistry. A study of the chemistry of the atmosphere, natural waters, and soils. This course covers environmental chemistry as it relates to human activity. Topics include acid precipitation, greenhouse gases, ozone depletion, air, water, and soil pollution, solid and hazardous waste disposal, bioremediation, and risk assessment. The course places environmental issues within the context of a Christian view of man and nature. In addition to classroom presentations, the class work includes field trips to various sites; eg. a water purification system, a waste water treatment plant, a waste-to-energy facility, or a recycling center. Evaluation will be based upon a combination of class participation, homework, and examinations. Prerequisite: Chemistry 253 or Chemistry 261. *D. McCarthy.* 8:30 a.m. to noon.

IDIS W10 Adventure in the Waters of Panama. *J. Britton, D. VanderGriend, J. Witte.*

IDIS W11 Be Fit for Life: Bike Australia. *R. Blankespoor, L. Louters, N. Meyer.*

Classics

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

IDIS W44 Pagans & Christians: The Intersection of Classical Culture & Early Christianity in Ancient Greece. *D. Noe, J. Winkle.*

Computer Science

W80 Penetration Testing. This course is an introduction to the basics of how information security professionals test the security of a network and its computers. The student will gain insight into the field of penetration testing which will expand his or her awareness for the need of real world security solutions. The student will learn to implement various reconnaissance techniques. The student will learn to implement and identify various methods used to attack networks and assorted techniques use to exploit weaknesses. Because certain aspects of penetration testing can be dangerous to live systems and networks, students will use a secure lab for much of the course. During the course, the students will become competent with the Backtrack live CD. They will also be introduced to Bash Scripting and Python Scripting. This course may fulfill an elective in the Computer Science and Information Systems majors. Prerequisite: CS262 or permission of instructor. *E. Fife.* 2:00 p.m. to 5:00 p.m.

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

[IDIS W26 LifeHacking: Practicing Smart Living.](#) *C. Essenburg, V. Norman.*

[IDIS W65 Flash Animations, Apps & Games.](#) *J. Nyhoff.*

Developing a Christian Mind (DCM)

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

150 01 DCM: Dramatic Families. This DCM section will study a number of plays featuring families suffering from maladies such as death, abandonment, and betrayal; these same families have members who each have their own dreams, desires, and aspirations. We will ask questions such as these: How do these families differ from what might be considered God's design for families? What has brought about these problematic situations? How do characters' dreams seek to rise above the dysfunction? How are they the cause of it? How is redemptive hope present (or absent) in the different families? How is all of this relevant to our own lives? How can the study of such material glorify God, draw us closer to Him and others as we become increasingly conformed to His image, and help advance His Kingdom? We will study *The Tempest* by William Shakespeare, *A Doll House* by Henrik Ibsen, *The Glass Menagerie* by Tennessee Williams, *Death of a Salesman* by Arthur Miller, and *A Raisin in the Sun* by Lorraine Hansberry. *D. Urban.* 8:30 a.m. to noon.

150 02 DCM: Training to Walk Daily with Jesus. Life's full of hurry, busyness and crowds. And of fears, resentments, and idols, too. Each of these—and a thousand other noises—distract a person. They lure one away from the path of living in trust and obedience toward God. How then, like Jesus, to live purposefully and with focus; to cultivate awe and delight; to slow down and 'let life's blessings catch up'? How to seek justice, to love mercy, and to walk humbly with God? Jesus invites his would-be followers to learn to walk attentively—daily to train their eyes to see and their ears to hear God amid the fine-print details of their life circumstances, and then to grow in faith, hope and love. He bids them to guard against idols and to aim their hearts toward God alone. This course shall explore the several Christian 'practices of the heart'—meditating upon Scripture, cultivating solitude, praying, worshiping, fasting, practicing simplicity, shunning idols, seeking justice, loving mercy, walking humbly with God, among others—which Jesus (and generations of Christians, too) commend as useful for living with, like & for him. Students will read and reflect together upon a number of (classic and contemporary) Christian treatises. The course will conclude with a week-long stay at a quiet monastic Christian community, the Abbey of Gethsemani in Trappist, Kentucky. Students will have opportunity to report on this "journey into solitude" at the Calvin Symposium on Worship 2011. Fee: \$500. *D. Cooper.* 8:30 a.m. to noon.

150 03 DCM: Figuring Yourself Out. In this course we help you figure out who you are and how you work. In particular, we want to get clear on how the parts of you function together as you live, work, think, fight sin, and seek God. As background, we examine your soul: what makes you, you? But our main topic is what's *in* your soul. What, for instance, about your mind?

Is it the same thing as your soul, or is it just part of your soul? How does your heart fit in? Is it another part of your soul? Some prominent Christians say that your heart is good and some say that it's desperately wicked: well, which is it? What about your desires: do those come from your heart, your mind, or what? What goes on when you struggle with sin? Is it one part of you versus another part? Is it you versus Satan? Is it both? What is 'the flesh'? Christians also talk about the spirit: is that another part of your soul, or is it something else entirely? What does it do? What about reason and intellect? Are they the same as your mind, or are they just parts of it? And what about your will? What on earth is it, what does it do, and how does it fit in with everything else? Your soul seems to be awfully crowded. In this course we get all these muddled notions arranged properly. Of course we can't solve every problem; but you can give a house a pretty good cleaning without getting rid of every last speck of dust. Our big cleanup involves assiduous consultation of Scripture and close scrutiny of views both ancient and modern. Grades will be based on two papers, a final exam, periodical quizzes, and class investment. *D. Herrick*. 8:30 a.m. to noon.

150 04 DCM: Animals, Angels & Androids. This class explores the distinctiveness of human beings as created in the image of God and the nature of human rationality in relation to other non-human creatures marked by some form of intelligence: intelligences: animals, angels, and artificial intelligences. Focusing on human intelligence in comparison to non-human intelligence will help highlight the strengths and shortcomings of limiting our notion of imago dei and human uniqueness to rationality. By examining the nature of non-human intelligences and how human beings relate to creatures with such intelligences, the class addresses the questions "What does it mean to be human?" "What is 'intelligence'?" "How should we understand and respect the integrity of the non-human?" "How should human beings interact with the non-human?" "What relationships do non-human creatures have with each other and with God?" Textbooks, essays, short stories, and films serve as materials to engage the topic. Students keep a daily journal recording comments, questions, and insights arising from these materials. Class time involves lecture and discussion. Students write three essays, take quizzes, and write a final exam. *B. Madison*. 8:30 a.m. to noon.

150 05 DCM: Can Helping People Hurt Them? The Case of Africa. Many billions of dollars have been spent on aid to sub-Saharan Africa in the half-century since its colonies became independent nations. Western governments, nonprofits, and churches have shown great generosity in their giving—but some observers say they have done more harm than good. Foreign aid, some say, only encourages dependence and lines the pockets of politicians. Can helping people hurt them? Does aid actually harm its recipients? In this DCM section, students will read some recent books and articles claiming that Western aid cannot solve Africa's problems and others arguing that only increased aid can solve them. In assessing these opposing viewpoints, students will gain a better understanding of the political and economic situation of Africa today and of the relationship between ethics, economics, and development. Evaluation will be based on several brief essays on assigned topics, reading reports, and an in-class individual or group presentation. *D. Hoekema*. 8:30 a.m. to noon.

150 06 DCM: Church, World, and the Christian Life. What is the role of the church in the Christian life? What is the role of the church in America? What is the role of the church in the world? How should we understand the explosive growth of the church around the world when it

seems that so many denominations are declining in North America? Is the church alive and well – or not? This course will attempt to these questions by identifying the nature and mission of the church in the Christian life, in America, and in the world, particularly by comparing and contrasting the “North American church” and the “global church.” Along the way, we will consider how the church influences and is also influenced by cultural trends, political movements, globalization, and other similar factors and movements. Finally, we will inquire into how students should see the church – and specifically the local church – in their own lives, especially as they pursue a vocation while at Calvin College. Throughout the course, various church leaders from around the world will be invited to participate in our discussions. Requirements will include readings, participation in class discussion, writing assignments, visiting several local churches and ministries that will result in a final project, and a final exam. *T. Cioffi.* 8:30 a.m. to noon.

150 07 DCM: CS Lewis: Integrating Reason, Imagination & Faith. This course will explore the extra-ordinary life and influential writings of one of the most exact and penetrating Christian minds of recent times, Clive Staples Lewis. C.S. Lewis (1898-1963) is perhaps the most widely read Christian intellectual of the twentieth century. The course concentrates on his integration of reason, imagination and faith. Students will be encouraged to freely investigate and find out how Lewis, honestly, painstakingly and faithfully, attempted to see, and apply to his life and writings, human life and history as held in God's hands. Samples of Lewis's works related to literary criticism, theology, philosophy, poetry, autobiography, and children's stories will be read and freely debated in a Socratic approach format. Also audio recordings of Lewis's own lectures and videos about Lewis's life will be presented and discussed. This course will be taught as a hybrid combination of traditional lectures, small and large group Socratic discussions, reading of books and essays. The students are guided to follow a comprehensive list of reading materials, homework assignments and discussions in class and via blogs. Daily interactions among students and / or with the instructor provide the consolidation of the learning experience process. *A. Ribeiro, P. Ribeiro.* 2:00 p.m. to 5:00 p.m.

150 08 DCM: Dollars & Disciples. Personal finance is a popular topic. Television, radio, direct mail, and the internet deliver a constant stream of advice from self-proclaimed experts. In the midst of this clamor, Scripture still speaks to contemporary Christians. Discipleship and financial discipline are inextricably interrelated. This course explores that relationship by examining the elements of personal finance in the context of personal discipleship. Topics include socially responsible investing, debt and borrowing, and Christians and risk. Student achievement is evaluated on the basis of class discussions, periodic quizzes, two projects, and an integrative paper. *D. Cook.* 2:00 p.m. to 5:00 p.m.

150 09 DCM: Dystopia & Utopia: The World of Science Fiction. For over a hundred years, science fiction and fantasy writers have been fascinated by the possibilities afforded by extrapolating contemporary trends, ideas, and inventions and pushing those imaginings into the future. Sometimes the results are frightening, but this fiction can always shape the way the young Christian student shapes his behavior, her choices, his values, and her discernment. Such writers as Isaac Asimov, H.G. Wells, Ray Bradbury, George Orwell, Aldous Huxley, and C.S. Lewis will be considered in this class, especially as they speak to the intentional Christian scholar. The best novels and short stories from these writers will be engaged; daily reading

quizzes will be administered; two essays will be assigned and a final exam will be administered at the end of the course. *J. Fondse.* 8:30 a.m. to noon.

150 10 DCM: Eugenics Past & Present. Eugenics – the self-direction of human evolution through the promotion of desirable traits and the elimination of undesirable traits is a philosophy we most commonly associate with Hitler and Nazi Germany. Would it surprise you to know that eugenics programs, including mandatory sterilizations were vigorously promoted in the United States well before Hitler by prestigious institutions such as the Carnegie Institute and the Rockefeller Foundation, and by notable persons such as H.G. Wells, Theodore Roosevelt, J.H. Kellogg, and Woodrow Wilson? Would it surprise you to know that the American eugenics movement, American funding and American technology promoted Hitler’s human extermination program? For obvious reasons, after WWII eugenics programs and their support fell into disfavor. However, the sequencing of the human genome coupled with advanced technology has again made directed modification of the human species probable, with seemingly good intentions. However, is the genetic modification or selection of embryo's to prevent disorders an acceptable form of “treatment,” rather than drug therapies and surgical procedures used today? Is the unprecedented accessibility to data from your own personal genome (90 diseases and traits for as little as \$400) leading us again down the slippery slope of hatred, discrimination, and devaluation of subsets of humanity similar to the old eugenics movement? What decisions go into obtaining and interpreting this genetic information, who should have access to it, and what values should guide our use of it? This course will evaluate the rise of eugenics, its original hopes, subsequent fall, and re-invigoration in the genomic era. Students will learn to recognize eugenics in all of its forms, both past and present, and will evaluate its implications in political, socio-economic, moral, and religious contexts. Students will be graded on the basis of class participation/activities, blogs and reflection essays, an exam, and a course paper. *R. DeJong.* 8:30 a.m. to noon.

150 11 DCM: Eugenics and Personal Genomics: Past, Present, and Future. Eugenics – the self-direction of human evolution through the promotion of desirable traits and the elimination of undesirable traits is a philosophy we most commonly associate with Hitler and Nazi Germany. Would it surprise you to know that eugenics programs, including mandatory sterilizations were vigorously promoted in the United States well before Hitler by prestigious institutions such as the Carnegie Institute and the Rockefeller Foundation, and by notable persons such as H.G. Wells, Theodore Roosevelt, J.H. Kellogg, and Woodrow Wilson? Would it surprise you to know that the American eugenics movement, American funding and American technology promoted Hitler’s human extermination program? For obvious reasons, after WWII eugenics programs and their support fell into disfavor. However, the sequencing of the human genome coupled with advanced technology has again made directed modification of the human species probable, with seemingly good intentions. However, is the genetic modification or selection of embryo's to prevent disorders an acceptable form of “treatment,” rather than drug therapies and surgical procedures used today? Is the unprecedented accessibility to data from your own personal genome (90 diseases and traits for as little as \$400) leading us again down the slippery slope of hatred, discrimination, and devaluation of subsets of humanity similar to the old eugenics movement? What decisions go into obtaining and interpreting this genetic information, who should have access to it, and what values should guide our use of it? This course will evaluate the rise of eugenics, its original hopes, subsequent fall, and re-invigoration in the genomic era.

Students will learn to recognize eugenics in all of its forms, both past and present, and will evaluate its implications in political, socio-economic, moral, and religious contexts. Students will be graded on the basis of class participation/activities, blogs and reflection essays, an exam, and a course paper. *J. Wertz, A. Wilsterman.* 8:30 a.m. to noon.

150 12 DCM: Global Climate Change. Global climate change is a widely discussed topic today: in the media, among politicians, among scientists. Yet the various summaries offered often seem mutually exclusive. Have we ruined our environment beyond repair? Or is it simply not possible for humans to have a significant impact at all? In this course students develop and practice reasoning skills needed to sift through competing claims and to define which issues, if any, are pressing. Further, students consider moral questions raised by the scientific results, such as stewardship of a common earth and justice when the actions of one group affect the environment of another. Finally, students consider how environmental policies must balance environmental, moral, and economic factors. Assessment is through quizzes, tests, presentations, and papers. *M. Heun.* 8:30 a.m. to noon.

150 13 DCM: Global Crisis? Global climate change, water and food scarcity, mineral depletion, pollution, habitat loss, species extinction and human population growth. Many scientists say each of these areas is a crisis for humanity. Some of these are topics frequently presented in the media as either alarming or alarmist, fanning fiery political shouting matches. Other crucial topics are given little coverage. Addressing these deeply interrelated concerns, even if only partly true, will impose difficult economic, political and moral choices on our society. Are doomsayers too pessimistic? Will technology and economic growth save us? How can wealthy and poor countries deal fairly and justly together to solve problems that will disproportionately afflict the poor? What is an appropriate Christian response? By way of assigned readings, films and student presentations, the basis of the warnings will be examined. Students will learn ways governments, the private sector and individuals are responding and what more could (or should?) be done. Student teams will explore a topic of interest and present it to the rest of the class. Individuals will produce a final paper integrating these issues with the main Christian themes of the DCM text, focusing not only on problems but also on solutions. A course goal is to create informed citizens who can more fully understand what faith demands of them personally and of us collectively now and in times ahead. The instructor will serve as a guide, discussion facilitator and filter, not as an expert in all these complex topics. Quizzes and a final exam will also be given. *S. Steenwyk.* 2:00 p.m. to 5:00 p.m.

150 14 DCM: God Rested-Why Can't You? Living in a life of a 24/7 world, the notion of rest may come to our mind as an anachronism, a fantasy, or simply unimaginable. While we are created to worship God and rest in Him, we tend to worship our work, and rest in ourselves. These distortions affect our perceptions of ourselves, our relationships with others, and most importantly, our relationship with God. We may wonder, "Do I realize life while I live it, every, every minute?" This class will examine some of the personal and socio-cultural forces that drive us toward living restless life. In addition, this class will assist in developing a new perspective that will help rediscover leisure, work and rest. Assessments will include quizzes and a personal plan for leisure project. *Y. Lee.* 8:30 a.m. to noon.

150 15 DCM: God's Economy & Culture. Have you ever had a puzzling conversation with someone where even though you spoke the same language you could not quite communicate and this led to frustration or misunderstanding? Our ways of communicating, as well as our values, norms, and behaviors are shaped not only by our language, but also by cultural influences. In this course, students deepen their understanding of the cultural influences on their own values, norms, and behaviors as well as on those from other cultures, with a special emphasis on Native American cultures. Lack of cultural awareness can lead to severe problems, from oppression by dominant cultures throughout history to simple cultural misunderstandings that impede communication in international relations today. At a national level, this can lead to human suffering. At an individual level, lack of cultural awareness can result in lost opportunities to grow from encounters with those different from us. Throughout the course students read, discuss, and listen to a variety of speakers and insights. The learning objectives include a heightened awareness of how cultural contexts and faith traditions impact human relationships; a deeper understanding of how the Reformed tradition of Christianity relates to other faith traditions; and increased listening and conflict resolution skills. Evaluation will be based on written papers, oral presentations, and thoughtful discussion. *B. Haney.* 2:00 p.m. to 5:00 p.m.

150 16 DCM: Having Faith in the Theatre: Examining our Contemporary World through the Lens of Dramatic Art. In This DCM course, students engage with key issues of our faith and culture. These issues include questioning our own sense of truth, the meaning of human suffering, death and dying, longing for fulfilling relationships, abuse and power, racism and sexism, and the struggle of human existence. Through a thoughtful and careful study of contemporary plays such as “Doubt,” “August/Osage County,” “Reasons to be Pretty,” and other works currently running on the worldwide stage, students delve into the meaning of a Christian’s role in contemporary life. Students will read six plays (some will also be viewed on film and in the theatre if possible), keep a daily journal on their reading, give a critical presentation on one of the plays, write an integrative essay, and take a final exam. *S. Sandberg.* 8:30 a.m. to noon.

150 17 DCM: Theatre & Identity. Since the Greeks celebrated the god Dionysus through annual theatre festivals, tribes danced in mask and chanted ritualistic liturgies around fires, bards told stories of ancestors or people of legend, and clowns made riot in any performance space, theatre has helped us understand what it means to be human on this earth. Who am I? Where do I belong? What is my purpose in this world? Theatre is “the stuff” of human behavior and human interaction. Theatre breaks down barriers by allowing us to understand people like and unlike us fail, laugh at human foolishness, and weep with characters that are undone by circumstance. This course examines several plays that highlight how theatre helps us to understand identity and faith. *D. Freeberg.* 8:30 a.m. to noon.

