

INTERIM 2020

ON-CAMPUS INTERIMS

ACCT W80 Accounting with QuickBooks.

Have you ever thought about owning your own business? Or starting your own accounting firm? Millions of businesses and thousands of accountants have chosen QuickBooks accounting software because it is powerful and intuitive. Students in this course use QuickBooks to record business transactions, track inventory, bill out jobs, and generate customized accounting reports. QuickBooks gives students an in-depth understanding of sales, purchases, inventory, and payroll in a small business. Grading based on completion of daily QuickBooks assignments in the computer lab, an interview of a small business owner, and a cumulative final exam. Can fulfill an entrepreneurship minor requirement. Prerequisite: ACCT 204. D. Cook 8:30 a.m. to noon.

ART W40 Artist Book Making – Mixed-Media Exploration. This course introduces the design, production, and publication of mixed-media artist books, concentrating on the book as aesthetic object embedded with content. Physical and conceptual elements of the artist book unfold through time and space. Book design problem solving includes organizing conceptual, visual, physical, kinetic, and chronological transitions. Students will engage in developing content, three-dimensional form, integration of image and text, and harmonizing these elements in the execution of visually engaging artist books. The study of hand-made books from Medieval illustrated manuscripts to contemporary book art introduces students to traditional as well as innovative materials and processes including binding techniques. Students will investigate high and low technologies of reproducing imagery for the purpose of execution and publication. Bookmaking will occur individually and collaboratively. The class will produce one of a kind artist books and a limited-edition publication. This course provides interdisciplinary investigation and enables building of professional portfolios. A. Greidanus. 2:00 p.m. to 5:00 p.m.

BIOL W60 Pathophysiology. Pathophysiology is the study of how the body's normal function is changed when disease strikes. This course presents aspects of many human diseases, including the biochemical or cellular causes of the disease, structural and functional changes resulting from it, and the prognosis related to it. Diseases of the cardiovascular, gastrointestinal, hormonal, muscular, neural, renal,

reproductive, and respiratory systems are covered using the classic organ system approach and case studies. Students are graded on the basis of tests, a research paper, and a class presentation. Prerequisite: Biology 206 or 331. E. Boldenow. 8:30 a.m. to noon.

COMM W40 Laboratory Theatre “Shorts”! This theatre production course will study the process of producing one act plays that illustrate the 2020 Calvin Arts theme of “Create, Unite, Renew: Dwelling” specifically exploring themes of Home and Hope. Through readings and discussion, students will study the Pulitzer Prize winning play, *The Kentucky Cycle* by Robert Schenkkan, as well as 6 other one act plays, and select readings. Assignments will include completing play analyses for each of the assigned plays as well as serving in a production role for an evening of one-acts (“the shorts”) and writing a reflection paper on the process. Students in the course will have the opportunity to serve in various production roles: including director, stage manager, designer and performer. Therefore, the course will serve as an advanced directing course for those selected to direct plays or advanced production design. Students who wish to direct must apply for this role in the fall semester. Advanced students will be able to create portfolio worthy projects as part of the process of the course. However, the majority of the students will not need prior experience to serve as stage managers, production prep and running crews, publicity crews and/or actors. Auditions for the one-acts open to the entire Calvin Community and will take place late in the fall semester. Students will be required to complete their work during the first week of the spring semester. Performance Dates: February 6, 7, 8, 2020 at 7:30 p.m. D. Freeberg. 2:00 p.m. to 5:00 p.m.

~~Cancelled **CS W40 Making a Website with Wordpress.** In this course students will work in small teams to create a website with Wordpress. Students will learn about several aspects of creating, maintaining, and administering a website, including requirements gathering, functional specification, user friendly design, content management, advertising, assessment, iterative improvement, search engine optimization, and presenting a final project. We will also discuss related legal and ethical issues from a reformed Christian perspective. H. Plantinga. 8:30 a.m. to noon.~~

ECON W10 Norms and Gender Discrimination and Exclusion. This Course will explore, analyze various forms of gender discrimination and exclusion in less developed countries (LDCs), especially in collectivist LDCs, with reference to the Arab World. Such discriminating practices are rooted in inherited norms (beliefs, traditions, taboos, customs, and myths, etc.). Gender Discriminating norms continue to play significant roles in marginalizing/discriminating against women by limiting their capabilities, participation, and effective representations in many spheres of life. The course utilizes both the new institutional economic analysis and the capability approach. The course materials will be closely related to my book,

"Norms and Gender Discrimination in the Arab World" (Palgrave Macmillan, October 2015), in addition to other references and reports from human rights' organizations. The instruction style for this short interim course will include regular lectures, students' led discussions, watching video clips, movies, and students' project presentations. A. Abadeer. 2:00 p.m. to 5:00 p.m.

ENGR W80 Mechatronics. Mechatronics is a growing field of engineering where a multidisciplinary team of engineers addresses a physical problem through the use of mechanical systems which are linked with control systems which often have electric or electronic systems. Mechatronics has been called a replacement word for electro-mechanical engineering. In this course, students will be provided a task for a robot to perform, and have 3 weeks to design and build a robot which can accomplish the task. Generally, successful completion of the task will require mobility, and manipulation of external objects under autonomous and user control. The task to be completed will be defined by First Robotics and is new every year. The specifics of the task will be unknown to the faculty and students at the start of the course. This course will require participation on the first Saturday after the course has started. R. Tubergen. 2:00 p.m. to 5:00 p.m.