150 18 DCM: Just War & Christian Ethics. Christian faith worships the “Prince of Peace” who commands his disciples to “turn the other cheek” and love their enemies. How, then, should the Christian to think about war? From a Christian point of view, is such a thing as a just war even possible? What should the church’s witness to the Christian vision of peace look like in a world of war and violence? This course examines Christian ethics and issues pertaining to war and peace. Topics discussed are: biblical teachings regarding war and peace, Christian ethical frameworks, just war theory, Christian pacifism, Christian realism, and contemporary issues. Students will be able to: (1) articulate a variety of Christian positions on the relationship between

peace and war, including just war perspectives and pacifist perspectives; (2) apply the theoretical resources of Christian ethics to concrete questions related to war in the contemporary world; and (3) deepen their ability to exercise critical and Christian thinking in their approach to the complex questions of war and peace. Students will be evaluated on the basis of reading quizzes, impromptu writing assignments, the quality of their participation in class discussions, a reflection paper, and a final examination. *M. Lundberg*. 8:30 a.m. to noon.

CANCELLED 150 19 DCM: Living the Magnificat. ~~The Magnificat, or Song of Mary [Luke 1:46-55] is an early Christian canticle that evokes numerous Old Testament texts, and includes the “great reversal” in which God humbles the mighty ones, and exalts the lowly. This text is found in the worship traditions of all Christians [Roman Catholic, Orthodox, and Protestant], and has multiple meanings and applications right into the present day. This interdisciplinary course will examine the text itself, study the uses of this text in Christian worship & music and personal piety, explore the role of this text in Mariology and Marian visual art, and take a critical look at the importance of this text in contemporary liberation theology and other recent Christian documents about social structures and public policy. The course requires oral group presentations in student teams and individual written work. *B. Polman*. 2:00 p.m. to 5:00 p.m.~~

150 20 DCM: Mathematics & Culture. How does mathematics influence culture, and how does culture influence mathematics? Answers to these questions have varied over time and place, and often are related to other questions: Are mathematical objects discovered by humans or created by them? What are mathematical objects, anyway? Is mathematics important? Is it “true”? How do we learn mathematics? Is mathematics related to faith commitments? In this class, students investigate these and related questions through readings, discussions, and class activities. Evaluation is based on daily quizzes, class participation, writing assignments, and midterm and final exams. *G. Talsma*. 2:00 p.m. to 5:00 p.m.

150 21 DCM: Mathematics, Beauty and the Mind of God. 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" and G.H. Hardy said "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 Erdős, 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 for this course, 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. Students will learn new mathematics from different areas, they will study how mathematicians have connected their discipline with their understanding of God, and they will reflect on their own understanding of beauty and how it connects with their understanding of God. Students will be evaluated on the basis of quizzes and a test that cover mathematical content, class participation, a course paper, and a final project (poster or presentation). *M. Bolt*. 8:30 a.m. to noon.

150 22 DCM: Men, Women & Media. The powerful stories media tell about gender affect people's sense of self and place. In this class, students will analyze and discuss media representations of masculinity and femininity. Some have argued that media are by their nature evil. That is not the perspective of this class. In it, all media are seen as potentially filled with grace, with redemptive possibilities. Class members are expected to bring their own experiences of media to the conversation. Assignments include four short papers, an oral and visual presentation on an aspect of gender and media, and a final exam. *H. Sterk.* 8:30 a.m. to noon.

150 23 DCM: Christian Leadership. Whenever people are together, leadership appears. How people exert leadership varies considerably. How people respond to leadership varies still more. Students participate in a simulated research organization, each student applying for and performing specific positions and roles. As they obtain leadership information, they apply it to their simulation activities. Their leadership and response to others' leadership are evaluated by peers and the instructor almost daily, as is the quality of their research and research reports. Participants are challenged to identify and defend core Christian values that apply to leadership, to assess the quality of current and past leadership theories, and to assess the leadership of selected prominent leaders in the church, government or politics, and in Christian communities. In light of their assessments, they recommend improvements in the leadership they observe. In response to frequent feedback, students' leadership knowledge and skill increase demonstrably. *D. Nykamp.* 8:30 a.m. to noon.

150 24 DCM: Music, Manipulation & the Mind of God. This course explores the question: "What is Christian freedom, and how might music help us or hinder us in attaining it? A primary object of study is film music, although we spend a considerable amount of time on popular music, worship music, and music in advertising. Students need to be willing to critically evaluate the emotional, intellectual, and spiritual implications of music as they also reflect on ways they engage with it. Through this course, students will greatly improve their awareness of the many roles that music plays in life and be able to articulate why and how certain modes of engagement promote human flourishing better than others. In addition, students will develop and sharpen the skills of listening to and talking about music. Graded activities include daily reading and homework assignments, a position paper, a group project, a final exam, and a self-evaluation of one's investment (including things like participation in discussion, attendance, and body language. *D. Fuentes.* 2:00 p.m. to 5:00 p.m.

150 25 DCM: The Resurgence of Calvinism. Calvinism, often seen as a dusty throwback to a more theologically passionate age, has new found popularity in North America (the course title gets 172,000 hits on Google). This course will investigate the questions of how and why Calvinism is once again growing in Evangelical circles. Students in this course will (1) review the basic theology and world and life view of Calvinism, (2) read, see, and evaluate some current presentations of Calvinism (John Pieper, Mark Driscoll, etc.), and (3) discuss, debate, and draw conclusions about why these new brands of Calvinism are appealing in this post-modern era. Students are evaluated based on classroom participation, writing assignments, quizzes, and a final exam. *P. DeVries.* 8:30 a.m. to noon.

150 26 DCM: Redemption & the National Parks. Using a slightly different approach to learning this DCM is offered in a hybrid on-campus/off-campus format—with the majority of the

learning happening off-campus. The subject of the course is the examination of the environmental history of Pictured Rocks National Lakeshore and Everglades National Park. Water is currently being discussed as the 'new oil.' Sources of and care for freshwater will be paramount into the future. However, the growth of the consumer society has a significant impact on water quality. The original quality of two representative water sources, development's impact and attempts at preservation are explored in this interim. This topic meshes ideally with the themes of DCM and will be presented in a creation, fall, redemption, vocation, and participation model. This course will provide a parallel dialogue regarding science and faith formation. Together, teachers and students will explore a) the basic themes of the Christian faith as interpreted by the Reformed tradition, b) the nature, aims, and tradition of a Christian liberal arts education, as well as, c) foster a sense of community investigation by providing a common fund of intellectual and tacit experiences. The learners in this course will also explore the bearings and implications of the historic Christian faith on human responsibility in creation stewardship. Students are assessed through a series of exercises and activities using the national parks and human relationships as the laboratory. Through engagement, service, reflection and purposeful response students will demonstrate learning. This will encompass traditional activities such as essay/reflection papers and quizzes as well as non-traditional methods such as documentary photography. Course dates: January 5-25. Fee: \$1793. *C. Klein, C. Tatko.* Off campus.

150 27 DCM: Societal Views on Drugs. The pharmaceutical industry and clandestine drug laboratories make available to us drugs that can have myriad effects. Drugs can lengthen lives, relieve pain, replace hormones, relieve anxiety, sharpen mental awareness, alter sensations, change our behavior, enhance performance, help us lose weight, or just make us feel good. In this course, students will study the history of the legalization of drugs in the U.S. They will determine how drugs currently are legally made available in the U.S. and what drug properties determine whether or not a drug is legal to purchase and use. Then, students will consider when the use of drugs shifts from being a blessing from God to potentially harming our bodies and our minds. What use of drugs is appropriate? Is it appropriate for us as Christians to take insulin, aspirin, Ritalin®, coffee, tobacco, or marijuana? Readings taken from popular literature, government documents, and the Bible will be used as a backdrop to assessing drug availability and use. Students will reflect on, discuss, and write about drug use in various medical and social situations. *R. Nyhof.* 2:00 p.m. to 5:00 p.m.

~~CANCELLED 150 28 DCM: Sustainability and Worldviews.~~ ~~Global environmental issues related to creating a sustainable future generate much debate in the public media, among policy-makers, and even on a personal level. What shapes our view of the natural environment and how do these views affect our response to environmental issues? The course examines how different worldviews play out in human interaction with the created world. In particular students study modern, post-modern, and some explicitly Christian worldviews with respect to our relationship to the natural world. Drawing on the Biblical themes of creation, fall, redemption, and sanctification and their implications for environmental stewardship, this course seeks to cultivate a mature Christian response to environmental issues, especially as these come to expression in issues related to the sustainability of modern civilization. Global issues relevant to the sustainability of human society include climate change, energy supply, biotic carrying capacity, environmental pollution, the carbon cycle, biodiversity, water resources. The course will feature videos, guest lectures, professorial presentations, discussion, and student presentations.~~

~~Assessment will be based on attendance, quizzes on reading assignments, class tests, writing assignments, class participation, a project report, and final exam. *K. Piers*. 2:00 p.m. to 5:00 p.m.~~

150 29 DCM: The Art of Bathing. Because it is so closely tied to the body, people commonly think of bathing as being ‘natural’. And yet, bathing practices are always heavily endowed with social customs and meanings. Because of both its close connection with 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. In addition to meeting larger DCM requirements, the course aims to acquaint students with some of the most famous images of art related to bathing themes. Using the discipline of art history then as a starting point, the course explores the discourse of ‘cleanliness’ at the point where the body, social customs, and meaning come together. In addition to the standard modes of assessment that pertain in all DCM sections, students’ grades will be based on participation, responses to daily readings, a reflection paper, and one slide exam. Students will be required to alter their regular daily hygiene practices for the duration of the course. Students themselves will decide how to make these alterations, but they must be willing to do so and to respond to the changes in a reflection essay. Also, students will ideally have had Art 153 (visual culture), Arth 101, or Arth 102 in the fall before this January course. *C. Hanson*. 8:30 a.m. to noon.

150 30 DCM: This Class is a Joke: Psychological perspectives on Humor. Humor is an integral part of the human experience, yet we rarely talk about it in academic settings. This course explores the many facets of humor, including a growing body of psychological research on why humor exists, and how it impacts our daily lives. The course follows three themes: 1) Why were we created to have humor? 2) How and why has humor been distorted and sometimes cause 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 individual written critiques of humor and through group presentations that critique a certain humor style or humor issue - using themes learned during the course. *L. DeHaan, P. Moes, D. Tellinghuisen*. 8:30 a.m. to noon.

150 31 DCM: World Christianity: Christ of the China Road. Some say that by the end of the 21st century, China will be largely Christian. How is Christ received by Chinese people accustomed to Confucian, Daoist, and Buddhist traditions? How do indigenization and

syncretism differ? What are the main doctrinal characteristics of the indigenous Chinese Church? What are Chinese “cultural” Christians? What are Chinese “house” churches? What is the relationship of the Christian church to Chinese government? To universities? To seminaries? What are six important ways in which CRC Christians are engaged in China today? How will Christian faith continue to grow and deepen in China in the future? Student learning will be by discussion of readings in class, by a mid-term paper, and a final examination. *D. Obenchain*. 2:00 p.m. to 5:00 p.m.

150 32 DCM: World Hunger & Sustainable Development. Students identify the root causes of global hunger and its linkage with environmental health, economic health, and social justice issues from a reformed Christian worldview perspective. After developing a clearer understanding of our local food system through farm, processor, and food pantry visits, students evaluate the sustainability issues of our current system on environmental, nutritional, and social health. Factors considered in local context include pesticides, biotechnology, organic, land use, and community-supported agriculture. From this perspective, food supply and related sustainability issues are evaluated using Cambodia as a contextual case study for the global poor. Inspection of the goals and operations of a variety of “non-governmental organizations”, for example the Christian Reformed World Relief Committee (CRWRC), Research Development International (RDI), or the United Nations Food and Agricultural Organization (UN-FAO), provides compelling evidence of best practices through which some people in Cambodia are being empowered today. Having understood the current global situation from environmental, economic and social justice points-of-view taken from U.S. and Cambodian contexts, students then investigate ways they could serve as intentional and effective agents of redemption both today and in the development of their vocational plans. *D. Dornbos*. 8:30 a.m. to noon.

150 33 DCM: Writing, Faith, & the Festival of Faith & Writing. This course will explore how currently active writers draw from the resources of religious faith in their fiction, creative non-fiction, and poetry. Students will consider how writers portray the life of faith, address taboo topics, balance emphasis on fallenness and redemption, and negotiate difficult ethical questions about what it means to tell the truth and be faithful in their lives and their work. Students will also consider the role of Christian publishing, Calvin’s Festival of Faith and Writing, and various publications in the faith-and-writing subculture. Readings will represent a range of genres and topics and will be drawn primarily from the work of authors who have appeared (or will appear) at the Festival. Students will discuss assigned readings, keep a journal, write a paper, and have the chance to produce creative work of their own. *D. Rienstra*. 2:00 p.m. to 5:00 p.m.

150 34 Unexpected Guests. This course examines assumptions and common misperceptions connected with disability, especially meanings that reside in the mind of the observer rather than inherently in conditions labeled as physical, emotional, or cognitive impairment. Facilitating inclusion of persons with disability labels into the life arenas of work, worship, recreation, education and community living is a primary goal of the course, as is understanding of the themes of powerlessness, interdependence, and hospitality to stranger as they affect each of our lives. In addition to readings, discussion, and written reflection, students will interact with people who live with disability and experience representations of disability in popular media. *T. Hoeksema*. 8:30 a.m. to noon.

~~**CANCELLED 150 35 DCM: Music as Therapy in Everyday Life.** Think of the myriad ways one engages with music through the course of a day. What needs in our lives does music fulfill? What needs in the world can be addressed by music? This course will explore the ways in which music can impact our lives, transforming us and reflecting God's redemption of the world. Through readings from contemporary musicology and the social sciences, films, and a variety of musical styles, students will explore the questions, 1)What is music? 2) How does music make us human? and 3)How might different musical forms and practices contribute to the healing of a broken world? The field of music therapy will be looked at as a "case example" of themes and concepts discussed. No formal music training is required, though students will have the opportunity to participate in group music-making experiences. Evaluation will be based on participation, reading responses, journal entries, oral presentations, and a final exam. *E. Epp.* 2:00 p.m. to 5:00 p.m.~~

150 36 DCM: The Church in the 21st Century. The local Christian church is changing rapidly. Shifts in worship style, music, the visual arts, and the role of lay leadership are only a few of the elements driving these changes. Still deeper, many Christians are questioning the necessity of the institutional church. Others are asking, "What does a biblically functioning church look like?" And, "What is the role of the local church in the Kingdom of God?" These questions are compounded by a North American society that is becoming rapidly more secular, pluralistic, and materialistic. Local churches must be ready to respond and speak clearly to these and other issues. This course will challenge students to think about their individual roles within the local church, and to think carefully about the nature and mission of the local church within a broad Kingdom context. Students will be required to attend local church worship services each Sunday of Interim. *R. S. Greenway.* 2:00 p.m. to 5:00 p.m.

150 37 DCM: Peaceable Kingdom. Though stewardship of the animal kingdom is one of the primary responsibilities accorded to human beings in the Christian creation narrative, the question of how best to respect the creatures under our care is one that Christians too often neglect to ask. This omission is unfortunate, given the mounting evidence of fallenness in the social and commercial practices that presently govern our relationships to animals. While large-scale animal farming has increased consumer convenience, this convenience comes at a cost, and not just to animals. Our current food system is proving to have negative, if unintended, consequences for the environment, local and global commerce and agriculture in both rural and urban communities, and public health. In view of these considerations, the purpose of this course is two-fold: first, to gain insight into the problem through a survey of the theological, moral, environmental, and socio-economic issues surrounding the treatment of animals and the allocation of natural and human resources by our current food system and other industries that use animals; and second, to take the initial steps toward becoming agents of renewal by discerning an array of concrete approaches to addressing these problems (e.g., legislating for less intensive, more sustainable food systems, community supported agriculture, cooking and eating lower on the food chain, exploring "locavorism," vegetarianism and veganism, animal compassion advocacy, etc.). Student evaluation will be based on their responses to a total of eight journal assignments and a final essay as well as on their participation in class discussion and DCM plenary sessions. *M. Halteman.* 2:00 p.m. to 5:00 p.m.

150 38 Honors DCM: Called to Serve - Called to Lead. Through tears of shattered dreams, empty success, cruel injustice, and broken promises, the world cries for a sense of meaning, a sense of hope, and new life. Where are the leaders who can show us a "new land", a "new beginning", and a "new hope" for a better tomorrow? Exploring the commands of Jesus, the Biblical message, and Reformed theological insight, the course will examine (in practical terms) two propositions: (1) "Leadership is not simply a question of how can "leaders better serve", but rather how can "servants better lead" and (2) "Today's leaders are already in our midst." Class sessions will incorporate guest speakers, lectures, discussions, a project, videos, and readings from Neal Plantinga, Jim Collins, and Timothy Keller. Students will be evaluated on the basis of performance during in-class discussion, group work, writing assignments, and final exam. This is an honors section. *S. Berg.* 8:30 a.m. to noon

150 39 DCM: Education in the Movies. This course will explore how the world of the education has been portrayed in the movies. By offering descriptions of the current condition in the classroom or exhibiting positive and negative models of teachers, movies portray particular perspectives that may offer valuable lessons for those interested in teaching. Building on that data and the student's own school experiences several kinds of questions will be considered in the light of a biblical framework. What is the purpose of education? How do schools embody a worldview? What is the nature of effective instruction? What is the role of the teacher? What should be taught? How can schools be structured to enable rather than control students? Answers to these questions will be analyzed by using a variety of sources, such as the Bible and educational thinkers like Nicholas P. Wolterstorff, Parker Palmer, and Nel Noddings. Students will take quizzes on the readings, journal their analysis of movies, and participate in a group project. The course is intended for students who are interested in exploring the profession of teaching and developing a beginning perspective of what it means to teach. *R. Buursma.* 2:00 p.m. to 5:00 p.m.

150 40 Honors DCM: Arguing with Augustine. In this class we will study and discuss Augustine's *Confessions* in connection with study of a small number of shorter works, including his *On Free Choice of the Will*. In *Confessions*, Augustine puts his ideas about sin, love, and grace in narrative form, shows the power of these ideas to illuminate the twisting paths of his own life and his friends' lives, as they ruined themselves by "looking of love in all the wrong places." In *On Free Choice*, he uses logical argument to show explore perplexing issues about how the same ideas cohere with each other, with Scripture, and with our experience of the world. In studying Augustine, we will attend to linkages between his cultural context and ours: to his roots in Platonism, to how Platonism influenced John Calvin, and (through review of Plantinga's book *Engaging God's World* and other Kuyperian writings) to how we can avoid conformity to the world while affirmative about the material creation and its joys.