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

ENGR W82 Advanced Chemical Engineering Special Topics. This course addresses essential advanced topics for design. Topics build on the foundational concepts from several earlier chemical engineering courses. The course includes advanced topics from separations, heat transfer, and non-elementary kinetics. An introduction to mathematical modeling for advanced transport is considered. In addition, fundamental concepts of environmental, health, and safety issues, as well

as corrosion and materials of construction for design are presented. This course fulfills the Engineering special topics requirement. J. VanAntwerp & J. VanAntwerp. 8:30 a.m. to noon.

ENGR W83 Storm Water Management. Civil and Environmental Engineers today are frequently faced with the problem of managing impacts of storm water within both urban and rural environments. Management involves addressing issues of both storm water quantity and quality. The first objective of this course is to introduce the basic principles, computational methods, and treatment approaches used to manage storm water quantity and quality. The second objective is to introduce students to issues of professional practice through site design projects. Guest speakers and case study reviews are also used to emphasize basic principles and management techniques. Course evaluation is based on problem assignments and design projects. Prerequisite: Engineering 320 and 306 or permission of instructor. W. Porter. 8:30 a.m. to noon.

ENGR W84 Sustainable Energy Systems. Renewable and sustainable energy systems are providing increasingly large fractions of the energy mix worldwide. In this course, students consider fundamental engineering principles, economic factors, and Energy Return On Investment (EROI) for a wide variety of renewable and sustainable energy technologies. Special focus is given to performance and design of wind and solar systems, and data from demonstration systems at Calvin College are analyzed extensively. Software packages that aid renewable energy system design are introduced. Daily assignments and several design projects are required. Prerequisite: Engineering 333 or permission of the instructor. F. Haan. 8:30 a.m. to noon.

ENGL W11 Shouts and Whispers: The Intersections of Faith and Writing. This class invites you into a conversation about how faith and literature overlap, sometimes comfortably and sometimes uneasily—whether in the “shouts” of writers such as Flannery O’Connor or in the “whispers” of authors such as Frederick Buechner. It also invites you to think about what it means to be a faithful writer and a faithful reader today by investigating the writers who’ll be attending the 2020 Festival of Faith and Writing. And you’ll think about the larger project of the Festival itself—what it takes to balance many voices hospitably. J. Holberg 2:00 p.m. to 5:00 p.m.

ENGL W41 Anna Karenina. An intensive reading of Leo Tolstoy’s masterpiece. Students take turns leading daily discussion of the readings, and the instructor offers supplemental presentations on historical and biographical contexts, literary theory and criticism, and modern film adaptations of the novel. Students are

evaluated on regular participation, quizzes, and brief writing assignments. The course fulfills an elective for Literature majors. C. Engbers. 8:30 a.m. to noon.

ENGL W42 Editors and Editing. This course introduces students to professional editing and to the full publishing process from acquisition to marketing. Students are introduced to different kinds of editors and their roles, various editing genres, and stages in the publication process. Students practice a variety of editing skills (including copy editing and layout) and complete an individual or group project. The class visits local publishing houses to meet and learn from editors about their areas of specialization. Evaluation based on daily in-class work, small assignments, and a substantial group or individual project. K. Merz. M-Th, 6:00 p.m. to 9:00 p.m., Friday 2:00 p.m. to 5:00 p.m.

ENGL 374 English Grammar. A study of traditional grammar, focusing on its history, its system, its applications, its competitors, and its place in the 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, and a final exam. K. Johnson & E. VanderLei. 8:30 a.m. to noon.

ENST W40 The Changing Great Lakes. The Changing Great Lakes (3). This course will review the geography and geology of the North American Great Lakes region; the ecology and biota of its waters; native terrestrial biomes; aboriginal human inhabitants; European settlement; the history of commerce during the past 400 years with particular attention to natural resource exploitation, including fur trading, logging, mining, and fisheries; and recent threats caused by shoreline and canal engineering, pollution and introduced non-native species. Grading will be accomplished through 2 exams (55-60%), map exercises (20-25%), field trip participation (6%), and daily discussion on readings (14%). The course will consistently rely on good background in high-school biology and chemistry; a college course in biology and/or geology would be helpful. R. Stearley. 2:00 p.m. to 5:00 p.m.

ENTR W40 Entrepreneurship Finance. This course examines processes by which startups and small businesses finance their entrepreneurial ventures. Students learn how startups can identify and obtain financing to develop, test, and grow their ventures. Students also examine the process for acquiring an existing company. Students learn methods for valuing an opportunity and different types of debt, equity and hybrid financing, such as venture capital, loans, and bootstrapping, including the rationale and benefits for each. The course employs different methods of learning including lectures, readings, cases, discussions, and several guest speakers. Fulfills a 3-credit hour requirement for the minor in Entrepreneurship. P. Snyder. 8:30 a.m. to noon.

FIN W40 Personal Finance. All of us have been forced to make decisions that impact our future economic wellbeing. What is the best type of loan to finance college? How much college debt is too much? Can I afford to study abroad next semester? How will I pay for a car to get to my job? Are there any issues in signing that lease agreement for my off-campus house? Personal finance is a specialized area of study focusing on individual and household financial decisions: How much should I save? How much should I spend? How much should I give? Do I need life and health insurance when I get out of college--what type would be best for me? How much do I need to save for retirement and when should I start? How do I decide what to invest in? How do I negotiate a job offer I receive—what benefits should I be expecting? 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 considers financial goals for Christians and provides information and techniques to help students be good stewards of what God entrusts to them. Topics covered include: financial planning tools, goal setting and budgeting, tax planning, cash management, consumption and lifestyle choices, credit strategies, charitable giving, automobile and housing decisions, insurance needs, concepts of investing, estate planning and retirement planning. Class sessions include lectures, presentations by various professionals in these disciplines, video, and group exercises and discussion. Students are evaluated on the basis of regular attendance and participation, regular quizzes from text and other reading material, a short paper and related presentation on a book of their choosing and a final exam. D. Pruis. 8:30 a.m. to noon.