This class will be conducted in a seminar style, so size will be limited. The material is rich but philosophically demanding; it is meant for students who are serious about improving their reading and writing skills, and who can willingly give 3-4 hours per day in preparation for class. The grade will be based on class participation, regular writing, quizzes, and presentations, and a paper representing the student's personal synthesis of material covered. Students doing the course for DCM credit (philosophy major transfer students) or honors credit will meet agreed-upon further requirements to be worked out with guidance from the professor and those heading the

DCM and honors program. Restricted to philosophy majors and students in the Honors Program.
S. Wykstra. 2:00 p.m. to 5:00 p.m.

150 41 DCM: Multisensory, Multimedia Worship. As they critically examine the formal elements of art and popular culture, students are led in the study of aesthetic principles governing the creation of ministry and fellowship aids, then challenged to apply those principles in collaborative design projects which may include power point, video, website design, worship bulletins, cooking, painting, photography, aromatherapy, and architecture. Integrative understanding and application of concepts is judged chiefly through essays (often related to readings of *Engaging God's World*) and group projects (culminating in the design of a worship service planned around an assigned Scripture passage). Students' fees may total as much as \$50.
B. Fuller. 8:30 a.m. to noon.

150 42 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, 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. As part of our consideration of the reliability of the Scriptures, there will also be a painless (ungraded!) introduction to reading the Greek New Testament. The course requires consistent attendance, daily readings or creative assignments, active participation in class discussions and activities, three quizzes and a term project.
K. Schaefer. 8:30 a.m. to noon

~~**CANCELLED 150 43 DCM: The Fathers of the Church.** Christians in the Reformed tradition usually recognize Augustine as the greatest of the Church Fathers, especially since much of his theological reflections and writing have had a deep influence on John Calvin and other Reformers. However, there were other equally important Church Fathers, whose writings have also impacted greatly developments in Christian belief and practice. This course will focus on reading selections from a wide range of these great Christians of the past, with the hope of understanding more deeply their impact on contemporary Christianity. *Young Kim*. 2:00 p.m. to 5:00 p.m.~~

150 44 DCM: Writing the Christian Life. This course explores the moral, theological, and philosophical themes of DCM through the lens of biography, which has long been a central literary genre in the Christian tradition. By reading several full-length autobiographies and by practicing the art of interviewing and writing about modern lives, we will consider the genre of biography both as a form of literature and as an exercise in Christian self-reflection. Our central texts in addition to Plantinga's *Engaging God's World* will be Augustine's *Confessions* (the work that established the genre of Christian autobiography) and two modern works based on real lives: Frederick Buechner's *Godric*, a fictionalized autobiography of a twelfth-century monk, and Anne Lamott's *Traveling Mercies*, a twentieth-century American memoir about an unwed mother's unconventional journey to Christian faith. In all of these works we will explore both the

explicitly Christian themes of good and evil and of trying to shape one's life around God's commandments in a fallen world, and also more universal themes of life-writing, including literary style, the boundaries between fiction and non-fiction, the ways that social and family structures shape the individual, and the role of memory and imagination in constructing a life narrative. We will also practice the art of life-writing, by interviewing residents of a local retirement home; writing their life stories on the basis of these interviews; and reflecting on these narratives in the context of the literary and Christian themes we are studying. *K. Van Liere*. 8:30 a.m. to noon

Dutch

DUTC W40 Dutch Interim Abroad. Experience Dutch culture and everyday life in the Netherlands. This course features extensive interaction and meetings with Dutch persons. Excursions to places of education, business, and political institutions, as well as museum visits, concerts, church services, and guided tours are also aspects of the course. Depending on language background of participants, individual students may receive semi-formal instruction in Dutch. Local and intercity travel is done via bus, train, and bicycle. Lodging is in comfortable hostels and home stays. Extended stays are in the cities of Amsterdam, Amersfoort, and Middelburg with excursions to numerous other cities and into Dutch-speaking Belgium. There are several free days for travel. Course goals are that students demonstrate gains in Dutch language skills and that they increase their understanding of various religious, political, and cultural facets of the Low Countries. Students demonstrate achievements of these goals in journal writing, field assignments, and a concluding writing project. Students having taken at least one Dutch language course are given priority admittance to this course. This course may fulfill an elective in the Dutch major and minor and the Netherlandic Studies major. This course will fulfill the CCE requirement. Course dates: January 6-24. Fee: \$2595. *H. DeVries*. Off campus.

Economics

CANCELLED W80 Modern Day Slavery & Gender Discrimination in Less Developed Countries. In many less developed countries (LDCs), certain inherited beliefs, traditions, taboos, customs, and myths continue to play significant roles in marginalizing the poor, (e.g., minority groups, and women) by limiting their capabilities, participation, and effective representation in many spheres of life. Accepting, ignoring, or failing to challenge these discriminating informal institutions can diminish or nullify the effectiveness of proposed interventions, despite the positive intentions of such interventions. This course utilizes 'new institutional economic analysis' which opens up a genuinely interdisciplinary discussion involving political science, religion, sociology, and psychology, as well as economics. This framework is used to investigate the formal and informal institutions that embody societal reward and penalty systems that play crucial roles in spreading or eradicating the practice of modern day slavery in many countries. The course uses case studies from different LDCs to highlight the specific factors and dynamics that create such fallen institutions as modern day slavery, Dowry systems, female genital mutilation, domestic violence, discriminating personal status laws, Dowry burning, and honor killing. The course also proposes solutions and intervention schemes from a Christian perspective to redeem the victims and end these and other practices that violate human rights. In the end, solutions should empower the victims to attain greater capabilities, representation, and participation in various spheres of life in LDCs. Evaluations will be based on attendance, class participation, journals, quizzes, presentations, a course project and a final exam. This course may fulfill an elective in the Economics major and minor. Prerequisite: ECON 221. A. *Abadeer*. 2:00 p.m. to 5:00 p.m.

W81 Christianity & Economics Seminar. The last decade has seen a new outpouring of books and articles about the relationship of faith and learning in economics. Protestants and Catholics alike have debated the moral value of markets and capitalism, and the relevance of different schools of economic thought, ranging from Austrian and institutionalist to the neoclassical mainstream. "Radical orthodox" theologians have produced sophisticated arguments about different forms of economic organization. In this class, students will become conversant with a wide variety of this literature through common readings and student presentations. Evaluation will be based on an oral presentation, participation in class discussions, and a final exam. This course may fulfill an elective in the Economics major. Prerequisite: one course in economics and one in philosophy. *J. Tiemstra*. 2:00 p.m. to 5:00 p.m.

IDIS W20 An Abbey of Our Own. *K. Schaefer*.

IDIS W27 Personal Finance. *R. De Vries, E. Van Der Heide*.

IDIS W42 Harness the Wind: Learn to Sail. *J. Ubels, S. Vander Linde*.

IDIS W46 Seeds of Hope: Tropical Agriculture & International Development. *T. Kuperus*.

Education

W40 Teaching & Learning with Technology. This course will assist students in assessing their own administrative and instructional needs as a teacher and in becoming fluent with a variety of technologies that can be used to meet these needs. Students will explore existing educational environments and gain the knowledge needed to confidently assess a schools technology resources and determine which technologies they will effectively adopt. Exploration will include the enhancement of student learning to simple time saving tips for a teacher's day-to-day routine. Students will explore their own preferred teaching style and identify technologies that will help them reach a wider range learning styles. After two weeks of analyzing case studies and becoming familiar with technologies ranging from educational games to wireless course management software, students will spend one week in an educational environment putting into practice the skills they have learned. This course is required for the Computer Science secondary education minor. *M. Terpstra.* 8:30 a.m. to noon.

[**IDIS W13 International Teaching.**](#) *J. Simonson, P. Villalta.*

[**IDIS W33 Introduction to Storytelling.**](#) *J. Kuyvenhoven.*

English

~~**CANCELLED W10 Spirituals & the Blues.** This course presents a study of the spirituals and the blues, analyzing their common origins in American slavery and the historic divide between sacred and secular music in African American culture. Whereas blues singers were often condemned for singing “the devil’s music,” James Cone, in his seminal book, *The Spirituals and the Blues*, argues in contrast that the blues should be interpreted as “secular spirituals.” Students will read descriptions of the spirituals and blues written by influential African American authors, including Frederick Douglass, W.E.B. DuBois, Zora Neale Hurston, Richard Wright, and Ralph Ellison. Students listen to and analyze lyrics from spirituals and blues music in order to evaluate the validity of Cone’s thesis. Evaluation is based on an oral presentation, that is, an “ethnomusical” biography of an important blues musician and a final exam, which asks them to develop their own analysis of the relationship between the spirituals and the blues, the sacred and secular music of African American culture. *B. Ingraffia.* 2:00 p.m. to 5:00 p.m.~~

W40 Faith & Literature: Stories that Preach. Literary critic Lionel Trilling argues that the fundamental subject of American literature is salvation. This course looks at a selection of works by contemporary writers with a particular focus on the ways in which faith informs literature, and asks the question: how does literature, in the words of Henry Zylstra, give us “more to be Christian with”? To answer this question, the class will visit with local editors of religiously-oriented publishing houses. We will also engage novels, short fiction, poetry, and films that center on faith questions. The class will consider, as well, the force of faith in literature in terms of critical essays, especially those written by many of the writers who have visited Calvin College as part of the Festival of Faith and Writing since 1990. Students will be evaluated through their contributions to class conversation, quizzes and response papers, and a course project. This course may fulfill an elective in the English major. *J. Holberg, J. Zwart.* 8:30 a.m. to noon.

W41 Finding God in the Movies: Kieslowski & Malick. This course will look closely at the work of two “giants” in the domain of religion and film, particularly the work of the great Polish filmmaker Krzysztof Kieslowski (1941-96) and contemporary American writer-director Terrence Malick (b. 1943). Both filmmakers have deeply invested themselves through the length of their careers in the challenge of exploring religious belief and the nature of God. Although Hollywood and film generally are usually seen as bastions of gleeful secularism, these two writer-directors have produced an extraordinary body of film that is religiously acute and moving. The course will look at the sorts of religious statements these films make and how they go about making them, concentrating on the interrelation between means and “message.” The course will begin by asking the question of what makes a film religious, and then move on to consider the drama of religious experience in the journey from darkness to light, from despair to hope, and from tragedy to comedy. We will also reflect on the nature of audience response and the legitimacy of oft-drawn distinctions between religious film and Christian film. As much as possible the course will follow a seminar format. Recent viewing of all films in the course is a requirement. Class sessions view films and discuss, including some time for professor lecture on filmmakers and meanings, though this is kept to minimum. Students will be responsible for viewing the films and reading analysis of written critical texts. The course is rather intensive, examining some fourteen films in as many sessions. It should also be noted that a number of the

films in the course are R-rated and often dark in their estimate of human life. The viewing list will include such films as Kieslowski's *Blind Chance*, *Decalogue*, *Three Colors*, and *Heaven and Malick's Badlands*, *Days of Heaven*, *The Thin Red Line*, *The New World*, and *The Tree of Life* (forthcoming). The course is designed to immerse students in the work of the two great masters of religious cinema to develop their own awareness of the religious capacities of cinema but also their exploration of the presence and character of the divine. Evaluation is based on a daily log of reactions to films, three analytic papers, and a final exam on the substance of the course. This course may fulfill an elective in the English major. *R. Anker*. 2:00 p.m. to 5:00 p.m.

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

W44 The Vampire Lectures. This course challenges the claim that the current interest in vampires is a "recent" one. In fact, great interest in vampires has bubbled up at several points in history, and it will be the task of the class to determine how these responses have been similar or unique. We will proceed by examining the development of the vampire mythos in England and Europe, and our texts will include vampire stories from the 18th, 19th, and 20th centuries, including, of course, *Dracula*. We will read these texts in the context of their reception by original audiences and try to determine if those responses are comparable to those by audiences of today. We will also examine a couple of "vampire epidemics" that occurred in the 18th and 19th centuries. Newspapers at both times diligently reported on what was thought to be sudden plagues of vampires in their communities and we will consider what features of those cultures might explain the "appearance" of vampires. Our exploration of the history of vampire literature will also cause us to ask more fundamental questions such as "What characteristics does a creature need to possess in order to be considered a vampire?" and "Are the *Twilight* films and *The Vampire Diaries* TV series actually vampire stories?" Finally we will frame our exploration by looking at theoretical responses to vampires and vampire literature. These will range from Augustus Montague Summers' *The Vampire, his Kith and Kin*, published in 1928, to 20th century texts. Students will read a collection of vampire literature from various genres and see six films. Evaluation is based on a group digital research project on either the 18th century vampirism epidemic in eastern Europe or on the current reception of *Twilight* and one-page response papers for each of the readings. This course may fulfill an elective in the English major. *J. Williams*. 8:30 a.m. to noon.

W45 African American English & its Culture. This class will focus on a variety of English spoken by many African Americans: African American English. Through daily exercises students will learn linguistic tools for analyzing the sound, structure, and meaning of African American English. Through class lecture, group discussion, and local field trips, they will learn more about the history of this variety and how this variety shapes popular culture and the social interactions of Americans. Student evaluation will be based on regular short quizzes and write

short exploratory essays. Each student will make one presentation to the class. This class may fulfill an elective in the English Major, the Linguistics minor, the ESL minor, or the English minor. *A. Kortenhoven, E. Vander Lei.* 8:30 a.m. to noon.

W80 Reading History, Writing Story. This workshop (which includes one week in Boston) leads students through the process of researching, writing, and publishing works of historical fiction. Students read three novels, as well as a number of essays that address the challenges for authors who use elements from history to write for a contemporary audience. Class time consists of lectures, discussions, research, and composition. Additionally, the class views films and video clips that illustrate how critical the setting, dialogue, plot, and characters are in creating a world from the past that reflects issues faced by the contemporary reader. Students learn the process of locating and examining primary and secondary sources. Students travel with the professor to Boston during week two to read first person narratives, examine artifacts, and visit historical sites. Students will conduct research at the Schlesinger Library, the Boston Public Library, the Massachusetts Historical Society, the Museum of African American History, and the Boston Athenaeum. Students complete several small writing exercises and use research from the Boston expedition to write chapters of a novel or to draft a short story—for adults or children—in the historical fiction genre. Students read aloud from their own writing and learn to review and edit one another’s work. Evaluation is based on the students’ portfolios of course assignments and on the students’ participation in the readings and discussion. This course may fulfill an elective in the English major and Language Arts major and in the Language Arts and writing minors. Prerequisite: ENGL 101. Fee: \$915. *N. Hull.*

W81 The Great American Short Story. What constitutes greatness in an American short story? What, in fact, constitutes an American short story? Our aims in this course are (1) to establish some criteria by which to judge the worth of the American short story, or perhaps any short story, (2) to enjoy, discuss, and understand some of the contenders for the accolade “The Great American Short Story,” and (3) to designate one story for the honor. The class uses a common, required anthology, from which stories are read in a roughly chronological order and in which a wide variety of styles and authors is represented. Student evaluation will be based on lively participation, reports, and testing. This course may fulfill an elective in the English major. Prerequisite: English 101. *J. Timmerman.* 8:30 a.m. to noon.

262 Business Writing. A course introducing students to the kinds of writing and computer presentations that are required in business-related fields. Students collect examples of and practice composing the types of professional communication that they are likely to craft on the job. The class is conducted as a workshop; students consult with each other and with the instructor. Each student submits several projects. The class also includes a group report (with written, multi-media, and oral portions), in-class writing and computer exercises, and the use of word-processing and presentation software. Prerequisite: Completion of English 101 with a grade of C+ or above. *M. Dunn.* 8:30 a.m. to noon.

339 English Grammar (3). A study of 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. Student work

will be evaluated by means of daily assignments, in-class projects, several quizzes, and a test. *B. Vande Kopple, J. Vanden Bosch. 8:30 a.m. to noon.*

IDIS W16 Taos Art & Literature. *L. Naranjo-Huebl.*

IDIS W21 An Inside Look at the January Series. *R. Hondered, K. Saupe.*

Engineering

W80 Advanced Chemical Engineering. This course addresses essential advanced topics for design. Topics build on the foundational concepts from several earlier chemical engineering courses. The course includes advanced topics from separations, heat transfer, and nonelementary kinetics. An introduction to mathematical modeling for advanced transport is considered. In addition, fundamental concepts of environmental, health, and safety issues, as well as corrosion and materials of construction, for design are presented. Evaluation is based on daily homework, class presentations, and a final exam. This course meets the requirement for an advanced technical elective interim course for seniors in an engineering major. It meets the requirement for an engineering elective for the engineering minor. Prerequisites: Engineering 330, 331, 335, and senior standing. *J. & J. VanAntwerp.* 8:30 a.m. to noon.

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

W82 Environmental Hydrogeology. This course addresses analysis of groundwater quantity and quality and design solutions to common groundwater problems encountered by civil engineers. The first objective is to introduce and apply fundamental concepts including groundwater resources, flow, and well hydraulics. From there, groundwater quality and contaminant fate and transport are covered, with applications to wastewater reclamation and reuse, risk assessment, and remediation schemes. A second objective is to develop critical problem solving and design techniques. Modeling approaches are presented and used throughout in support of design projects. Evaluation is based on homework assignments and design projects. This course may fulfill a senior special topics interim for Engineering students. Prerequisite: ENGR 320 and 306 or permission of instructor. *B. Guidice.* 8:30 a.m. to noon.

[IDIS W40 Dutch Landscapes.](#) *H. Aay, R. Hoeksema.*

[IDIS W48 Business, Engineering & Religion in the Context of European Culture.](#) *R. Brouwer, M. Kuyers, N. Nielsen.*

[IDIS W81 China Business & Engineering.](#) *A. Si, L. Van Drunen.*

[IDIS W84 iPhone App Startup.](#) *S. VanderLeest.*

[IDIS 103 Oral Rhetoric for Engineers.](#) *M. Steelman-Okenka.*

French

112 Multisensory Structured French. The second course in a three-course sequence of language study designed to meet the special needs of at-risk students. Materials are presented with an emphasis on understanding the nature of language. General language-learning skills are developed as specific foreign language goals are met. The course is open to students who, on the basis of adequate documentation, are continuing from 111 and expect to complete through the French 113 level. Evaluation is based on quizzes, tests, writing assignments, oral interviews, cultural projects and activities, journals, and one-hour afternoon small group sessions. Prerequisites: FREN 111 or permission of the instructor. *I. Konyndyk, A. Vander Woude.* 9:00 a.m. to noon and 1:30 p.m. to 4:00 p.m.