FREN 112 Multisensory Structured French II. The second course in a three-course sequence of language study designed to meet the needs of at-risk students. Materials are presented with an emphasis on understanding the nature of language. General language-learning skills are developed as specific foreign language goals are met. The course is open to students who are continuing from FREN 111 and expect to complete through the FREN 113 level. A. Haveman. 2:00 p.m. to 5:00 p.m.

FREN 132 Intermediate French I. French 132 is an accelerated course designed for students who have completed French 131, or for those seeking an intensive refresher. It seeks to develop student proficiency in listening, speaking, reading, and writing through a variety of activities, both in class and out and to serve as a bridge to French 202. V. DeVries. 8:30 a.m. to noon.

Cancelled **HIST 293 Public History.** Public history' refers to historical work done outside of schools, colleges, and universities, especially work in institutions such as museums, archives, preservation offices, and cultural resource agencies. It also includes historical work in business, consulting, and the legal profession. This

~~course surveys the major topics and helps students develop skills used in public history through readings, discussion, guest presentations, field trips, and projects. For example, students will learn about the history of public history, employment opportunities for public historians, and public historical issues, and they will reflect on their own career possibilities in this field. This is a regular (graded) course, not pass/fail. Fee \$100. K. van Liere. 8:30 a.m. to noon.~~

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

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

IDIS 375 Introductory Seminar in Secondary Social Studies Pedagogy. This seminar applies an active, student-centered learning approach in order to introduce students to the methods and practices of teaching the humanities and social sciences, including economics, geography, government, history, and psychology at the middle and high school level. The course prepares students for student teaching by providing practical instruction in curricular standards, unit planning, lesson planning, teaching resources, classroom methods, and assessment instruments, and exploring these in light of Christian understandings of human nature and pedagogy. This course should normally be taken the Fall or Interim term before student teaching, as offered. Prerequisites: EDUC 302-303 or permission of the instructor. S. Staggs. 8:30 a.m. to noon.

IDIS W25 Supporting Zebras in our Community. Zebras are often used to represent the rare disease community because doctors are told: “when you hear hoofbeats, think horses, not zebras”, encouraging them to focus on common diagnoses. However, there are 7000+ rare diseases, meaning that approximately 1 in 10 people have a rare disease. Who in your community is affected by a rare disease? In this class, we will consider the challenges experienced by those in the

rare disease community and seek to identify and understand areas of unmet need. Using a multidisciplinary approach to identify opportunities to support the rare disease community in West Michigan, students from all disciplinary backgrounds will come together to tackle this complex problem. Students in this class will have the opportunity to dialogue with individuals with rare diseases, medical professionals, scientists, and members of advocacy organizations. Student teams will select a project, based on their unique skills and abilities, that will address the driving question: How do we support zebras in our community? Examples of projects include: development of a policy statement, working with a family to write their rare disease story, preparation of a poster that explains the molecular biology of a rare disease, development of curriculum materials to teach kids about rare diseases, or a photography collection that captures the spirit of rare disease patients. Additionally, students will assist in the planning of the 2020 Rare Disease Day Symposium to be held at Calvin on February 29th. Course fee: \$20. R. Baker & A. Wilstermann. 8:30 a.m. to noon.

IDIS W28 Leadership and Emotional Resilience. This course explores the role of emotional health in the life of an effective Christian leader. Based on the fields of positive psychology, neuroscience, neuropsychology, leadership studies, economics, and sociology, students learn the nuts and bolts of psychological well-being as a prerequisite for effective leadership. A variety of practical exercises provide students with the opportunity for personal growth, self-awareness, providing resources for living "the good life"-a life full of purpose and meaning. This course was designed for first year Perkins Fellows but is open to non-Perkins fellows as well. 8:30 a.m. to noon. C. Edmondson.

IDIS W29 Preparing for the Semester in Britain. This course is open only for students enrolled in the 2020 Semester in Britain program. It will introduce historical and cultural contexts that will prepare students for living in York, studying at York St John University, and making the most of regional and international excursions. Students will learn about major periods and events in English history, become familiar with the grammar of British culture, discuss practical details with alums of the York program, and conduct research on specific topics. Students will read, write short daily responses, complete a group project, take a final examination, and build community identity with their classmates. S. Felch. 2:00 p.m. to 5:00 p.m.

IDIS W31 Doing Justice in the City, One Kitchen at a Time. Using Grand Rapids as example, the course combines the academic study of doing justice in central or inner cities with learning practical skills of stabilizing and improving stressed neighborhoods. On the one hand, the students will learn about the causes and history of deteriorating housing in stressed neighborhoods of concentrated poverty;

on the other, students will learn practical skills of maintaining and improving houses, including building and installing kitchen cabinets. The students will study, by means of readings, videos, discussion, and writing, the history of redlining, home financing, and zoning practices to understand why certain areas of the city of Grand Rapids have deteriorating housing stock while other areas of the metropolitan area do not. Students will also examine the role of justice, as developed by Nicholas Wolterstorff, in responding to and participating in restoration in stressed neighborhoods. In the process, students will learn the difference between charity and justice, and be led to understand that issues of justice are involved in maintaining and improving stressed housing in the city of Grand Rapids. At the same time, the students will learn the practical skills of building and installing kitchen cabinets as one concrete and practical way of doing justice today in the city. The class will partner with Home Repair Services, an organization dedicated to strengthening vulnerable Kent County homeowners through improving their housing, with a vision of building strong communities. Part of the course will be spent on campus in academic study, and the rest of the course will take place at Home Repair Services, engaging the practical skills of cabinetry building and installation, at their Hall St and Division location. The culminating project will be, as a class, to build a set of cabinets and install them for a selected client of HRS, and reflect on that experience in the context of the what was learned about housing in Grand Rapids. C. Joldersma. 8:30 a.m. to noon.

IDIS W32 The Beatles and The Sixties: Music and More. In this course, students get an overview of the career of perhaps the most important artists in 20th century popular music. They study the Beatles in both their musical and historical settings as well as other important music and culture of the era. The course includes an analysis of the Beatles recordings and films, videos, and concert recordings. Readings include recent books and articles that give context to their music and their careers. There is an emphasis on understanding the music in the context of the career path of the artist, other music of the time, and other things going on in the world that both influenced and were influenced by their art. Christian engagement with the music of the Beatles and the culture of the sixties is an important part of the discussions. Evaluation will be based on student presentations of other music released in the decade, a personal essay on an album by a member of Beatles after the band broke up, and reading responses for each of the assigned readings and listenings. R. Keeley. 8:30 a.m. to noon.

IDIS W33 Chinese Medicine and Chinese Culture. Half of this course focuses on Traditional Chinese medicine (TCM) and the other half focuses on Chinese culture. TCM with its practice in acupuncture and herbal remedies is becoming more and more recognized and popular in western societies including the US and Europe. With a holistic approach, TCM focuses more on improving the body's natural ways

of healing rather than combating germs directly. Therefore it is very effective in dealing with chronic conditions such as migraine, asthma, depression and infertility. It has also been used to complement the use of western medicine (for example alleviating the side effects of Chemotherapy). Knowledge about and familiarity with TCM has increasing values for future healthcare professionals. In this course the students learn the theory and practice of TCM. Students will also learn about Chinese history, philosophy and culture in this class. As China becomes more and more influential on the global stage, understanding of Chinese values and culture is increasingly important. Through instructions by native Chinese instructors, as well as field trips to Chinese restaurant, stores, church and Chicago Chinatown, students will have first-hand experience of Chinese culture. The course consists of lectures, discussions, presentations, independent projects and field trips. An all-day field trip on Jan 18 2020 is required. This course will fulfill the CCE core requirement. No prerequisites. Fee: \$200 to cover field trips, class materials and guest speaker fees. A. Shen. 2:00 p.m. to 5:00 p.m.

IDIS W36 Women's Health. This course focuses on personal decision making in all dimensions of women's health. We investigate, discuss, and share women's health concerns ranging from cancer to sexuality. We focus on the unique physiology and anatomy of women, as well as on health care use and advocacy. Community experts, women's health videos, and women sharing their personal life stories add to our learning experience. Students are expected to complete assigned readings, make a class presentation, conduct a health interview, attend relevant January Series Lectures, and write reaction papers on each of the speakers. Course fee: \$20. D. Bakker & K. Berends. 8:30 a.m. to noon.

IDIS W37 Theology of Narnia. Many Christians first encounter C. S. Lewis as children through reading his Chronicles of Narnia, but there is much in these books that children miss. Reading the books again as adults allows for a deeper exploration of Lewis' use of the Christian tradition, especially the medieval tradition that was his scholarly specialization. Students in this class are expected to read all seven of the Chronicles as well as some secondary readings. The class considers the theological and philosophical assumptions – sometimes explicit, sometimes hidden – that form the basis of Lewis' work. Students are evaluated based on class participation and in-class writing. L. Smit. 8:30 a.m. to noon.

IDIS W38 Wood and Steel. An introductory course in woodworking, using hand tools and traditional methods. In this studio workshop course, students will learn to understand wood varieties, the renovation and maintenance of hand tools, and seasoned-wood traditional design, layout, wood dimensioning, jointing, and finishing. The basic pedagogy is a series of collaborative projects that successively build knowledge of woods, tools, methods, and design. We will visit a local wood

studio and a local wood source, experience the creation of artistic three-dimensional objects, and connect with the wisdom of traditional methods and materials. We will also emphasize sourcing materials and conducting the work sustainably. Along the way we will become familiar with reliable online sources of instruction and tools; there will also be several readings from classic works on traditional woodcraft and the role of “leisure” activities in, as Augustine might say, a well-ordered set of desires and aims. Students will be evaluated in this pass/fail course on the basis of their engagement with the subject and their active participation in the group’s life and work. No prior experience is assumed. Traditional, hand-powered woodworking is the best way to learn what wood and tools can and cannot do. It is safer, quieter, and greener than modern machined woodworking. It is also less expensive! Brief description of materials fee: \$75 for glues, finishes, sandpapers, brushes, protective gloves, ear and eye protection, wood for our common projects, and a set of 15 tools that remain yours after the course. Add about \$20 for wood for your personal advanced projects in the last half of the course; add about \$40 more if you wish to purchase a vintage plane rather than borrowing the instructor’s. No required textbook purchases. K. Schaefer 8:30 a.m. to noon.