132 Intermediate French. This is the second course in a closely integrated and intensive sequence of language study involving two semesters and the interim, for students who have completed two years of high school French but who, on the basis of a placement test, are not prepared for 201. The course is also open to strong language learners who have had no previous French, but who are capable of learning French in a fast-paced sequence. Students in this sequence complete their foreign language core requirement with French 202. *V. DeVries.* 8:30 a.m. to noon.

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 and minor. No pre-requisite is required and the class is open to all students; however, Geography 221 and Geography 222 is recommended. *J. Van Horn.* 8:30 a.m. to noon.

GEOL 112 Earth Science for Educators. (MAY) (4 semester hours). This course is designed for students in the education program. Students use earth science concepts in an inquiry-based approach to build a knowledge base that is appropriate to the school classroom. The course covers topics in earth sciences that are required as teaching objectives in National Science Education Standards and in the Benchmarks for Science Literacy. These include activities studying astronomy, plate tectonics, erosion and weathering, volcanology, meteorology, and how humans interact with earth systems. A perspective of respect for God's creation and Christian stewardship of the creation is presented as the purpose for investigating and learning to understand the concepts presented in earth science. Field trips will include Butte, Yellowstone National Park, and Craters of the Moon National Monument. Evaluation is based on graded lab/field work exercises, quizzes, journals and a final exam. This course may fulfill an elective in the Integrated Science major or minor. NOTE: This 2-week Interim course begins immediately after spring commencement. Course dates: May 23-June 5. Fee: \$1100. *K. Bergwerff.* Off campus.

GEOL 151 Big Sky Geology: Montana (field version of on-campus Geol 151). (MAY) (4 semester hours). This Interim in May course in Physical Geology is based in SW Montana, a location with a wide variety of superb geologic exposures and landscapes. This course fulfills the Physical World core and emphasizes outdoor, field-based investigation and learning. Students will be introduced to the breadth of geological study leading to responsible Christian appreciation and stewardship of the Earth. Topics include rocks and minerals, volcanoes, weathering, rivers and streams, geologic time, plate tectonics, natural resources and geologic hazards. Afternoon field activities are an important part of the course, and afternoon field work each day complements morning lecture and lab activities. Included among the many visited localities are Butte, Yellowstone National Park and Craters of the Moon National Monument. As a graded course, quizzes and exams will cover lecture, lab and text. Students will be required to complete lab assignments and maintain a written field log. This course may fulfill an elective in the Geology major or minor, Environmental Geology major, the Earth/Space Science for Secondary Education major or minor, and fills Physical World core. NOTE: This 2-week Interim course begins immediately after spring commencement. Course dates: May 23 - June 5. Fee: \$1100. *R. Stearley.* Off campus.

[IDIS W19 Sustainability in New Zealand](#) (MAY). *J. Curry, G. Heffner.*

[IDIS W54 Imagination in Place: Exploring the Writings of Wendell Berry.](#) *J. Curry, G. Heffner.*

German

DUTC W40 Dutch Interim Abroad. Experience Dutch culture and everyday life in the Netherlands. This course features extensive interaction and meetings with Dutch persons. Excursions to places of education, business, and political institutions, as well as museum visits, concerts, church services, and guided tours are also aspects of the course. Depending on language background of participants, individual students may receive semi-formal instruction in Dutch. Local and intercity travel is done via bus, train, and bicycle. Lodging is in comfortable hostels and home stays. Extended stays are in the cities of Amsterdam, Amersfoort, and Middelburg with excursions to numerous other cities and into Dutch-speaking Belgium. There are several free days for travel. Course goals are that students demonstrate gains in Dutch language skills and that they increase their understanding of various religious, political, and cultural facets of the Low Countries. Students demonstrate achievements of these goals in journal writing, field assignments, and a concluding writing project. Students having taken at least one Dutch language course are given priority admittance to this course. This course may fulfill an elective in the Dutch major and minor and the Netherlandic Studies major. This course will fulfill the CCE requirement. Course dates: January 6-24. Fee: \$2595. *H. DeVries*. Off campus.

GERM W80 German Interim Abroad. Participants engage with and improve their knowledge of the German language and culture on this study experience, which includes stays in Schleswig-Holstein, Berlin, locations in former East Germany, and in southern former West Germany. Activities include three 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, gains in mastery of the language, increased understanding of various religious, political, and broadly cultural phenomena of Germany, and growth in intercultural sensitivity. Students will be assessed on their individual vocabulary acquisition, submission of a written portrait (in German) of a guest family, and submission of at least two analytic journal entries. This course may fulfill an elective in the German major and minor. Prerequisites: GERM 301 and permission of the instructor. This course will fulfill the CCE requirement. Course dates: December 28, 2010 to January 27. Fee: \$2685 and up to \$600 for personal and final-week costs. *M. Buteyn*. Off campus.

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

Greek

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

History

W10 African Americans in Reformed Tradition. This course is designed to introduce students to historic African American participation in the Reformed and Calvinist tradition within Christianity. The focus will be on African American men and women in slavery and in freedom who wrote, spoke, and thought within the framework of Calvinism. Students will learn of the historical involvement of African Americans within Calvinism through reading various texts such as poetry, prayers, speeches, and sermons. The goal is for students to comprehend how African Americans applied Calvinism to their unique historical contexts. Students will write two short essays on specific themes in the course, they will contribute to informal discussions on on-line discussion board topics, and offer a presentation on a particular African American Calvinist, or theme covered in the course. *E. Washington.* 2:00 p.m. to 5:00 p.m.

~~CANCELLED W40 Heresy & Orthodoxy in the Early Church: Constructing a Myth and a Reality.~~ In popular culture, works such as Dan Brown's novel, "The Da Vinci Code," countless translations of "Gnostic" texts available at any bookstore, and numerous programs on the Discovery and the History channels, all have attempted to recover the lost voices of those condemned as "heretics" in antiquity. The hullabaloo over the recent publication of the "gospel of Thomas" is also another reflection of the popular fascination over "lost" Christianities, and one extreme tendency in contemporary scholarship has been to reduce all forms of Christianity as potentially "orthodox" in their own right. A classical argument states that only later did these "orthodoxies" become "heresies," largely due to the efforts of an institutionalized church hierarchy interested in establishing its power and authority over Christendom. On the flipside, traditionalist interpretations of early Christianity claim a single, defined orthodoxy established at the onset of the faith and passed down intact to subsequent generations, and the works of the orthodox heresiologists and their representations of heretics and their writings are read and taken at face value. This course is intended to challenge such traditional and dated interpretations of heresy and orthodoxy through a critical examination of primary sources and recent scholarly studies, but at the same to affirm a balanced view of the development of orthodoxy from a Reformed perspective. We will explore the relevant theological and ecclesiastical issues which were at the heart of these "heresies," and we will consider how many of the ancient debates still resonate in Christianity today. Students in the course will read several texts by various so-called heretics and selections from the works of the heresiologists who condemned them. In addition, students will read two monographs and several scholarly articles on the subject of orthodoxy and heresy. Requirements for students include an in-class presentation on a particular "heresy" and a final 10-page paper. This course may fulfill an elective in the History major. *Y. Kim.* 2:00 p.m. to 5:00 p.m.

~~CANCELLED W80 The World of Don Quixote.~~ Miguel de Cervantes's masterwork *Don Quixote* is often taken to be a "timeless classic," but the novel and its author are also solidly rooted in the history and culture of late sixteenth and early seventeenth-century Spain. This course will explore the history and culture of the Spanish "Golden Age" by reading and discussing the novel itself in English translation, supplemented by a brief selection of other literary, dramatic, and historical sources. (The novel itself is about 1000 pages, so other readings will be very brief.) Cervantes (1547-1616) was a soldier, an eclectic autodidact, a convicted felon, and a creative religious thinker, as well as one of Europe's most inspired novelists; this

~~course will examine these many sides of his career, and the broader historical context of each. Each student will undertake and present a research project on one aspect of Golden Age culture or history. Evaluation will be based on a paper, presentation, short reading quizzes, and daily class participation. This course may fulfill an elective in the History major. Prerequisite: HIST 151 or 152 or one Spanish course above 203, or permission of the instructor. K. Van Liere. 8:30 a.m. to noon.~~

294 Research Methods in History (2 semester hours). This course is an introduction to historical sources, bibliography, and research techniques, by giving particular attention to the different genres of history writing, the mechanics of professional notation, critical use of print and electronic research databases, and the development of critical reading skills with respect to historical exposition and argumentation. In this letter-graded course, evaluation is based on several reports, essays, and a final exam. Prerequisite: one course in history or permission of the instructor. NOTE: This is a required two-semester hour course in the history major. K. Maag. 2:00 p.m. to 5:00 p.m.

IDIS W18 Byzantine & Ottoman Turkey. D. Howard.

IDIS W49 Film Noir & American Culture. J. Bratt, B. Romanowski.

IDIS W50 Malick & Morris: Two Philosophical Filmmakers. C. Plantinga.

IDIS W53 Guatemala, Closer than you Think. D. Miller.

HPERDS

PE 223 Movement and 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 rationale, curriculum, resource 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 and a Christian response to these gifts. The course is required for all elementary education students and will substitute for the physical education core requirement in the category of Sport, Dance and Society. *S. DeKeine*. 2:00 p.m. to 5:00 p.m.

RECR 308 Recreation Program & Facility Management. This course will review the principles and procedures related to the operation and care of private and public recreation resource areas and facilities. Topics will include establishment of legal authority for operations, developing policies and guidelines, interagency coordination and/or competition, safety and security, and systems evaluation. The course is intended to introduce students to a variety of recreational facilities, requiring them to examine the virtue of stewardship within the context of facility management and budgeting. Part of this will include the planning, design, and development process of new recreational facilities. Within this students will also gain an understanding of how program development is an outgrowth of facility development. The course will also examine various forms of financing new recreation facilities in the public, nonprofit, and commercial sectors. Students will also explore the many facets of managing recreation facilities including marketing, scheduling, staffing, and risk management. Finally students will be given opportunities to effectively utilize a wide range of communication tools including written and audio visual to plan, manage and evaluate recreation facilities. Methods of evaluation will include reflection papers, final project/exam and participation/attendance. Prerequisite: RECR 305 or permission of instructor. *J. TeBrake*. 8:30 a.m. to noon.

IDIS W11 Be Fit for Life: Bike Australia. *R. Blankespoor, L. Louters, N. Meyer.*

IDIS W12 Grand Canyon Outdoor Educator. *A. Bailey, R. Rooks.*

IDIS W17 The Adventure Travel Race. *C. Blankespoor. A. Warners.*

IDIS W21 An Inside Look at the January Series. *R. Hondered, K. Saupe.*

IDIS W23 Dancing the Elementary Curriculum. *E. Van't Hof.*

IDIS W28 Spiritual Strength Training. *J. Kraak, N. Van Noord.*

IDIS W29 Sports in Film & Fiction. *B. Bolt, J. Timmer.*

PER Activities Courses (1 semester hour)

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

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

141A Rock Climbing. *D. Koning.* 3:30-4:45 (MWF)
155A Ballet I. *J. Genson.* 12:30-3:00 (MTW)
173A Basketball. *J. Sparks.* 10:30-noon (TTH)
174A Volleyball I. *J. Bergsma.* 10:30-11:45 (MWF)
174B Volleyball I. *D. Bakker.* 2:00-3:15 (MWF)
180A Badminton I. *J. Bergsma.* 8:35-9:50 (MWF)
180A Badminton I. *J. Bergsma.* 1:30-2:45 (MWF)

Fee required. Pick up information sheet in PE office.
+ Class will meet off-campus.

Interdisciplinary (IDIS)

W10 Adventure in the Waters of Panama. In this wilderness adventure course, students challenge themselves physically, emotionally, and spiritually as they develop new outdoor skills and live very intentionally together in a variety of rustic settings, focusing on the ideas of simplicity and contentment. Students will develop a deeper awareness of self, more rewarding relationships with God and others, and a greater appreciation of God's world as reflected in the indigenous people, cultures, and environment of this remote and extraordinary locale. This 23 day wilderness adventure features sailing, scuba diving, sea kayaking, surfing, and white-water rafting surrounding the island of Bocas del Toro on the southwest coast of Panama. Students also interact with the Afro-Caribbean and Guaimi Indian people through local church worship services and other intercultural activities. Students will study and experience the spiritual discipline of simplicity, and contrast it to our typical lives; experience extended solitude and reflection as a means of personal and spiritual growth; earn certification in SCUBA (NAUI), white-water rescue, and sailing; be challenged to learn to surf, raft, and wakeboard; and experience God through His creation and the diversity of His people. Evaluation is based on class participation, an oral presentation, reflective daily journaling, and a final paper. This course fulfills the CCE core requirement. Course dates: January 3 -23. Fee \$3200. *J. Britton, D. Vander Griend, J. Witte.* Off campus.

W11 Be Fit for Life: Bike Australia. This course introduces students to concepts of basic fitness and nutrition that promote lifetime wellness from a Christian perspective. The basic components of good nutrition are studied along with the special nutrition demands associated with exercise performance. A special emphasis is placed upon the chemical and biochemical nature of nutrition and exercise. Students also study the efficacy of some of the current nutritional 'fads.' Promoting lifetime fitness with cycling is particularly attractive because the equipment is relatively inexpensive and this form of exercise is low impact. Biking in Australia also gives students an opportunity to gain insights into and appreciation for another culture. Students compare the exercise and nutritional attitudes and habits of two cultures, and determine if there is any correlation with incidences of diseases such as cardiovascular disease. Students attend several evening classes during the fall semester and spend several hours researching a topic that they will present to the class during the bike tour in Australia. They also participate in a nutritional intake study and analysis, and participate in several tests that can be used to evaluate fitness. Student evaluations are based upon: class participation, a daily journal, quizzes, projects, and nutritional analysis. This course will fulfill the CCE requirement. Course dates: January 3-28. Fee: \$4750. *R. Blankespoor, L. Louters, N. Meyer.* Off campus.

W12 Grand Canyon Outdoor Educator. This community based learning experience held in the Southwestern United States is designed for students interested in developing wilderness leadership skills and advanced skills in expeditionary backpacking, backcountry first aid, and rock climbing. The course begins at Cochise Stronghold near Tucson, Arizona and will begin with a 5 day American Mountain Guide Association climbing site manager course (SPI). The second phase takes place in Flagstaff, Arizona with a 10 day Wilderness First Responder certification course through the Wilderness Medical Institute of the National Outdoor Leadership School (NOLS). The third phase of the course will be a 6 day backpacking trip in the Grand Canyon. Here, students will gain skills in backcountry living and travel, outdoor education, and

group leadership. During this phase, students will cover the Wilderness Education Association (WEA) backcountry curriculum. Over the period of three weeks in the Southwest, students will also be exposed to the following topics related to outdoor education and leadership; group dynamics and development, expedition planning, models of facilitation, group management and supervision, land management agencies, Leave No Trace, regional natural history, and environmental ethics and stewardship. Evaluation is based on exams and participation. Course dates: January 3-23. Fee: \$2395. *A. Bailey, R. Rooks*. Off campus.

W13 International Teaching. This course is for students who want to explore the possibility of international teaching and consider what it means to be a foreigner involved in the education system of a developing country. Students will live with families in the capital city of Honduras, Tegucigalpa, and work in the International School and the Kingdom School, two different bilingual Christian schools which serve contrasting populations. The group will make a several visits to visit other Honduran schools and to the development community in Nueva Suyapa. As well there will be weekend excursions to historic and cultural sites such as the Ruins of Copan, Lago de Yajoa, and the waterfalls at Pulaphanzak. [This course may fulfill an elective in the International Development Studies major or minor.](#) This course will fulfill the CCE requirement. Course dates: January 5-25. Fee: \$2370. *J. Simonson, P. Villalta*. Off campus.

W14 Peace, Pubs and Pluralism: Diffusing Religious Tensions in a Postmodern World. Ours is a world of difference, a veritable alphabet soup of differing identities: religious, political, etc. The discrete letters of this soup bump against one another in ways unimagined even a generation ago. And this makes our world ripe for dangerous religious and political antagonisms. This interim takes students to London, England and Belfast, Northern Ireland, settings well known for harsh antagonisms. Students will explore how Christians committed to peace, justice and reconciliation are addressing religious difference and diversity. London is a cosmopolitan city called home by Jews, Christians, Muslims, Sikhs, Buddhists, Hindus, and secular atheists, just to name a few. And “the Troubles” which plagued Belfast in the last half of the 1900’s are, sadly, legendary. Students will visit both cities, meet with religious leaders of various faith communities, including the Archbishop of Canterbury, and explore some of the theoretical and practical ways in which followers of the Prince of Peace are incarnating seeds of peace and justice in divisive contexts. Written or video journals, participation in service learning projects and liturgies, and daily discussion of reading materials form the basis of the course grade for the interim. This course will fulfill the CCE requirement. Course dates: January 6 - 22. Fee: \$2841. *K. Corcoran*. Off campus.

W15 Reformation in Scotland & London. The Scottish Enlightenment (1745 to 1790) was a time of astonishing innovation when the Scots ruled the intellectual world in philosophy, economics, science, and literature. It was preceded by the Protestant Reformation in the United Kingdom (1560-1650), which led to the creation of the Westminster Confession and to the founding of Presbyterianism. These two great historical eras, separated by a century, are linked in important ways, historically and intellectually. Students visit the sites where all of these events occurred, interacting with the intellectual and religious figures whose work so profoundly influenced the Western world: philosophers Frances Hutcheson, David Hume, and Thomas Reid; poets Robert Burns and Sir Walter Scott; scientists Joseph Black and James Watt; economist Adam Smith; the reformer John Knox; the Westminster Divines; and the Scottish

Covenanters. In London, students study the Westminster Assembly in a visit to Westminster Abbey, while touring museums and cathedrals and attending worship services. After traveling to Edinburgh by train, students interact with Enlightenment intellectuals while visiting sites of Scottish Reformation history. Lectures given by Enlightenment and Reformation scholars are held at the University of Edinburgh and local sites. Walking tours of Reformation Edinburgh and of Enlightenment Edinburgh emphasize architecture and history. Students tour Edinburgh Castle, take a ghost walk, and visit the Highlands. Students tour the John Knox House and Museum and live within two blocks of that site. The main goal of the course is for students to understand the relationship between the Reformation in Great Britain and the Scottish Enlightenment, how both were influenced by Reformed Christian thought, and how both affect us today. Students will keep an academic journal and will bring to life one Reformation or Enlightenment event or figure in a class presentation. This course will fulfill the CCE requirement. Course dates: January 6-24. Fee: \$3100. *S. Matheson*. Off campus.