IDIS W41 Entrepreneurship and the Arts. Many students in the creative arts hope their craft will become more than a hobby after graduation. Often, however, these students struggle to see how they might use their artistic skills in concrete ways to sustain a fulfilling career. This course provides participants with tools to help them apply entrepreneurial models to their interests in the creative arts. Students with an interest in visual arts, architecture, poetry and creative writing, music, dance, theater, film, digital media production, and design explore their own passions and how they can be translated to successful careers. Junior and seniors members of Artist Collaborative cohorts are encouraged to consider this course. Throughout the course students engage with local creative arts institutions and talk with individuals who have successfully followed their calling into the arts. Topics that are covered include: steps to finding employment in the arts, funding sources for the arts, the legal organization of arts institutions, business plans and their key elements, a brief introduction to budgets and taxes, how to discern vocation in the arts, how to determine the value of a graduate degree in the arts, what it takes to be an entrepreneur in the arts, and the economic impact of the arts on society. The course involves field trips to local arts organizations. Through course activities and discussions, students formulate and articulate an understanding of how their unique skill set can be used to further God’s kingdom, both as a sustainable personal vocation and a contribution to the common good. S. Smartt. 2:00 p.m. to 5:00 p.m.

IDIS W43 Inside the January Series. The Award-winning January Series brings world-class authorities in their fields to Calvin to speak on a range of topics. Participants in this course encounter a diversity of issues and perspectives by

attending the January Series programs. Students enjoy additional opportunities to interact with the speakers during our morning class sessions. In response to the values and ideas they encounter with each speaker, students are challenged to clarify and articulate their own worldviews and to find ways to put their values into action. Course requirements include attendance at all January Series events, a short reflection paper on each presentation, an oral presentation on one of the presenters or topics, and a research paper on one of the Series speakers or topics. K. Saupe. 8:30 a.m. to noon.

~~**Cancelled IDIS W45 The Body is Not an Apology.** We devote a staggering amount of time, energy, and money to improving our bodies. Yet, the harder we try, the less satisfied we tend to be with not just our bodies but ourselves. This class will use Sonya Renee Taylor's book *The Body is Not an Apology: the Power of Radical Self-Love* as the central interlocutor in an effort to understand both why this is, and what we can do to change it. Following Taylor, we'll ask ourselves where our self-loathing comes from, and we'll look to a variety of places for viable alternatives. So, for instance, we'll be challenging negative assumptions about disabled, non-white, fat, and female bodies, and we'll be focusing particularly on non-standard forms of gender expression: gender queer, gender fluid, non-binary, etc. We'll be engaging and critiquing various approaches to positive transformation, including *Queer Eye* and Ru Paul's *Drag Race*. We'll be asking about the role Christianity and Christians currently play in these approaches, and we'll be dreaming about what role they could play. The debates over health and ideal embodiment go far beyond thinking about what our bodies are supposed to look like—at the heart of these debates is the question of what our bodies (and, as a natural extension, we ourselves) are good for. This course is designed for any student interested in thinking carefully and deeply about the ways in which our attitudes towards our own and others' bodies are shaped in relation to culture, and in exploring practical ways to transform rather than that culture. The success of this course depends in a variety of ways on student participation. Students will be required to read assigned texts, to research and present other relevant articles/texts, and to participate regularly in class discussions. Each student will be required to write six separate journal entries (responding to assigned course readings), and to complete a final project (the nature of which is largely up to the student, but which must contain a written component that links the project to major course themes). C. VanDyke. 2:00 p.m. to 5:00 p.m.~~

IDIS W60 Clinical Experience in Healthcare. This course is a combination of field experience in clinical healthcare settings and morning classroom-based discussion groups. Students in this course will participate in healthcare related activities in a clinical setting to gain patient care experience in medically underserved areas. Students will spend 12 days (3.5 hours per day) at an area clinical healthcare setting

working alongside of healthcare professionals and patients. Morning and afternoon placements are available. 2 mornings will be classroom discussion of patient scenarios and 1 day will be spent shadowing/direct observation of a healthcare professional. This course is by application only. Applications are available in the Biology Office and will be accepted until placements are filled (final cut-off date of November 15). Students will be required to be up to date on immunizations inclusive of the annual influenza vaccine and TB skin test due to clinical site placements (contact with patients). T. Crumb. 8:30 a.m. to noon.

KIN W10 15 For 15: The Wild World of Sports. This course will critically examine 15 different topics and issues related to sport in today's world and will mirrored "ESPN's 30 for 30 series" but with an exploration through a faith-based lens. These topics will include issues and conflicts that are happening in and around sport today. Some examples of these topics are "E Sports- Aggression and Sexual Violence," "Gambling and Sports," "The Sport Spectator—the Decline in Attendance," "ESPN—Is it Good for Sport?," "Calvin Athletics—Future Direction and Challenges," "Sport and Social Media—The Positives and Negatives," "Coaches—What is Motivation and What is Crossing the Line?," "Officiating: Perspective from the Coach and the Official," and "NCAA—The Good, Bad and Ugly." The class will examine psych-sociological issues in sport and sports culture including race, social economic class, gender, and religion. Students will review videos including "ESPN's 30 for 30" and the documentaries Outside the Lines, and E60 to name a few. Students will talk with guest speakers to initiate discussion and dialogue among professors and peers. Class activities include writing blog entries in reaction to the topics, videos and speakers, and responding to classmates' blog entries. Students will also work in groups to create a written and oral presentation on one of the 15 topics. A. Warners. 8:30 a.m. to noon.

MATH 100 Mathematics in the Contemporary World. An introduction to the nature and variety of mathematics results and methods, mathematical models and their applications, and to the interaction between mathematics and culture. Not open to mathematics and natural science majors. Fulfills the mathematics core requirement. J. Turner. 2:00 p.m. to 5:00 p.m.

MATH 170 Elementary Functions and Calculus II. A continuation of MATH 169. Topics include derivatives, applications of derivatives, and integrals. Historical and philosophical aspects of calculus are integrated with the development of the mathematical ideas, providing a sense of the context in which calculus was developed. Prerequisite: MATH 169. Fulfills the mathematics core requirement. J. Ferdinands. 8:30 a.m. to 5:00 p.m.