W16 Taos Art & Literature. The literature and art of the American southwest are inextricably tied to the history, culture, and landscape of the area, and its writers and artists come from three primary ethnic groups: Native Americans, Mexican Americans, and Anglo Americans. Students will learn of the richness and diversity of the art in these converging traditions in Taos, New Mexico, and the surrounding area by visiting the places that form the basis of the literature and art developed here. Writers/ storytellers include Joy Harjo, Robert Mirabal, Leslie Silko, Willa Cather, and Rudolfo Anaya, among others. Students will also visit artists, studios, galleries, and sites to experience both traditional and contemporary art and artifacts. Artists include ceramists (e.g., Maria Martinez), painters (e.g., Georgia O'Keeffe), and contemporary regional artists. By studying the art and literature of the subcultures of the southwest, students will learn of the contributions they have made and make to U.S. culture. Students will witness how the inspiring landscape of the southwest influences artistic expression and how this art expresses and conveys faith and hope in a complex and fallen world. Students' interaction with the people and artists of the Taos area will enrich their understanding and enhance their appreciation for the people and gifts of these subcultures. Evaluation will be based on short papers, journal/sketchbooks, brief presentations, and their contribution to community activities and engagement. This course will fulfill the CCE requirement. Course dates: January 5-25. Fee: \$ 2200. *L. Naranjo-Huebl*. Off campus.

W17 The Adventure Travel Race. Adventure travel involves intentionally going beyond one's geographical comfort zone and seeking out experiences that are unfamiliar and potentially life-changing. These experiences usually take the form of physical and mental challenges, and often bring significant personal-experience and faith-journey rewards to those who rise to meet such challenges. Once dominated by sports such as downhill skiing and scuba diving, adventure travel has expanded to include activities such as wildlife watching, adventure racing, bungee jumping, rock climbing, whitewater rafting, and mountain biking. It is one of the largest and fastest growing segments of the travel industry in the USA. Students will experience this type of traveling by visiting five US cities (Chicago, Denver, Seattle, LA, Phoenix) and competing in an adventure race modeled after the reality TV show, *The Amazing Race*. When not competing, students will learn about the origins of adventure travel, the people who are drawn to it, and the resource management and stewardship issues surrounding it. We also consider what can be done to help ensure sustainability of cultural and natural resources on which adventure travel and

tourism depend. Students will also be challenged to further develop life skills such as teamwork, healthy competition, and conflict-resolution. Students will learn to understand the nature of adventure travel and adventure tourism, discuss the risk elements of adventure activities, and understand approaches and techniques involved in planning, managing, implementing and monitoring effective tourism and recreational activities and development. Evaluation is based on a daily journal, active participation in course activities, and a written examination. Course dates: January 5-25. Fee: \$1800. *C. Blankespoor, A. Warners.* Off campus.

W18 Byzantine & Ottoman Turkey. Few places in the world today match the complexities and ambiguities, or embody the confluence of ancient and modern, secular and sacred, European and Asian, Christian and Muslim, of Turkey. This is the land that preserved and advanced the legacy of the Graeco-Roman world for almost 1000 years in the Byzantine commonwealth, and where the fundamental creeds of Christendom were debated, composed, and ultimately confessed as orthodoxy. Under Turkish rule it also became an important site for the development of the modern Islamic tradition. Today, Turkey is a model of a predominantly Muslim state ruled according to secular democratic institutions. This course explores the rich history of Turkey, challenging popular misconceptions of historic Muslim-Christian relations and deepening understanding of the transition from Greek to Turkish rule in the fourteenth and fifteenth centuries. In addition to ample time spent studying the Ottoman conquest of Istanbul/Constantinople, the course also examines lesser known locations such as Ankara/Ancyra, Iznik/Nicaea, Behramkale/Assos, and the “seven churches” of western Anatolia, including Selçuk/Ephesus. Particular attention is paid to areas where Muslim and Christian sacred space is in close proximity. Period readings include both selections from well-known late antique and medieval classics such as Procopius’s *Secret History* and the *Travels of Ibn Battuta*, and some significant but virtually unknown works such as Saint Gregory Palamas’s “Letter to the Thessalonians” and the records of Ottoman court proceedings. Before departure students read two books and write a take-home test; while traveling students visit historic sites, listen to evening lectures, participate in structured discussions, and keep a journal; on return students write an integrative paper. Course dates: January 2-25. Fee: \$3534. *D. Howard.* Off campus.

W19 Sustainability in New Zealand. New Zealand is known as a global model in the area of sustainability and planning. This course will explore the environmental context of New Zealand, the policy framework that governs sustainability, and the sustainability philosophy of New Zealand both in theory but also as it is lived out in the Bay of Plenty region of the country. We will explore how knowledge of ecological systems, globalization, political economy, and social justice come together in pursuit of development that is community-minded, economically and ecologically sustainable. In particular, we look at the social, economic, political and physical factors which support, or have the potential to support, the development of healthy communities. We will compare/contrast how differing worldviews, including a Christian worldview lead to different assumptions about normative development. A special emphasis is put on the role of the Maori, the indigenous peoples of New Zealand, in defining and developing the country’s philosophy of sustainability that incorporates economic, social, cultural and environmental aspects. Students will spend one week in an intensive class on Calvin’s campus, May 23-27, 2011 to introduce them to background information on the country of New Zealand, the history of the concept of sustainability, the Resource Management Act (RMA), and the business environment in New Zealand. The following 14 days will be spent in an immersion experience

in the Bay of Plenty region of New Zealand (northeast part of the North Island). This experience will include the following themes: sustainable practices in the business sector; sustainable systems measuring performance; sustainability networks in businesses, government and communities; marketing sustainability, and sustainable communities. The students will spend time at a number of venues—from Zespri International (kiwi fruit production) to sustainable tourism sites, to an experience of cross-cultural engagement with a local Maori community. This course is taught in collaboration with GVSU, Aquinas College, and Davenport College. Students from all these campuses may participate in the course. A final one credit is to be completed during the fall of 2011 in a joint project developed and carried out by the students, but arising out of their experience exploring sustainability in New Zealand. Students may also arrange to extend their time in New Zealand and participate in either an internship or additional travel. This course will fulfill the CCE requirement. Course dates: May 28-June 12. Fee: \$4233. *J. Curry, G. Heffner*. Off campus.

~~**CANCELLED W20 An Abbey of Our Own.** Most Calvin students will become leaders in their churches, and will do so with no particular preparation. Even those becoming ministers will have little preparation for the organizational leadership duties they will bear. Yet often the available training grows out of a managerial culture that is not well disposed toward discernment of the Spirit or the distinctives of non-profit organizations. Christian Abbeys offer a useful model. They are centers of worship and hospitality, service and learning; they practically serve the common good while pursuing Christian discipleship; they train their members in spiritual leadership that rests on discernment while also maintaining a culture of disciplined, effective work. This course seeks to offer a similar standard of practical preparation and experience in the leadership of congregations, all in the context of engaging traditional Christian practices geared toward discernment and community. Evaluation will be based on readings, discussions, practical projects, team building exercises and journaling. *K. Schaefer*. 8:30 a.m. to noon.~~

W21 An Inside Look at the January Series. The Award-winning January Series brings some of the world's greatest authorities in their respective fields to Calvin to speak on a range of topics. Participants in this course encounter a diversity of issues and perspectives by attending the January Series programs. Students enjoy additional opportunities to interact with the speakers by watching live interviews with several presenters and spending part of each morning in personal conversation with the speakers. In response to the values and ideas they encounter with each speaker, students are challenged to clarify and articulate their own worldviews. Course requirements include attendance at all January Series events, a short reflection paper on each presentation, and a research paper on one of the Series speakers or topics. *R. Hondered, K. Saupe*. 8:30 a.m. to noon & 12:15 p.m. to 1:30 p.m.

W22 Crime & Detective Fiction. This course involves close study of crime and detective fiction—mostly by American and British authors, though also by writers from Scandinavia. The course focuses on reading novels and short stories, but students also watch and analyze film and television adaptations. Learning objectives include an understanding of the history and development of the genre; an understanding of how crime and detective stories address cultural attitudes about crime and punishment, social problems, and human nature; and an ability to engage in a close reading of literary and cinematic texts. Student understanding and skills are

evaluated by a reading and viewing journal, an exam, a book review, and class participation. *G. Pauley*. 8:30 a.m. to noon.

W23 Dancing the Elementary Curriculum. This course explores the use of creative movement as a tool for teaching elementary curriculum. Students “move” through elementary math, Bible, social studies, science and language arts by creating improvisational studies and designing movement games. Students visit elementary classrooms, meet teachers, discuss the curriculum and custom-design movement lessons. In pairs, students teach their lessons to elementary children in a local school. Students are expected to complete and are evaluated upon the following requirements: a test upon readings, writing assignments, peer-teaching activities, creative game design, lesson-planning and in-classroom teaching. No previous dance experience required. *E. Van't Hof*. 8:30 a.m. to noon.

W24 Elementary, My Dear Watson. This most famous of Sherlock Holmes's lines occurs nowhere in any of Conan Doyle's Sherlock Holmes stories. So where does it come from? In this course students pursue this and other mysteries as with Watson we track Holmes through some of the murkier stretches of Victorian society. Along the way students explore Doyle's life and times, examine the social context of Holmes's adventures, trace selected themes of the times through the stories, and discover why Doyle disliked Holmes so intensely he tried to kill him off. Students read a significant portion of the Holmes stories and novels, read some early Holmes apocrypha, listen to old radio productions, watch old TV shows, and see some of the classic Holmes movies. (Modern imitations, most of which are unspeakably abominable, will not be read. Ever.) In addition, class members are expected to participate in all class activities and to make on class presentation. Assessment will be based on the presentation and on daily submission of a reading journal and a topical journal. *D. Ratzsch*. 2:00 p.m. to 5:00 p.m.

W25 Embracing the Gifts of the Spirit. The Holy Spirit, the 3rd person of the Triune God is very much alive and at work in the church and world today. This course explores the work and movement of the Spirit in individuals, groups, churches(including the CRC), countries and globally. This course enriches students' knowledge and experience of the Spirit in their lives. This course explores the history of the charismatic movements including the Third Wave using a combination of books, articles, reports with visits to charismatic churches or prayer meetings. Classroom learning includes lectures, student presentations and class discussions. There is a review of the Biblical foundations for the Third Wave Report that the CRC Synod of 2009 recently approved to be sent out to CRC congregations for study along with the book “Signs and Wonders: A Reformed Look at the Spirit's Ongoing Work” by John Algera (a CRC pastor). There is a review of all of the gifts of the Spirit in the Bible, with a more thorough review of the gifts that are often called charismatic. There is a consideration of what it might sometimes mean to “walk in the Spirit” or to live a “life in the Spirit” within the context of a Reformed Christian and historical church viewpoints as it lived out today. This course's learning and experience encourages the deepening of each student's personal relationship with God and the Holy Spirit, in their daily Christian walk, in listening and responding to the Spirit's promptings, and in reaching out and touching others' lives with God's love, power and grace for the benefit of the church Body. Students research, write and do a presentation about an aspect of the movement of the Spirit today, and also write several personal reflective essays. *C. Jen*. 8:30 a.m. to noon.

W26 LifeHacking: Practicing Smart Living. The term "lifehacking" means finding ways to help you get things done in smarter, unusual, or more efficient ways, whether that means using technology better, or, going back to basics. The student will learn, practice, test, evaluate, and present various self-chosen and assigned lifehacking techniques, including keeping your Inbox count at 0, memorizing faster, buying food cheaper, taking better notes, taking better pictures, keeping your computer clean, learning how to do small talk better, how to save money better, organize your dorm room more efficiently, etc. Lifehacking techniques will be investigated and evaluated from a biblical, Reformed perspective. Students will be evaluated on the thoroughness of their investigation of a lifehacking technique, level of class participation, their 2 in-depth presentations (advertised and open to the public), and regular comments posted on the lifehacker.com web site. *C. Essenburg, V. Norman.* 2:00 p.m. to 5:00 p.m.

W27 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? Do I need life and health insurance when I get out of college? What type would be best for me? 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, 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. Students will be evaluated on the basis of quizzes from test material, short paper presentations, and a final exam. *R. De Vries, E. Van Der Heide.* 8:30 a.m. to noon.

W28 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 about the Holy Spirit; waves of renewal within the 20th century; theological and historical reasons why many traditions have resisted emphasis on the Holy Spirit; what the Bible teaches about the divine personhood, and inward and outward works of the Holy Spirit; how to receive guidance from, cooperate with, and be empowered by the Holy Spirit; how to discern and develop one's gifts from the Holy Spirit; and what the Bible teaches about the healing ministry of Jesus, as it relates to spiritual, inner, relational and physical healing. Students are regularly provided with opportunities for the practical application of theoretical topics via the incorporation of in-class exercises; opportunities to pray with classmates, as well as to receive personal prayers offered by community volunteers; field trips to witness the practical application of presented material; and participation in a local 2 1/2-day spiritual retreat (1/20-22), sponsored

by the Presbyterian Reformed Ministries International Dunamis Project. Students are evaluated by written tests, critical reviews of assigned books, research assignments, in-class participation, group presentations and reflection papers. *J. Kraak, N. Van Noord.* 2:00 p.m. to 5:00 p.m.

W29 Sports in Film & Fiction. Sport is embedded in our culture. For this reason filmmakers and novelists often tell stories about and through sport. This course will investigate sport films and novels, identifying and evaluating common themes and myths, and making comparisons to real sport experiences. Students and professors will collaborate to select films to be reviewed and develop a template for sport film analysis. Students will complete a series of film reviews based on this template, and a tournament format will be used to critique and debate sport films. Imagine *The Blindside* vs. *Raging Bull*, or *Invictus* vs. *Miracle* to determine the greatest sport movie of all time. A book club format will guide small group discussions, written reports, and presentations of sport novels and poetry, with special emphasis on developing a discerning Christian perspective on the American sport culture. *B. Bolt, J. Timmer.* 8:30 a.m. to noon.

W30 Theory & Practice of Quilting. An introduction to the theory and practice of quilting. The course examines the most important forms of quilting in the American context, such as whole cloth quilts, pieced quilts and the significance of various patterns, album quilts, appliqué, slave quilts, and Amish quilting. The course examines the historical context of this unique art form, and the role that quilting played in social settings, such as the Westward expansion and in slave communities. In particular, the course focuses on the way that various faith communities used quilting as a location for creating meaning, the significance of simplicity in Amish quilting, and the importance of aesthetic creation in human life. The course will also introduce students to basic techniques in quilting: design, piecing, machine quilting and binding. Students will design and complete a lap quilt in a traditional log-cabin or nine patch design, using scrap fabrics. The course requires regular journal reflections on the practice of quilting in American History as well as the completion of the student's own quilt. In addition to the text book, students will need access to a sewing machine (which will be brought to class on a regular basis), and basic sewing supplies: scissors or rotary cutter and mat, fabrics, thread, batting, etc. The machines should be in good working condition and the students should be familiar with the mechanics of their machine. *S. Clevenger.* 2:00 p.m. to 5:00 p.m.

W31 WILDFIRE: A Natural & Cultural History. Grass and forest fires are widely viewed today as threatening intrusions into natural and domesticated landscapes. Yet for millennia fire has played a major role in shaping Earth's natural communities. This course traces the ecology and cultural applications of fire through three historical periods dominated successively by 1) naturally occurring fire, 2) fire use by native human populations, and 3) fire control under European-style land settlement. The course will examine adaptations of organisms to fire, ways in which fire structures biological communities in different biomes, and how human use of fire may have shaped the signature natural landscapes of North America and other continents. The place of fire and fire policy in the sustainable stewardship of public lands like national parks and wilderness areas will be studied. The use of fire in managing and restoring ecosystems will also be explored. The course will include lectures, laboratory exercises, videos and at least one field trip. Evaluation will be based on an individual project and a final test. One college biology course is recommended. *R. Van Dragt.* 8:30 a.m. to noon.

W32 L'Abri Fellowship. L'Abri Fellowship is a Christian study center situated in the French-speaking portion of the Swiss Alps. Founded in the 1950s by the Presbyterian missionary couple, Francis and Edith Schaeffer, it has become known as a place where people with questions about the Christian faith can go for instruction and counsel. Instruction is based on the tutorial system. Typically, students spend half the day in study, the other half working in the community. Up to five Calvin students may spend the month of January at L'Abri in independent study for interim course credit. Students determine the course of their study with their tutors on site. Evaluation for the course is based on a daily journal of readings notes and reflections. This course is CCE optional. Course dates: January 6-26. Fee: \$2500. *L. Hardy*. Off campus.

W33 Introduction to Storytelling. This course offers an introduction to traditionally oral stories and the art of storytelling. Participants learn about the qualities of oral narratives as these contrast with written literature. Although the class depends on textual collections to survey the main genres of cultural oral expressions, students will tell and listen to each other story tell, riddle, share fables, tell tall tales, and share folktales. Participants consider the significance of Jesus' use of storytelling to teach. What may have been lost in the shift from the message told and heard, to a message received in text? Throughout the course, participants will consider storytelling as a spiritual activity of Koinonia, community building. The realization that Christians are called to be tellers of the Story, supplies urgency for growing abilities to listen, tell and make meaning with storytelling. Other emphases include the social-cultural root of stories as well as issues of voice and appropriation; the relationships of teller and listener as these elaborate narrative words into present relationships; storytelling as the development of a learning community; and storytelling as verbal art. Students develop abilities to tell a story. They develop understandings through experience and readings about the significant qualities of oral communication as it affects meaning-making, relationships and applications that can be made. Students discover themselves as persons with a story to tell. Students realize the vitality of oral language to language development and the teaching of reading; the role of storytelling in personal and community identity formation. Evaluation is based on student's participation as listeners and contributors in a developing oral narrative community; they submit a comprehensive written research project about a social/cultural body of narratives or a common oral narrative theme to they have researched; students develop and offer a storytelling performance. *J. Kuyvenhoven*. 2:00 p.m. to 5:00 p.m.

W40 Dutch Landscapes. Few countries exist where human activities have exerted a greater influence in the shaping of the land than the Netherlands. With daily field excursions and detailed topographic maps, students study this country's richly varied and historically layered cultural landscapes. Land reclamation, water management, and environmental preservation technologies used over many centuries are each an important part of understanding the complex interrelationships between society, technology and land. Additionally, students have opportunities for direct engagement with people from this country. We stay in a group accommodation facility about 10 miles north of Amsterdam. The primary mode of instruction is field excursion to locations throughout the country. These daily trips are guided by briefings the night before, interpretation en route, presentation made by local experts, topographic maps, and study sheet assignments. Additionally, each student spends part of the first weekend with a Dutch family. This course may fulfill an elective in the Geography and Environmental Studies

majors and may fulfill the Engineering International Designation. This course will fulfill the CCE requirement. Course dates: January 3 -29. Fee: \$3300. *H. Aay, B. Hoeksema*. Off campus.

W42 Harness the Wind: Learn to Sail. (4 semester hours) For thousands of years people have taken to the water in boats propelled by wind and sails. Whether for business or pleasure, sailors have had to learn the skills needed to meet the challenges of sailing. In this course students learn to sail on 24 - 26 foot sailboats specifically designed for sailing instruction, using the facilities of Eckerd College on Boca Ciega Bay in St. Petersburg, FL. Students progress from beginning to advanced levels of sailing skill and are introduced to a lifetime activity that can be enjoyed at various levels. During onboard instruction students explore the ways in which wind, water, sails and hulls interact to efficiently send a boat on its way. Leadership development, team building, cooperative learning, and an introduction to sailboat racing are integral to the sailing experience. In addition to extensive on-the-water instruction, evaluation is based on classroom presentations, readings, projects and discussions on techniques and physics of sailing, sailboat design, navigation, meteorology and history. Excursions to observe marine environments and wildlife are included in the course. No boating experience is required. Students must have the physical ability to operate a sailboat and pass a 150 yard swimming test. This course may fulfill an elective in the Recreation major. Course dates: January 3-22. Fee: \$2825. *J. Ubels, S. Vander Linde*. Off campus.

W43 Leadership in Africa: Development, Church, Education, Health, and Civil Society in Kenya. This course focuses on how leaders in East Africa develop businesses, provide health care, organize media and government, respond to crises, and conduct worship. Students hear lectures on Kenyan history and politics from leading African scholars and travel to rural development sites to see leadership in action. Students examine leadership in city and country, with an eye to the leadership/partnership role Americans may have in East Africa. We see wild animals in the Maasai Mara, Africa's great game reserve. We live with a Maasai village on a hilltop in the west. We walk the city of Nairobi and visit the Kibera slum. Students will have the capacity to meet, befriend, conduct discussions, and assess leadership in the developing world. Understand historical, cultural, and religious influences in East Africa. Assessment of a student's fit for living in a foreign setting and participating creatively in international development. Evaluation will be based on daily de-briefings and team discussions, student journals and occasional de-briefings and discussion with African leaders following a tour, a day's activities, or a service event. This course may fulfill an elective in the CAS and IDS majors. Course dates: January 6-26. Fee: \$4300. *B. Arendt, B. Crow, M. Fackler*. Off campus.

W44 Pagans and Christians: The Intersection of Classical Culture and Early Christianity in Ancient Greece. This course is a three-week experience of the major ancient sites of Greece, with special emphasis on the urban centers of classical and early Christian civilization. On-site introductions from local, professional guides will address topics of Greek history, religion, philosophy, literature and art. These will be supplemented by evening lectures by the professors covering such topics as "The Ancient Greek Hero" and "The Influence of Pagan Religions on Christianity". The primary academic objective is to develop a first-hand understanding of the classical context within which the earliest Christian churches were established. The itinerary includes Athens, Eleusis, Corinth, Mycenae, Epidaurus, Olympia, Delphi, Meteora, Thermopylae, and Crete. Evaluation is based on a take-home test on required readings (list

available in October), an oral report for delivery on-site, a detailed journal, and a comprehensive essay on one major topic. This course may fulfill an elective in the Classical Studies, Classical Languages, Greek and Latin majors. Optional CCE credit will be available for students who complete specific requirements. Course dates: January 5-25. Fee: \$3900. *D. Noe, J. Winkle*. Off campus.

W45 Theatre Old & New in London. Spend your Interim in Great Britain! Experience some of the finest professional theatre produced in the English-speaking world, including theatre experiences that incorporate new technologies, while living in the midst of English history and culture in Stratford-Upon-Avon and London. This course, an intensive primer in theatre style and criticism, seeks to expose students to a wide variety of theatrical forms, from the ancient classics to the latest, digitally enhanced performance work. The course will also provide students with specific information relevant to theatrical production style, expose students to a wide range of performance types in a relatively short period of time, sharpen appreciation and critical awareness and immerse students in a unique cultural experience. During the twenty days abroad, students will develop critical sensibilities as they attend nightly performances and daily classroom discussions. Guest speakers, workshops and thoughtful written reflections in a daily trip journal will enhance student learning. The group will also tour a number of theatres including Shakespeare's Globe and the Royal National Theatre in London and the Royal Shakespeare Theatre in Stratford. Students will be evaluated on the basis of their participation in class discussions, the presentation of oral critiques, demonstrated development of critical skills and completion of the daily trip journal. This course may fulfill an elective in the Theatre major. This course also offers the option of satisfying the Cross-Cultural Engagement (CCE) core requirement. Course dates: January 5-25. Fee: \$ 3,700. *D. Leugs*. Off campus.

~~CANCELLED W46 Seeds of Hope: Tropical Agriculture & International Development.~~ ~~Agriculture continues to be a mainstay of the Global South's economy with some estimates suggesting that half of all developing world families earn their living from agriculture. Beginning to understand the people and circumstances of the developing world, then, involves a basic introduction to agriculture. This course introduces students to the challenges of and promising developments within small farming households in the Global South. The course begins with an overview of agricultural economic activity in the Global South as well as the macro issues impacting farmers (e.g. genetically modified foods, food security, climate change, the Global North's agricultural protectionism). After examining the global agricultural context, we will hear from speakers that introduce us to some of the unique agricultural issues that face farmers in the different regions of the Global South. Finally, during the last week, the class will travel to Fort Meyers, Florida to visit ECHO (Educational Concerns for Hunger Organization) where we will get some hands-on experience in proven agricultural practices that meet the needs of small-scale, impoverished farmers from specialists in the field of tropical agriculture. Evaluation will be based on journals, an in-class presentation, and a take-home exam. [This course may fulfill an elective in the International Development Studies major or minor.](#) Course dates: January 5-24. Fee: \$1200. *T. Kuperus*. Off campus.~~

W47 The Jamaican Journey. Jamaica with its vibrant multi-national urban centers, attractive tourist destinations and impoverished rural countryside, will provide the backdrop for examining issues facing developing countries in an increasingly globalized economy. The interim will

expose students to Jamaican culture and history, including the African diaspora, Jamaica's colonial experience, and Jamaica's contemporary identity. Through readings, engaging guest lecturers, and classroom discussions students will examine the social and economic problems facing Jamaicans today - including urbanization, political unrest, gangs, tourism, migration, and the influence of the United States in Jamaican affairs. Students will travel extensively through both the interior and coast of Jamaica meeting with community development workers, viewing development projects as well as factories and plantations all the while assessing the impact of these organizations on development. Field trips to museums, historical sites, Parliament, soccer games, and tourist locations will also be used to examine the various political, social, economic and international trends that have shaped the island and impacted its potential for successful development. At the end of the interim students will have gained insights into the challenges of development as well as sensitivity to issues facing Jamaicans in the context of globalization. Evaluation will be based on participation, written journal entries, and a final reflective paper. This course may fulfill an elective for IDS and Sociology majors as well as African Diaspora minors. This course will fulfill the CCE requirement. Course dates: January 6-25. Fee: \$2,890. *L. Schwander, T. Vanden Berg.* Off campus.

W48 Business, Engineering, & Religion in the Context of European Culture. In today's global economy, business practices, engineering design, product development, and product marketing must take the international market into account. This course introduces the students to the business practices and product development in the international market, focusing on business and R & D in Europe. Students will learn how the languages, history, culture, economics, regulations, and policies of Europe shape the business and design process through tours of businesses, engineering research facilities, manufacturing facilities, as well as discussion sessions with leading business executives and research engineers in Europe. A second theme of the course reviews the history of the reformation with visits to Wittenberg, Heidelberg, and more. Locations will include Amsterdam, Brugge, Paris, Trier, Munich, Nurnberg, Prague, Berlin, Leipzig, and Bremen. Additional religious and cultural locations will include visits to the Begijnhof, The Hague, Versailles, Notre Dame Cathedral, Reims, Dachau, Neuschwanstein, and St. Vitas Cathedral. Evaluation will be based on a research paper, a daily journal, class participation, and a paper regarding the cultural aspects of the course. This course may fulfill the Engineering Interantional designation. This course will fulfill the CCE requirement. Course dates: January 7-29. Fee: \$4,295. *R. Brouwer, M. Kuyers, N. Nielsen.* Off campus.

W49 Film Noir & American Culture. This course is an interdisciplinary analysis of film noir, a "style" or "historical genre" of film that emerged during World War II and flourished in the postwar era. This course begins with an examination of representative films from the classic noir period (1941-1953), approaching them through close analytic and interpretive readings which we will discuss together in class. Exploration of the legacy of film noir affords opportunity to see how filmmakers have amended and adapted aspects of its style and subject matter in different periods in American history. Identified as "neo-noir," films like *Chinatown* (1974), *Body Heat* (1981), and *L.A. Confidential* (1997) reflect historical and cultural changes in the American society and raise questions about remakes, nostalgia, and pastiche in the contemporary cinema. This course may fulfill an elective in the Film Studies major and can also be taken for elective credit in the History major by prior arrangement with the instructors. *J. Bratt, B. Romanowski.* 2:00 p.m. to 5:00 p.m.

CANCELLED W50 Malick & Morris: Two Philosophical Filmmakers. This course is a study of the life and films of two of America's most remarkable active filmmakers, Terrence Malick and Errol Morris. Both filmmakers are accomplished stylists, and the peculiarities and characteristics of their art will be a major topic of the class. But in the realm of theme and content, they share an intense interest in philosophy, and both have graduate level training in philosophy. This class will explore the means by which films can examine philosophical topics, and in particular the philosophical issues dealt with in the films of these two filmmakers. Students will explore the relationship between fiction films and philosophy, and will become thoroughly familiar with the work of two brilliant film artists. Malick and Morris also have strong dissimilarities, both in filmmaking style and in outlook. Morris is a documentary filmmaker interested in the "mindscapes" of his subjects, the stories people tell themselves to give their lives shape and direction. While Morris is something of a cynic and misanthrope, Terrence Malick is an orthodox Christian, exploring in his fictional narratives issues of good and evil, the relationship of humans to the natural world and to a transcendent realm. Examining the work of these two filmmakers together will provide students with a dramatic demonstration of the possibilities of the film medium. Films will be screened during class time and assigned for screening outside of class. Students will be required to write two short papers, give two presentations on films and/or readings, and to participate fully in class discussion. There will also be take home examination. This course may fulfill an elective in the Film Studies major. *C. Plantinga.* 2:00 p.m. to 5:00 p.m.

W51 The Politics of Development in Africa. The need for economic growth and political stability are nowhere more urgently needed than in Africa. Yet African development has been elusive, and there is little agreement among scholars as to why this is the case. This course explores issues associated with the questions of economic growth and political stability beginning with the seemingly simple questions of What is Africa? What is development? We will explore topics such as the impact on Africa of natural resource extraction, World Bank development projects, and neoliberal reforms. This course may fulfill an elective in the African & African Diaspora Studies minor. *M. Ntarangwi.* 8:30 a.m. to noon.

W52 The Wednesday Wars: On Stage! The final outcome of this course will be a staged adaptation of this Newbery Award-winning novel, by Calvin English Professor Gary Schmidt, as a workshop youth theatre production performed the last week of January and first week of February, 2011, as part of the CAS Department's theatre season. Students in this course will build creative writing and performance skills while bringing this newly-adapted work to the Calvin stage. Those interested in creative writing and adaptation of literature, those with interest in film, theatre and multi-media production, and those interested in live performance will be well-served by this course. The cast for the workshop production will be chosen by audition in mid-November, and all students in this course will be an integral part of the development workshop and production of the adapted play, whether assigned as creative writers focused on dramaturgical research, as members of the technical crew involved in the creation of the physical world, or in acting on the stage. As a final project for the course, students will work in groups to adapt a short narrative fiction (a story or poem) of their choice to the stage. This project will include a series of exercises and rehearsals throughout the interim and will build to a final script, which will be staged for an invited audience near the end of the interim. Evaluation of student work will be based on the final project and involvement in the workshop production, performed

for school groups during interim break, January 27-29 and for the public the first weekend of Spring semester, February 3-5, 2011. All students in this course must be willing to commit to these two weekends for the performance of the play. This course may fulfill an elective in the Theatre major. *K. Kelly*. 2:00 p.m. to 5:00 p.m. & 6:00 p.m. to 9:00 p.m.

W53 Guatemala, Closer than you Think. With its Spanish colonial heritage, indigenous cultures, and exotic landscapes, Guatemala is a “foreign country” to most North Americans but the U.S. and Guatemala have many connections. More than a million Guatemalans live in the U.S. and many Guatemalan products appear in U.S. supermarkets. Guatemala is also a conduit for illegal drugs that enter the U.S. and criminal gangs with branches in both countries facilitate that trade. The histories of the two nations are also intertwined, most tragically through a C.I.A. sponsored coup in 1954 which began a cycle of military repression and guerrilla resistance in Guatemala that lasted for 30 years. This course will explore both the uniqueness of Guatemala and its connections to the U.S. Attention will be given to Guatemala’s urban youth gangs but the class will also explore the country’s history from its pre-Columbian roots to the recent restoration of civilian-led democratic rule. Students will visit scenic and historical sites and meet people from all sectors of society including indigenous people, gang members, development workers, and Christian missionaries. Students will read several academic texts prior to departure, keep a journal of their experiences, and present an oral report on site. They will be evaluated on the quality of their written work and their participation in group activities. This course may fulfill an elective in the History major or minor, International Development Studies major or minor and Latin American Studies minor. Students desiring CCE credit will also write a final essay combining insights gained from secondary sources and first-hand observations. Fee: \$2,710. *D. Miller*. Off Campus.

~~**CANCELED W60 Border Health – New Mexico.** This course will expose students to some of the unique health care situations in cross-cultural border settings in the southwest USA. Learning experiences will occur in a small community hospital and in Indian Health Service Clinics and other community settings. Students will spend the majority of the course involved in work or observation in community health settings. Students will visit and assist in health promotion projects. Students will participate in informal lectures, observational visits and reflective discussions. Preparation for the class includes an orientation session prior to travel as well as preparatory readings. Evaluation is based on the pre-trip meetings, journal, presentations, and participation in course activities. Various excursions and activities to enhance learning about Native American and Hispanic culture will be planned. Prerequisite: Junior or senior standing. This course will fulfill the CCE requirement. Course dates: January 6-26. Fee: \$1940. *D. Slager*. Off campus.~~

W61 China: Culture, Medicine & Bioethics. 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 2½ weeks in China studying Chinese history, culture, philosophy, and religion, with an emphasis on their foundations for traditional Chinese medicine and modern medicine, and issues they raise in medical and environmental ethics. In Beijing, students will visit the Great Wall, the Forbidden City, Temple of Heaven, Summer Palace, Tiananmen Square, Beijing Zoo, and museums of science and technology. In Shanghai, the class will participate in a

short course on traditional Chinese medicine (TCM) at a local medical school and its affiliated hospitals, and visit additional venues in Shanghai, Hangzhou, Suzhou, and the neighboring countryside. Students are evaluated on the mastery of course content, participation in discussions, and personal reflections in journals and a post-course paper. Prerequisite: completion of the Living World core or permission of the instructors. [This course may fulfill an elective in the International Development Studies major or minor.](#) This course will fulfill the CCE requirement. Course dates: January 5-25. Fee: \$3900. *H. Bouma, A. Shen.* Off campus.

W62 Hawaiian Farms & Food. How do you feed a million people – not to mention boat loads of tourists – in an archipelago that is 2500 miles from everywhere else? This course explores how global and local food systems have intersected in Hawaii over the past two centuries and how present concerns involve sustainability and diversification. Our two-week stay in Hawaii includes trips to farms (including producers of tropical fruits, coffee, and cacao), aquaculture ponds, ranches, processing facilities, farmers' markets, and agricultural research labs. We also visit cultural sites that feature prominently in historic cultural and agricultural interests of the state – from the Polynesians who first settled in Hawaii to the sugar companies that featured prominently in the overthrow of the Hawaiian monarchy and drive to U.S. statehood. We taste and explore the roots of Hawaii's unique cuisine. This and intentional interactions with native Hawaiians and peoples of diverse ethnic groups who came to Hawaii to work in the plantations earn students cross-cultural engagement (CCE) credit. The course includes daily reflective and interpretive discussions, culminating with each student writing a reflective paper on their experience. Prerequisite: Students must have completed their Living World and Societal Structures core requirements. This course will fulfill the CCE requirement. Course dates: January 5-25. Fee: \$3000. *D. Koetje.* Off campus.

W63 Partnering to Improve Health in Rural India. In this course students learn how a community-based primary health care (CBPHC) approach to health and development enables and empowers people and communities to take health in their own hands, particularly in a developing country. Sustainable community-based health and development are discussed as students learn about the multi-tier approach to community health that is practiced in the Comprehensive Rural Health Project Project (CRHP) villages with village health workers providing the majority of primary health care and health education at the grassroots level. The objective of CRHP is to work with poor and marginalized people and enable them to achieve an acceptable level of health through the primary health care approach. Through this approach people are enabled to improve their health and lives in a holistic sense. The emphasis is on building capacity, empowering people and working towards achieving equity and integration of all health services. The overall success of this project has prompted CRHP to focus increasing attention on its role as a model project for both government and non-government organizations throughout the world. The model is used by the World Health Organization. Students have classroom sessions aimed at practical application of concepts and take part in field visits and discussion sessions with village health workers and members of farmers clubs, adolescent girls clubs and the mobile health team. Topics addressed include the principles of community-based health and development and understanding primary health care and its implementation. The course also includes sessions on leadership and personal development. Students are personally challenged by issues of justice, compassion and faith as they interact with Indian people in a rural setting. Evaluation is based on reflective journals, a presentation and

participation. Prerequisite: Junior class standing. [This course may fulfill an elective in the International Development Studies major or minor.](#) This course will fulfill the CCE requirement. Course dates: January 3 - 25. Fee: \$2832. *C. Feenstra.* Off campus.