MATH W81 Mathemagic: Advanced Problem Solving. If you would like to be able to solve difficult mathematical problems quickly, this course is for you. You will learn how to use interesting mathematics to solve various kinds of problems speedily, often without pencil or paper! This course fulfills the interim course requirement for the mathematics major. Prerequisite: Mathematics 255 or permission of instructor. C. Moseley. 2:00 p.m. to 5:00 p.m.

MATH W82 Interactive Data Visualization with D3. From the New York Times to FiveThirtyEight.com to the Calvin Chimes, data visualizations are now abundant across the internet. But what makes a data visualization good and compelling and how does one create them? Learn to design and create your own data visualizations using R and d3.js, the java script library that supports many of the cool interactive graphics you see online. This course satisfies the Interim requirement for the Mathematics major. Prerequisites: CS 104, 106, or 108; Stat 145, 241, 243, 341, or 343; or permission of the instructor. R. Pruim. 8:30 a.m. to noon.

PHIL W10 I Long, Therefore I Am. From the time of Descartes forward, rationality, cognition, reason—i.e., thinking—has been thought to be at the center of human nature, the center of what it means to be human—we are uniquely, essentially and most fundamentally thinking things. One way of understanding this interim course is as a sustained reflection on an alternative to the Cartesian and Enlightenment view of what is at the center of human nature. On this alternative view, we human beings are first and foremost—not thinking things—, but desiring, yearning, craving, longing, hungering beings. Put another way, if the Cartesian and Enlightenment view of human existence has it that at the center of being human are head and mind, this course explores the idea that at the center of human existence is heart and gut. This alternative view is not a new revelation or idea, but an ancient one reaching as far back as Saint Augustine in the 4th Century, who said at the beginning of his Confessions, “You have made us for yourself, Oh God, and our hearts are restless until they rest in you.” Our hearts are restless. They’re agitated. They ache. They yearn. They long. It is this feature of human existence that we will explore in this course through film, fiction and non-fiction. Ultimately, we will want to consider the idea, again present in the quote from Augustine, that this restlessness is not a result of sin and the fall, but is instead part of our created nature: we are made to yearn, to long, to desire. And since this is part of our created nature, our heart’s deepest longings and yearnings have their ultimate aim or end in God. In a way, therefore, one task of a follower of Christ involves the realigning or re-aiming of our longings, our yearning for connection, wholeness, intimacy, and meaning. K. Corcoran 8:30 a.m. to noon.

POLS W40 Just War, Pacifism, and Christian Witness. This course introduces students to the one of the most difficult questions facing Christians since the earliest

days of the church: what should Christians think, and do, about the state's use of force? Is there a tension between the state's use of coercion and at times violence to defend its sovereignty and protect its citizens and the Christian call to be peace-makers? Students will learn about the contours of the just war tradition as well as the Christian pacifist alternative through readings, class discussion, guest speakers, and hypothetical exercises that cast students in decision-making positions. Students will consider how Christian faith and practice has informed divergent views on this topic and hone their analytical skills by presenting various viewpoints through written and oral assignments. M. Watson. 2:00 p.m. to 5:00 p.m.

POLS W41 Law: Portrayal, Perception, and Practice. This course offers students an opportunity to learn directly from legal practitioners about various aspects of law and legal practice. Students will participate in class lectures and classroom seminars led by legal professionals, who will use feature films to explore specific aspects of law and to examine popular perceptions and cinematic portrayals thereof in comparison with actual legal practices. Through this process, students will be introduced to basic legal concepts and terms as well as basic skills in writing and analysis. Students will be required to be active participants in class discussion and complete several analytic writing assignments based on topics covered in the course. J. Westra. 8:30 a.m. to noon.

PSYC W40 Fractured Minds: Personal Stories from Neuroscience. This course examines the personal side of neuroscience. What is it like to experience brain injury or have a neurological condition? How does the brain impact our everyday activities? Through stories, readings, documentaries, full-length movies, field trips, and class presentations, students will learn more about how identities, personalities, and interpersonal experiences are shaped by our brain function. Readings and discussion will also focus on how the Christian community should respond to individuals who are not typically developing or who experience brain disruption. There are no prerequisites, but completion of an introductory psychology class is strongly recommended. P. Moes. 8:30 a.m. to noon.

PSYC W60 Practicum: Children at Risk. This course is a combination of field experience and classwork. Students will spend 8 mornings in class considering (a) the neurological impacts of early childhood stress on brain development, (b) the social impacts of specific stressors including: poverty, neglect, abuse, orphanage/foster care, divorce, and remarriage and (c) evaluation of prevention programs. Students will spend 7 days (3.5 hours per day) at an area Head Start, a federally funded preschool for low income families. Morning and afternoon Head Start placements are available. This course is by application only. Applications are available in the Psychology Dept and will be accepted until placements are filled through Nov. 15. This course meets the college's CCE requirement. This course is not

open to students who have taken PSYC 208. M. Gunnoe & E. Helder. 8:30 a.m. to noon.

PSYC W62 Psychopathology in Film. 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. Prerequisite: Psychology 212 or equivalent. S. Stehouwer. 8:30 to noon.

PSYC W80 Counseling Skills. This course presents fundamental skills and strategies that underlie many psychotherapies. After reviewing theory and research on therapy relationships, the course identifies basic principles of problem management, communication, listening, and helping. A workshop format is used to teach and practice skills. Students develop skills in practice interviews and small group exercises. Students are assessed with direct observation of skill development, behavior ratings, and written assignments. This course is appropriate for students in psychology as well as social work, pastoral counseling, or management fields. Prerequisites: Psychology 151 and Psychology to 212. J. DeBoe. 8:30 a.m. to noon.