W64 Evolution, the Bible & Christian Theology. Modern science has amassed overwhelming evidence that all creatures on earth, humans included, are related by common descent and have evolved from earlier life forms. This course explores key doctrines of the Christian faith from the perspective of evolution. The first week of the course will be devoted to an overview of the main lines of evidence supporting evolution and to contextual study of Genesis 1–3. The next two weeks will be devoted to the following theological issues in evolutionary perspective: divine action, the problem of evil, human uniqueness and the image of God, neuroscience and the soul, original sin, ethics, and salvation. The questions we will ask are: How is God active in a creation where random genetic mutation and natural selection are operative? How can God’s creation be called “good” when predation, suffering, and death are not only intrinsic to but *necessary* for life on earth? In what ways are human beings unique among God’s creatures and bearers of the divine image, and what is the nature of their “souliness”? Are Adam and Eve historical persons or strictly literary-theological figures? How are we to understand the fall and original sin in the context of evolution? Do evolutionary explanations of ethical behavior rule out morality having a basis in God’s will? How may we appreciate God’s redemptive work in Christ while taking evolution into account? Students will have readings every day, do daily journaling on the readings, participate in class discussions, watch video documentaries, hear from quest speakers, and prepare a short integrative essay. Prerequisite: one course in either Bible, theology, or science. *D. Harlow.* 2:00 p.m. to 5:00 p.m.

W65 Flash Animations, Apps & Games. During the past decade, Adobe Flash became the leading multimedia technology for creating webpage animations and interactivity. However, in recent years, Flash has also become one of the leading technologies for interactive presentations of digital multimedia objects such as photos, audio, and video – e.g., as the software platform for YouTube – and an increasingly popular platform for the creation of more narrative forms of digital animation. In addition, the newest versions of Flash released by Adobe have positioned it increasingly as a platform for the rapid creation of simple 2D games, “apps,” and other forms of small software creations distributed via the web or by mobile devices. In this course, students will be introduced to the newest version of Adobe Flash, moving from the design of multimedia, animated, and interactive software experiences via Flash’s graphical user interface and “timeline” to the programming of additional functionality with Flash’s built-in “ActionScript” language. Students will work individually and in teams. Created work will be exhibited in class, via the web, and via mobile devices. Students will also undertake critical consideration of the inherent concepts, dynamics, and social issues surrounding the new increasingly ubiquitous forms of “digital culture” represented by such online and mobile “apps” and games. Prerequisite: IDIS 110 or equivalent or permission of the instructor. *J. Nyhoff.* 8:30 a.m. to noon.

~~CANCELLED W66/MATH W82 Mathematical/Scientific Programming.~~ This course offers students an opportunity to hone their programming skills in the context of interesting mathematical and scientific problems using the python and sage programming languages. Lectures and laboratory exercises introduce students to important aspects of

~~programming in these contexts including accuracy of numerical calculations, visualization tools, object-oriented design and programming, Monte Carlo simulation, methods of numerical integration and differentiation, and using mathematical structures in sage. Student evaluation is based on laboratory exercises, programming projects, program documentation, and final presentations. Projects may be done individually or in groups. This course satisfies the interim course requirement for Mathematics majors. Prerequisites: CS 106 or 108, Math 171 or 132, and Math 256 (Math students only). R. Pruim. 2:00 p.m. to 5:00 p.m.~~

W80 Practicing Development. After spending a semester learning how Honduras' unique history and current reality affect its development, students have the opportunity to put that learning into practice. Each student spends three weeks interning with a development organization working in an area they are interested in such as environment, health, agriculture, micro-credit, women's rights, education and others. Students are closely supervised by Calvin professors and weekly classes help them process what they are seeing, learning and doing. The courses learning objectives include reflecting critically about how the material learned during the semester is or is not applied in the work of the organization they observe—culture, theories of development, development models etc, observing development practitioners in the field not for a day or two but for several weeks shadowing development workers to see both the exciting but also more mundane aspects of their work, putting into practice at least one of the practical skills which they learned during the development semester—participative evaluation, participative investigation, research methodologies etc. Evaluation will be based on a self-evaluation, an evaluation by the supervisor of their internship, a graded evaluation of their organization and its work and finally a graded review of their project in which they put into practice one of the skills learned during the semester. [This course may fulfill an elective in the International Development Studies major or minor.](#) Prerequisite: Participation in Spring Honduras semester. Course dates: April 20 to May 11. Fee: \$800. *K. VerBeek.* Off campus.

W81 China Business & Engineering. China's emerging economy has a large impact on today's world, especially in business and engineering. During this interim students spend three weeks in China meeting with business and engineering professionals who are part of this reshaping of the global economy. The course includes major cultural and economic centers of China: Beijing, Shanghai, Nanjing and Hangzhou. Students engage with professionals at approximately fifteen companies. In addition many important historic and cultural sites are explored, including the Great Wall and the Forbidden City. Students learn why China has a comparative advantage in many types of manufacturing and how some US firms have responded to that. Students learn what type of engineering is done well in China. Students learn some of the environmental impacts of China's rapid growth. In addition students learn about the history and culture of China and how this has shaped modern events. Students are challenged to consider what China means for their future careers in business and engineering. Evaluation is based on participation and on a journal and a reflective essay. Open to sophomores, juniors and seniors of any major. Preference is given to students majoring in the business or engineering departments. This course may fulfill the Engineering International designation. This course will fulfill the CCE requirement. Course dates: January 5 - 25. Fee: \$3650. *A. Si, L. Van Drunen.* Off campus.

W82 Critical Approaches to Horror. Black Sabbath, Hieronymus Bosch, The Texas Chainsaw Massacre, Emmanuel Kant, Twilight, Stephen King, and The Holy Bible. What do all these

things have in common? Take this class to find out. This course addresses issues of the Gothic in contemporary art and media, paying specific attention to the aesthetics and cultural ramifications of horror, the sublime, and the abject body. Through the exploration of film, literature, music, and visual art, students are encouraged to understand the paradigmatic relationship between pagan and Christian, innocence and corruption, and the living and the dead. Philosophical and critical readings from the fields of cultural studies, media studies, contemporary art, and gender studies are used to explore theological implications of these genres. Students are evaluated through written reading responses, discussions, and one comprehensive, final project (format determined by student and instructor). This course may fulfill an elective in the CAS and Studio Art majors. Prerequisites: PHIL 153, and ART 153 or CAS 140 or 141, or permission of instructor. *C. Smit, A. Wolpa.* 8:30 a.m. to noon.

W83 The Human Experience of War. Much is written about the causes and outcomes of particular wars; about the successes in war of particular polities; about preventing or at least limiting wars; about the composition of the armies who fight them; about the quality of military leadership, and about the geopolitical consequences of particular victories or losses. But comparatively little attention is paid to the effects that the experience of war has on the people and societies who actually fight them. What is the experience of combat like? Is combat experienced differently now than in previous eras? Why do people and societies engage in warfare? Do human beings harbor a deep-seated attraction to organized combat? What effects does combat have on combatants, their loved ones, their societies, and the political systems they represent? Do gender or age differences matter in thinking about these questions? In this course, students will consider scientific, philosophical, and literary studies addressing these questions, in both film and print. Assignments will include regular class attendance and participation, a group research presentation, and a final examination. This course may fulfill an elective in the Political Science and International Relations majors. Prerequisite: Sophomore standing. *J. Westra.* 8:30 a.m. to noon.

W84 iPhone App Startup. Students who know how to program and students interested in business and entrepreneurship collaborate on development of new iPhone applications and learn how to start a business around their apps. Teams work together to learn product development skills, determinate customer-driven requirements, identify market niches, brainstorm software designs, develop the apps, and test them on simulated and real hardware. The class includes a panel discussion with industry experts regarding the integration of knowledge, marketing research and product development theory. Top performing students in the course will be invited to interview with a start-up iPhone app company. By the end of the course, technical students are able to develop simple iPhone applications and make improvements based on customer feedback. Business students are able to create and evaluate the business case for an app, perform market research, and create a marketing campaign. All students are able to start their own iPhone app business. Course evaluation includes graded software design and code for technical-track students and graded business case reports by business-track students. Evaluation for all students includes instructor and peer evaluation of team-work. This course may fulfill the Engineering senior special topics requirement. Prerequisites: for students in the technical track only, must have taken at least one object-oriented programming course (e.g., C++ or Java). Instructors reserve the right to balance and limit the enrollment to allow sufficient technical and business-track students. *S. VanderLeest.* 8:30 a.m. to noon.

W85/PHYS W80 Biophysics. Biophysics is a growing discipline in which the tools of physics are used to elucidate biological systems. The course covers a broad spectrum of topics, including why ants can easily lift many times their own weight, how bees fly, why the cells of an elephant are the same size as those of a chipmunk, and why cats have a higher survival rate when dropped from taller heights. An additional feature of the course is that no calculators are used. All results are achieved by estimation, with a focus on learning the art of approximation. The class is highly participatory and the hope is that students will make the application of physical reasoning to biophysical systems their own, so that they can draw on this skill in the future. In addition to the above items, there is also a section devoted to the construction of simple biophysical simulations using the open source software package Sage, though no previous experience is required. Objectives: Be able to apply the laws of physics and physical reasoning to biological systems. Develop the art of estimation. Run computer simulations of biological systems. Evaluation will be based on homework, tests and labs. This course may be used as an elective in the Biology major. Prerequisites: The course is designed to be accessible to any student with at least a semester of algebra based college physics or a year of algebra based high school physics. *P. Harper.* 2:00 p.m. to 5:00 p.m.

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

290 Bridging the Racial Divide. This course is designed for students who want to be engaged in a process of racial and cultural understanding. Through the participation in three anti-racism and racial healing workshops students will: explore the basis of the current racial divide in the United States, examine the construct of their own racial and ethnic identity, and become empowered to talk about race and racism. Student evaluations are based on: class participation, reflective journaling, and a final integrative paper. *M. Loyd-Paige.* 8:30 a.m. to noon.

375 Methods & Pedagogies for Secondary Social Studies. This course introduces prospective teachers to important curricular and pedagogical issues related to teaching history and social studies at the middle and high school level. It examines the links between a Christian understanding of human nature, pedagogy, curricular standards, lesson planning and curriculum construction, teaching resources, classroom methods, and assessment instruments. This course is required of all majors and minors in history, political science, geography, social studies, and economics in the secondary education program. Prerequisite: EDUC 302-303. *R. Schoone-Jongen.* 8:30 a.m. to noon.

International Development Studies

CANCELED CAS W10 The Deaf Culture in Peru. This interim provides students with the chance to learn about the Deaf culture in Peru through visiting and working with a school for the Deaf in Lima run by the Union Biblica Peru. Students interact with deaf students and their instructors and learn about how deaf activists are trying to work politically to promote Deaf culture in Peru. Students work with deaf teens at a camp for the first week. The second week they help at the deaf center in various ways. Students also learn about Peruvian and Inca culture in the capital city of Lima, where we explore historical neighborhoods and museums on entering and leaving the country. Priority will be given to students who have good Spanish and who have studied ASL. [This course may fulfill an elective in the International Development Studies major or minor.](#) This course will fulfill the CCE requirement. Course dates: Fee: \$3620. *P. Goetz.* Off campus.

[IDIS W13 International Teaching.](#) *J. Simonson, P. Villalta.*

[IDIS W43 Leadership in Africa.](#) *M. Fackler, C. Robert Crow.*

CANCELED [IDIS W46 Seeds of Hope: Tropical Agriculture & International Development.](#) *T. Kuperus.*

[IDIS W47 The Jamaican Journey.](#) *L. Schwander, T. VandenBerg.*

[IDIS W53 Guatemala, Closer than You Think.](#) *D. Miller.*

[IDIS W61 China: Culture, Medicine & Bioethics.](#) *H. Bouma, A. Shen.*

[IDIS W63 Partnering to Improve Health in Rural India.](#) *C. Feenstra.*

[IDIS W80 Practicing Development](#) (MAY). *K. VerBeek.*

[SOWK W80 Development in Liberia.](#) *J. Kuilema.*

[SPAN W80 Spanish in Yucatan.](#) *E. Miller.*

[SPAN W81 Spanish Language & Service Learning in Nicaragua.](#) *O. Leder, M. Pyper.*

Mathematics

W80 Curricular Materials for K-8 Mathematics. This course examines and evaluates K-8 mathematics curricula in the context of the NCTM Principles and Standards for School Mathematics. Although the emphasis this year will be on grades 6-8, curricula at all grade levels will be examined. Some of the curricula to be discussed are Everyday Mathematics, Investigations, Math TrailBlazers, Connected Mathematics, MathScape, MathThematics, Mathematics in Context, and Singapore Math. Familiarity with a variety of K-8 mathematics curricula, with state and national mathematics grade level standards, and with state and national K-8 mathematics testing instruments is important for prospective teachers. Practice in designing exemplary mathematics lessons, making mathematics/literature connections, and solving mathematics problems are valuable skills for classroom mathematics teachers. Students are expected to complete assigned readings, to participate in and lead sample activities and lessons, and to contribute to small-group and whole-class discussions of the materials under consideration. Evaluation is based on in-class participation, presentation of grade-level lessons, several written quizzes, and written projects. Optional K-8 classroom observations can be arranged for the morning hours. Students should arrange their schedules so that they can spend additional hours in the Curriculum Center. This course may replace Mathematics 110 in the elementary education mathematics minor for students who have completed four years of high school mathematics and who have received permission from their mathematics advisor. Prerequisite: Mathematics 222. *J. Koop*. 2:00 p.m. to 5:00 p.m.

W81 Algebra & Geometry of Polynomials. Since Descartes founded analytic geometry in the 17th century, the study of the algebra of polynomials in several variables has proven to be an important approach to the study of geometry. Since the late 19th century, this study has been effectively organized through the algebraic concept of ideal and the geometric concept of variety. The objective of this course is to give an introduction to the study of the geometry of varieties through the algebra of ideals of polynomials via the guiding principles founded in the work of David Hilbert. Along the way, computational methods, such as Grobner bases, will be explored. We will also look at applications in mechanics, such as robotic arm motions. Student performances will be evaluated based on assignments and a final project. This course fulfills the interim requirement for a mathematics major. Some exposure to multivariable functions would also be desirable. Prerequisite: Math 231 or 256. *J. Turner*. 2:00 p.m. to 5:00 p.m.

~~**CANCELLED W82/IDIS W66 Mathematical/Scientific Programming.** This course offers students an opportunity to hone their programming skills in the context of interesting mathematical and scientific problems using the python and sage programming languages. Lectures and laboratory exercises introduce students to important aspects of programming in these contexts including accuracy of numerical calculations, visualization tools, object-oriented design and programming, Monte Carlo simulation, methods of numerical integration and differentiation, and using mathematical structures in sage. Student evaluation is based on laboratory exercises, programming projects, program documentation, and final presentations. Projects may be done individually or in groups. This course satisfies the interim course requirement for Mathematics majors. Prerequisites: CS 106 or 108, Math 171 or 132, and Math 256 (Math students only). *R. Pruim*. 2:00 p.m. to 5:00 p.m.~~

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

Music

W80 Beethoven. From Hollywood film scores to the aftermath of 9/11, Beethoven's music speaks to the contemporary world in unique ways, giving expression to what are felt to be universal human values. In this course students will encounter Beethoven's music and Beethoven himself through the sounds, words and images of his day and our own culture. Students will listen to Beethoven's music, watch performances on DVD, and view recent films, including *Immortal Beloved*, that offer contemporary interpretations of Beethoven's life and the meaning of his music. Readings will include recent biographies and studies of the reception of Beethoven's music in romantic, modern and postmodern culture. The student who completes this course will show familiarity with the incidents of Beethoven's life, acquaintance with his music in a variety of genres, will be able to describe Beethoven's significance in western cultural history, and be able to assess his importance in the contemporary world. Student evaluation will be based on a listening journal, two five-page papers, and a final exam. This course may fulfill an elective in the Music major and minors. Prerequisite: Any three-credit course in music, or permission of the instructor. The ability to read music and rudimentary understanding of technical musical concepts will be helpful, but neither is required. *T. Steele.* 2:00 p.m. to 5:00 p.m.

W81 String Chamber Music. Chamber Music is a delight to musicians, combining the benefits of playing music within a community with the relative logistical simplicity of only two to five players. This course will explore the various aspects of string chamber music, from study, rehearsal and performance to entrepreneurial, social and spiritual issues. Evaluation will be based on projects within each of these areas: assessment of progress in performance, public relations assignments (entrepreneurial), and relational assignments (social and spiritual). This course may fulfill an elective in the Music major and minor. The only prerequisites are that a student have at least intermediate skills in violin, viola, cello or bass; we'll do our best to team each one with an appropriate ensemble. Pianists and wind players may also apply, pending an appropriate ensemble to place them in. *D. Reimer.* 2:00 p.m. to 5:00 p.m.

W82 Teaching Music in Urban Schools. Students in this course explore and experience teaching music in urban school settings. In addition to course lecture, readings, journal entries, and assignments, participants work in a Grand Rapids Public School where they assist the music teacher(s) in working with general, instrumental, and/or choral music instruction. Through this course, students develop an understanding of the unique challenges associated with urban education, examine classroom management strategies used in urban schools, and learn to overcome obstacles to teaching music with limited resources and facilities. Students also reflect on the Christian music educator's role in acting as an agent of change in challenging educational settings while exploring the possibility of using their musical gifts to teach in an urban school setting. Assessment in this course involves daily written reflections, journal reflections, and reviews of articles and other readings related to urban music education. Students will write one grant proposal. Professional behavior related to dress, attitude, and attendance is expected. This course will fulfill an elective in the BME program requirements. Prerequisite: Enrollment is limited to music majors and minors or those with permission of the instructor. *P. Hash.* 8:30 a.m. to noon.

Nursing

[IDIS W60 Border Health- New Mexico.](#) *D. Slager.*

[IDIS W63 Partnering to Improve Health Care in Rural India.](#) *C. Feenstra.*

Philosophy

W10 Arguing with Augustine. In this class we will study and discuss Augustine's Confessions in connection with study of a small number of shorter works, including his On Free Choice of the Will. In Confessions, Augustine puts his ideas about sin, love, and grace in narrative form, shows the power of these ideas to illuminate the twisting paths of his own life and his friends' lives, as they ruined themselves by "looking for love in all the wrong places." In On Free Choice, he uses logical argument to show explore perplexing issues about how the same ideas cohere with each other, with Scripture, and with our experience of the world. In studying Augustine, we will attend to linkages between his cultural context and ours: to his roots in Platonism, to how Platonism influenced John Calvin, and (through review of Plantinga's book Engaging God's World and other Kuyperian writings) to how we can avoid conformity to the world while affirmative about the material creation and its joys. This class will be conducted in a seminar style, so size will be limited. The material is rich but philosophically demanding; it is meant for students who are serious about improving their reading and writing skills, and who can willingly give 3-4 hours per day in preparation for class. Evaluation will be based on class participation, regular writing, quizzes, and presentations, and a paper representing the student's personal synthesis of material covered. *S. Wykstra.* 2:00 p.m. to 5:00 p.m.

W12 Moral Complicity in Film. Moral agents are frequently complicit in the wrongdoing of others. The law has strict guidelines for determining when someone is an accomplice in the crimes of others, but this course will focus on the moral issues involving complicity. It is examined in relation to other moral concepts like moral duty and moral responsibility. It is also examined in the context of the Christian life. About eight motion pictures will be shown illustrating complicity in wrongdoing. Evaluation is based on a research paper and several short written assignments. One previous course in Philosophy is recommended but not required. *G. Mellema.* 8:30 a.m. to noon.

[IDIS W14 Peace, Pubs and Pluralism](#). *K. Corcoran.*

[IDIS W24 Elementary, My Dear Watson](#). *D. Ratzsch.*

[IDIS W32 L'Abri Fellowship](#). *L. Hardy.*

Physics

W80/IDIS W85 Biophysics. Biophysics is a growing discipline in which the tools of physics are used to elucidate biological systems. The course covers a broad spectrum of topics, including why ants can easily lift many times their own weight, how bees fly, why the cells of an elephant are the same size as those of a chipmunk, and why cats have a higher survival rate when dropped from taller heights. An additional feature of the course is that no calculators are used. All results are achieved by estimation, with a focus on learning the art of approximation. The class is highly participatory and the hope is that students will make the application of physical reasoning to biophysical systems their own, so that they can draw on this skill in the future. In addition to the above items, there is also a section devoted to the construction of simple biophysical simulations using the open source software package Sage, though no previous experience is required. Objectives: Be able to apply the laws of physics and physical reasoning to biological systems. Develop the art of estimation. Run computer simulations of biological systems. Evaluation will be based on homework, tests and labs. This course may be used as an elective in the Biology major. Prerequisites: The course is designed to be accessible to any student with at least a semester of algebra based college physics or a year of algebra based high school physics. *P. Harper.* 2:00 p.m. to 5:00 p.m.

Political Science

W40 American Political Conservatives. This course is an introduction to the varieties of conservative thought in the United States, both historically and today. Conservatism is an umbrella term for a range of views, though conservatives tend to support a relatively free market, a strong military, a relatively small federal government, and a unique role for American values in world affairs. But conservatives disagree, for example, on the emphasis on social and foreign policy in political action. Rooted in the ideas of American founders such as George Washington and Alexander Hamilton, conservative beliefs and their advocates are found throughout American political history. Most recently, Ronald Reagan won the presidency in 1980 by building a victorious conservative coalition composed of traditionalists, libertarians, anti-communists, and religious Catholics and Protestants. While political conservatism for the moment has lost formal power at the national level, many Americans still describe themselves as politically conservative, and they significantly outnumber political liberals. This course exposes students to the range of conservative thought, with particular attention to original sources. It also includes conservative, liberal, and Christian critiques of various conservative ideas. Reading requirements for the class include original sources, informed commentary, and contemporary essays. Evaluation is based on class participation, several short writing assignments, a paired or small group research presentation, and a final examination. This course may fulfill an elective in the Political Science major and minor. There are no formal prerequisites, although an interest in American politics and current political issues is expected. *D. Koopman.* 8:30 a.m. to noon.

[IDIS W83 Human Experience of War.](#) *J. Westra.*

Psychology

W40 Interpersonal Relationships. This class investigates interpersonal relationships—particularly one-to-one relationships—by examining their initiation, development, and patterns of interaction. Questions that will guide our inquiry include: How honest are we with others about who we really are? Why do we hesitate to let others know us at a deeper level? How can we most effectively listen to others? How does one’s self-esteem impact relationship skills? How important are first impressions? Are some approaches to dating more “Christian” than others? How do we know if we are truly in love? How can we heal broken relationships? The initiation, breaking, and restoration of relationships is an example of the Creation/Fall/Redemption theme that will be developed in this course. Evaluation is based upon quizzes, journals, and class participation. This course may fulfill an elective requirement in the Psychology major. *A. Shoemaker.* 2:00 p.m. to 5:00 p.m.

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

W81 Movies & Mental Illness. From the advent of the motion picture industry, movies have attempted to capture the essence of human affect, behavior, and cognition. This course focuses on the attempts of the movie industry to capture the essence of mental illness. The course is divided into two parts. The first part of the course will trace historical changes in the understanding of mental illness and the perspective on the mentally ill and those who treat them, and in so doing emphasize how movies reflect the Zeitgeist of broader western culture. The second part will focus on various emotional disorders, emphasizing symptoms and perspectives on the development and the treatment of these disorders. Students view a variety of movies and are involved in critiquing them regarding perspective, accuracy, and realism. The goal is to develop critical-thinking skills in viewpoint film portrayals of psychological disorders. Students are evaluated on the basis of a group project and final paper. This course may fulfill an elective in the Psychology major and minor. Prerequisite: Psychology 212 or equivalent. *R. S. Stehouwer.* 8:30 a.m. to noon.

Religion

W10 Experiencing God's Beauty. In his Confessions, Augustine cried out to God, "Late have I loved you, Beauty so ancient and so new, late have I loved you!" It seemed natural to Augustine and to many thinkers since Augustine to understand God as Beauty Itself, the source of everything beautiful. This class is devoted to sharing that experience of God's beauty, using the resources of the natural world, of visual art, music, poetry, film and stories. The class will also explore what follows from experiences of God's beauty in terms of how we decide what is beautiful, how we experience other forms of beauty, and how we think about the great themes of the Christian life. The course will require regular attendance, daily reading and/or creative assignments, active participation in class discussion and activities, and the submission of a brief response paper. There will also be two or three off-campus field trips to area museums and cultural sites, such as the Grand Rapids Art Museum and local churches. *L. Smit.* 2:00 p.m. to 5:00 p.m.

W40 Israel: The Land of the Bible. This course, based in Israel at Jerusalem University College, studies the geographical and historical setting of the Bible. Students will visit ancient historical and archaeological sites with about 80% of the course taught in the field. Specifically, students tour key sites in and around Jerusalem, throughout ancient Judea, and in the Dead Sea area, as well as making two overnight excursions—one to Galilee and another to the Negev (southern desert regions). Students will also experience contemporary Jewish and Arab cultures, along with the contemporary religious and political situation. Jerusalem University College's location just outside the walls of the old city of Jerusalem makes it a perfect venue for first hand study of the biblical world. Students engage in readings, map work, and field studies. Evaluation is based on completed map work, journals, and quizzes. This course may fulfill an elective in the Religion major and minor. This course will fulfill the CCE requirement. Course dates: January 4-26. Fee: \$4,050. More information [here](#). *K. Pomykala.* Off campus.

W41 Birth, Sex & Death in the Biblical World. Why is sexual intercourse "unclean" according to Lev 15:18? If the body is in the grave, where is the "person" after death? In recent years, anthropologists and other social scientists have begun to examine more closely the ways in which human cultures conceptualize and organize the ordinary events of the human life cycle. Biblical scholars, too, have begun to consider these things by using the Bible, not as a theological textbook, but as a window into the lives of ordinary people in ancient Israel and the early Church. This course looks at various aspects of the human life cycle as they are described or discussed in the Bible. Material from other ancient Near Eastern cultures is also used to illuminate the thought world of the Bible. Some of the aspects of the life cycle covered are the reasons why people wanted to have children, theories of conception and fetal development, birth and the postpartum period, the female reproductive cycle, the structure of marriage, raising children, sexual activity and restrictions, celibacy, old age, death, and the afterlife. Students get to study biblical texts as reflections of a particular moment in human culture; look at and interpret various biblical texts for themselves; and think about how various biblical texts might apply today. Students write a paper which is based on the material covered in class. This course may fulfill an elective in the Religion major. *R. Whitekettle.* 8:30 a.m. to noon.

W42 Elie Wiesel, Prophet of the Holocaust: In Search of God and Humanity. Among the atrocities of the modern world that aggravate the problem of evil for our times, the holocaust stands out. Among those who write and reflect on what an Auschwitz means for belief in God and humanity, and our future together, Elie Wiesel stands out. Elie Wiesel, the 1986 Nobel laureate, is aptly called the prophet of the holocaust, devoting his life to the remembrance of this horrific event in the attempt to discern and publish its moral lessons. This course traces the life, times, and ethical vision of Wiesel, particularly through his holocaust experience and subsequent quest to sustain faith in God and hope for humanity in its ever-elusive task to build a just and humane society. Students journey with Wiesel by aid of documentary and film, but principally through his own writings, which include *Night*, *The Trial of God*, *The Town Beyond the Wall*, *Twilight*, and selections from his memoirs, *All Rivers Run to the Sea*, *And the Sea is Never Full*. Beyond the inspiration of Wiesel's own life journey, students will deepen their appreciation of the question of theodicy, and of the Jewish resources for persevering in a world with an Auschwitz, a world still dangerously poised. More particularly, students will become conversant in the issues surrounding theodicy, the range of "answers" offered to the problem of evil, as well as how Jewish theological and ethical resources, as exemplified by Wiesel, are formally commensurate with Christian resources, even if materially differentiated by one coming of the Messiah. Two papers and a take home final help facilitate these major objectives. This course may fulfill an elective in the Religion major and minor. *T. Thompson*. 8:30 a.m. to noon.

W43 One Bible, Many Readings. This course examines the emergence, development, and practice of non-Western-centered biblical hermeneutics. Special attention is given to the phenomenon of biblical interpretation in Asia: how the Bible, a Semitic book formed in an entirely different geographic, historical, and cultural context, and interpreted for so many centuries by the West, can and should be interpreted in Asia by Asian Christians for their own people. In what way does biblical authority help Asian Christians confess Christ in a multi-scriptural content? Through engaging in meaningful dialogue with others, students learn a balanced attitude toward diverse readings of biblical texts. Student learning objectives are to read extensive amount of biblical theological works of the Third-world perspectives, especially Asian perspectives; to be able to summarize and analyze the nature and contribution of this movement; to examine and construct their own biblical hermeneutical perspective. This course is designed for active dialogue sessions among participants on the subject matter. To facilitate discussions, each student will: lead two sessions on how non-Western readers interpret biblical texts (one from the Old Testament and the other from the New Testament); lead one session on a reading from "Asian faces of Jesus"; bring a short paragraph reflecting the assigned readings; A final 5 pages paper on a chosen biblical text which show how "you" read the text. This course may be used as an elective in the Asian Studies program. *W. Lee*. 8:30 a.m. to noon.

W80 Male & Female He Created Them. The Old and New Testament explore the meaning of our being created male and female in the image of God. This course studies those biblical texts which focus on our sexuality, the roles of women and men and the relationship between them. We read the love poetry of the Song of Songs, ponder passages from proverbs, consider narratives, including Genesis chapters. 1-3, selections from the laws, as well as gospel accounts and excerpts from the epistles. Inescapably, our discussion takes place in the context of present day reflections concerning gender issues such as men and women's roles in the church, workplace, home and school, marriage and divorce, same sex relationships and the 'masculine'

face of God. Through this engagement, students learn to reflect critically on their own culture and begin to construct biblically based, Christian thinking on our roles and status as women and men. Teaching methods include readings, lectures, guest speakers, films, student presentations and class discussion. Students are required to complete daily readings, keep a reading journal, participate in class discussion and write a formal paper. This course may fulfill an elective in the Religion major, and minor, and the Gender Studies minor. Prerequisite: core course in Biblical studies. *C. de Groot*. 2:00 p.m. to 5:00 p.m.

IDIS W64 Evolution & Christian Theology. *D. Harlow*.

Science Education Studies

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

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

Sociology & Social Work

W41 Sociology of the Future. People have been imagining the future since ancient times. However, what these images look like, how they have been represented, and the purposes for representation are always changing. Some visions are bleak, others are blissful; some are fanciful, others are realistic; some warn or inform, others entertain. This course explores dominant themes and contrasts across multiple genres of social forecasting, including but not limited to utopian and dystopian fiction of the late 19th and early 20th centuries; “sci-fi” film, radio, and television since 1900; and nonfiction trend studies produced by “futurologists” since 1970. Course participants not only consider the content of these works, but also the works in relation to the society in (and for) which they were produced. The course concludes with student presentations of their own social forecasts. This course may fulfill an elective in the Sociology major and minor. *M. Hughes.* 2:00 p.m. to 5:00 p.m.

W42 The Sociology of Law and Order. This course examines a variety of contemporary sociological debates as introduced by the television show *Law & Order*. The medicalization of behavior, race and gender bias in capital punishment, as well as the culpability of structural factors in the lives of career criminals, are a few of the topics that will be explored. Students will consider the roles of structure, culture, and human agency amongst the stakeholders involved in each topic to better understand the social aspects and implications of human behavior. Student learning includes: A command of fundamental sociological concepts; An understanding of the interaction between structure, culture, and human agency in social life; The ability to locate, analyze, and synthesize scientifically sound social research; The ability to make a fact-based argument orally and through writing; and a familiarity with contemporary social issues and debates. Methods of evaluation include daily homework assignments, one quantitative test, one major research paper, one debate presentation, daily debate contribution assessments, and a final qualitative and quantitative exam. This course may fulfill an elective in the Sociology major and minor. *E. Marr.* 2:00 p.m. to 5:00 p.m.

SOWK W80 Development in Liberia. Liberia is a country struggling to emerge from the shadow of a lengthy civil war that ended in 2003. This course examines community development as one way to bring healing to a broken situation. Students will listen and learn alongside some of the first social work students in Liberian history, at the Mother Patern College of Health Science in the capital of Monrovia. Together, this cohort will spend time in the classroom and in the community, learning theory and witnessing it being put into practice at agencies throughout the capital and in villages in the interior. The course covers a variety of approaches to the problems of poverty and sustainable development, and focuses on cross-cultural and participatory learning. Students will learn to describe various ways in which Liberian history (particularly as related to the United States), politics, economics and ecology influence past, present and future development efforts in Liberia, explain why knowledge about these factors is crucial to planning appropriate and effective sustainable development for a nation or community, define community development and describe several of the major theories, outline the most common components of contemporary development models, particularly those used by the Christian Reformed World Relief Committee, practice mapping the assets in a community and learn more about Liberian culture and practices. Evaluation will be based on a mid-term, final exam and group project/presentation. [This course may fulfill an elective in the](#)

[International Development Studies major or minor.](#) This course will fulfill the CCE requirement.
Course dates: January 3 to 25. Fee: \$3500. *J. Kuilema.* Off campus.

[IDIS W47 The Jamaican Journey.](#) *L. Schwander, T. Vanden Berg.*

[IDIS W51 The Politics of Development in Africa.](#) *M. Ntarangwi.*

[IDIS W80 Practicing Development.](#) *K. VerBeek.*

Spanish

SPAN W80 Spanish in Yucatan. Students spend three weeks immersed in Mexican culture and Spanish language in Merida, the capital of the state of Yucatan. Merida has a population of one million and offers a colonial past, strong Mayan influence into the present, and intensive globalization as it faces the future. It is the site of two universities and several mission organizations. Students live with Mexican families and attend daily lecture and discussion classes focusing on aspects of Mexican culture such as Mexican and Mayan history, the history of Catholicism and Protestantism in Mexico, and the current political and economic context. Students also participate in excursions to Mayan ruins and attend religious and cultural events. They keep a journal with notes from lectures and discussions as well as personal observations on Mexican culture and on their own experiences. Evaluation is based on satisfactory achievements of course goals, including participation in course activities, increased understanding of various cultural and religious phenomena of Mexico in general and Yucatan in particular, and growth in personal awareness and maturity—as measured by journal entries, a language journal, reflection papers, cultural reports based on interviews, and a final oral presentation. This course may fulfill an elective for Spanish majors and minors.

Prerequisites: SPAN 201 and permission of Spanish program advisor. [This course may fulfill an elective in the International Development Studies major or minor.](#) This course will fulfill the CCE requirement. Course dates: January 5-26. Fee: \$2200. *N. Koster, E. Miller.* Off campus

SPAN W81 Spanish Language & Service Learning in Nicaragua. Students spend three weeks immersed in Nicaraguan culture and Spanish language in Leon, north of the capital of Nicaragua. It is the site of two universities and several mission organizations. Students live with Nica families and attend daily lecture and discussion classes focusing on aspects of Nicaraguan culture such as Somosa, the Zandinistas, the history of Catholicism and Protestantism in Nicaragua, and the current political and economic context. Students also participate in excursions to historical sites and attend religious and cultural events. They keep a journal with notes from lectures and discussions as well as personal observations on Nicaraguan culture and on their own experiences. Evaluation is based on satisfactory achievements of course goals, including participation in course activities, increased understanding of various cultural and religious phenomena of Nicaraguan and growth in personal awareness and maturity—as measured by journal entries, a language journal, reflection papers, cultural reports based on interviews, and a final oral presentation. This course may fulfill an elective in the Spanish major or minor. [This course may fulfill an elective in the International Development Studies major or minor.](#) This course will fulfill the CCE requirement. Prerequisites: Spanish 201 and permission of Spanish program advisor. Fee: \$2600. *O. Leder.* Off campus.

W82 Spanish for Health Care Workers/Professionals. This course is an introduction to the terminology and cultural context of oral and written communication in Spanish relating to the fields of medicine and social work. The course is conducted in Spanish and is designed for advanced students of Spanish. The course helps students develop language skills and increases their cultural awareness of health care practices and needs for the patient or client of Hispanic background. Skills in Spanish are increased through the learning of health-related vocabulary, situational role play, and discussion of medical and cultural issues, body language, and intercultural communication. The course includes various trips to health clinics and other health-

related sites in Grand Rapids. Students are evaluated by means of in-class presentations/projects, vocabulary quizzes, unit tests, and a final paper or examination. This course may fulfill an elective in the Spanish major or minor. Prerequisites: Spanish 202 or 203 (or higher) or permission of instructor. *D. Zandstra*. 8:30 a.m. to noon.

122 Intermediate Spanish. This course is the second part of the closely integrated 121-122-202 sequence, which fulfills the requirements for foreign language. Students attend large-group sessions in the morning and small-group sessions in the afternoon to acquire skills in speaking, listening, reading, and writing in Spanish and participate in discussion of cultural topics related to the Hispanic world. Chapter tests, vocabulary, grammar quizzes, compositions, oral presentations, and a final exam are required. *L. Lancel*. 9:00 a.m. to noon and 1:30 to 3:00.

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

IDIS W13 International Teaching. *J. Simonson, P. Villalta*

IDIS W30 Theory & Practice of Quilting. *S. Clevenger.*