REL W41 Elie Wiesel, Prophet of the Holocaust: In Search of God and Humanity. Among the atrocities of the 20th century that aggravate the problem of evil for our times, the holocaust stands out. Among those who write and reflect on what an Auschwitz means for belief in God and humanity, and our future together, Elie Wiesel stands out. Elie Wiesel, the 1986 Nobel laureate, is aptly called the prophet of the holocaust, devoting his life to the remembrance of this horrific event in the attempt to discern and publish its moral lessons. This course traces the life, times, and ethical vision of Wiesel, particularly through his holocaust experience and subsequent quest to sustain faith in God and hope for humanity in its ever-elusive task to build a just and humane society. We journey with Wiesel by aid of documentary and film, but principally through his own writings, which include *Night*, *The Trial of God*, *The Town Beyond the Wall*, *Twilight*, and selections from his memoirs, *All Rivers Run to the Sea* (vol. 1), *And the Sea is Never Full* (vol. 2). Beyond the inspiration afforded by Wiesel's own life journey, students are expected to

deepen their appreciation of the question of theodicy, and of the Jewish theological and ethical resources for persevering in a world with an Auschwitz, a world still dangerously poised. These Jewish resources for living will also be appreciated in their formal similarity to those available in Christian theology, which they therefore help to accentuate, even though they differ in content by one coming of the messiah. Two papers and a take home final help facilitate these major objectives. T. Thompson. 2:00 p.m. to 5:00 p.m.

REL W42 Birth, Sex, and Death in the Biblical World. Why is sexual intercourse "unclean" according to Lev 15:18? If the body is in the grave, where is the "person" after death? In recent years, anthropologists and other social scientists have begun to examine more closely the ways in which human cultures conceptualize and organize the ordinary events of the human life cycle. Biblical scholars, too, have begun to consider these things by using the Bible, not as a theological textbook, but as a window 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 educational process, marriage, raising children, sexual activity and restrictions, celibacy, old age, death, and the afterlife. Students get to 1) study biblical texts as reflections of a particular moment in human culture; 2) look at and interpret various biblical texts for themselves; 3) think about how various biblical texts might apply today. Students write a paper which is based on the material covered in class. R. Whitekettle. 8:30 a.m. to noon.

REL W80 The Book of Revelation. No writing in the Bible has been subject to a wider range of interpretations than the Book of Revelation. Many Protestant evangelicals claim to find in Revelation coded predictions about events that have taken place, or will take place, in the modern world. But many Christian churches, including those in the Reformed tradition, recognize the highly symbolic nature of John's apocalyptic visions and attempt to discern the book's message for its first recipients before considering its relevance today. This course begins by using a two-part documentary film on Revelation that devotes significant attention to the variety of ways in which the book has been interpreted through the centuries in Church history. Most class sessions will be devoted to working carefully through the text of Revelation paragraph by paragraph, with a focus on what the book would have meant to Revelation's first audience: Christians in first-century Roman Asia Minor (modern-day Turkey). Through group and general class discussion, however, attention is also given to the theological challenges raised by Revelation and to its relevance for Christian faith and life today. Students are evaluated based on class

participation, daily answers to questions on the readings, a short reflection essay, and a brief oral report on their essay. Prerequisite: one course in Religion. D. Harlow. 2:00 p.m. to noon.

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

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

SOC W41 The Sociology of Faith Formation. This course explores faith formation in emerging adults using sociological methods and perspectives. Through the use of lecture, small group discussions, readings, guest speakers, and film, students will be introduced to empirical research that addresses how various aspects of social life influence faith beliefs, identity, and practices. Topics addressed will include the influence of family life, social networks, race/ethnicity, gender/sexuality, higher education, and scientific knowledge. Students will be asked to reflect upon these empirical studies through a Reformed Christian lens and to think about their implications for the Christian Church. Student learning will be assessed through quizzes, reflections essays, and a class presentation. J. Hill. 2:00 p.m. to 5:00 p.m.

SOWK W40 Palliative and End-of-Life Care in Prisons: Caring for Dying Inmates. As the number of aging and ill inmates increases, prison hospice becomes crucial to prevent people from dying alone, or just waiting for death to come. Each

year, more than 4,000 inmates nationwide die inside prisons due to natural causes. In order to care for these inmates in a humane manner, the first prison-run hospice programs were initiated in 1987. Additionally, since 2016, the Michigan Department of Corrections has implemented a hospice and palliative care pilot program at two sites. Through this course, students will learn about the needs, development, and status of prison hospice programs in the U.S. Through lecture, group discussions, and groups projects, students will analyze the impact and challenges of prison hospice programs while exploring ethical and practical implications. Students will understand the important role social workers, public policy, and faith communities play for the palliative and end-of-life care needs of elderly, chronically ill, and terminally ill inmates. Students will be assessed through individual and groups projects and class presentations. J. Han. 2:00 p.m. to 5:00 p.m.

SPAN 122 Intermediate Spanish. A two-course sequence (SPAN 121-122) during the fall semester and January interim designed for students who have had two years of Spanish in high school, but who are not sufficiently prepared for SPAN 201. These students take SPAN 202 in the spring to finish the foreign language core requirement. 8:30 a.m. to noon.

SPAUD 343 Principles of Human Neuroanatomy. This course provides a thorough understanding of nervous system anatomy and physiology as it relates to speech, language, and hearing. Principles of molecular biology, systems theory, neuromuscular control, somatosensory processing and complex cognitive function are included. Select communication disorders are discussed to highlight the effects of breakdowns in nervous system function during speech, language, and hearing processes. E. Oommen & P. Goetz. 8:30 a.m. to noon.

SPAUD 512 Augmentative & Alternative Communication. This course is a study of the augmentative and alternative communication (AAC) assessment and treatment needs of individuals with developmental and acquired disabilities across the age continuum. Students are required to participate in hands-on activities to gain experience with various methods of AAC strategies and devices. B. Kemler & S. McDaniel. 8:30 a.m. to noon.

DCM

HNRS 150 A DCM: Food, Faith, and Place.

People tend to think of their daily decision of what to eat as a matter of personal taste, but is it? In this course, students explore how food choices affect (and are affected by) food systems that have profound implications for public and environmental health, social justice, and community. By examining the social identity, ecological, and spiritual dimensions, students develop a rich interdisciplinary understanding of the act of eating. They also learn how to prepare, preserve, and enjoy wholesome foods. Field trips, team exploratories, readings, class discussions, and hands-on activities highlight options for eating well, promoting food justice, and reducing climate change. Grades are based on the quality of reflective writing, a team presentation, and a final exam. D. Koetje & M. Loyd Paige. 8:30 a.m. to noon.

HNRS 150 B Grand Rapids: Race and Place. This course examines the role of race and racism in Grand Rapids from the creation of the city to the current historical moment. According to data from the 2010 census, Grand Rapids was the 26th most black/white segregated major metropolitan area in the nation, and the 23rd most Latinx/white segregated. How did that segregation develop? What maintains it? In 2015 Grand Rapids was ranked by Forbes as one of the worst cities for African-Americans economically, but in a separate piece Forbes ranked Grand Rapids the best city in the nation to raise a family in. How can this be? In addition to readings and lectures, this course looks to activists, religious leaders, elected officials, nonprofit organizations, and the business community to inform our understanding of this place. An experiential approach to learning about Grand Rapids offers students the opportunity to both explore the city and wrestle with its history and identity, including the role of Calvin College. Race and racism will be examined through the lens of biblical justice. M. Pelz & J. Kuilema. 8:30 a.m. to noon.

IDIS 150 A – MAY, 2020 Who in the World Am I? ... Literally. This course will focus on learning about yourself within the context of beautiful Puerto Rico. The course will be especially relevant for those entering the helping professions in which it is imperative to know yourself in order to care well for others and to engage in a healthy and sustainable way in God's Kingdom work. Six weekly on-campus meetings, starting after Spring Break, are required. The group will travel to Puerto Rico from May 22 to June 5 experiencing both rural and urban settings in order to develop self-awareness as well as to explore internal dissonance within a challenging cross-cultural context. Students will discover their own capacity and resilience with the goal of seeing themselves as valuable and with unique gifts, but under the reign of Christ. Students will explore how pursuing a relationship with God cultivates the desire to learn more about others, the world and oneself so they

become more aware of His purpose for them in this world and can live wholeheartedly into their calling. The learning will be accomplished through personality profiles (such as Enneagram, Strengths Finder, DISC, spiritual gifts inventory), personal development plans, group processing and discussions, oral presentations, journaling, reading and engagement in cross-cultural activities and experiences. Daily excursions will include trips to such places as Bioluminescent Bay, waterfalls, caves, the jungle, and the ocean. This course will meet the DCM and CCE requirements. Ability to speak Spanish is beneficial but not a requirement. Course Dates: May 22 – June 5. Fee: \$2,200. S. Rodriguez, S. Hoeksema. Off Campus.

IDIS 150 01 DCM: Mathematics and Beauty. Many mathematicians find aesthetic pleasure in their work and in mathematics more generally. Bertrand Russell said "Mathematics, rightly viewed, possesses not only truth, but supreme beauty" 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 Erdos, though an agnostic, spoke of an imaginary book, in which God has written down all the most beautiful mathematical proofs. This course will survey beautiful topics from number theory, geometry, and analysis alongside the religious and mathematical perspectives of people working in these fields. M. Bolt. 8:30 a.m. to noon.

IDIS 150 02 DCM: Considering the Evidence. People use data (big and small, but especially big) to gain insight about the world and make decisions. Evidence-based practices and decision-making are becoming the standard to justify choices and actions by individuals, schools, businesses, governments. But how does the process of learning from data happen, how can it go wrong, and how might a Reformed Christian engage with it? This course fulfills the DCM core; readings common to IDIS 150 sketch out biblical themes and help students begin to formulate a Reformed Christian frame of reference. The course will also introduce students to applied data-analysis techniques to measure relationships, estimate uncertainty, and classify observations, all from a statistical perspective. Students will consider data analysis (hands-on in-class practicals and real-world case-studies) in light of DCM readings to gain additional perspective on themes of justice, truth, and revelation. Previous experience with statistics and/or computer programming is welcome but not required. S. De Ruiter. 8:30 a.m. to noon.

IDIS 150 03 DCM: Constructive Communication in a Divisive Culture. We live in a culture where division is deepening and our ability to connect and converse across those divisions seems to be weakening. This class will consider dialogue as a practice that can help us constructively engage important issues with those who hold different views. Dialogic communication emphasizes listening and inquiry in

order to foster mutual respect, understanding, and authentic relationships. Students will learn about and practice dialogue as they grapple with controversial issues. Christian perspectives on both dialogue and disagreement will be explored. Class assignments will include readings, daily writing assignments, papers, participation, and a final exam. Class activities will include experiential learning, discussion, exercises, simulation and role playing, facilitation practice, small group work, and an overnight class retreat. Fee: \$30. S. Wieland. 8:30 a.m. to noon.

IDIS 150 04 DCM: Generation Z and the Church: Cause for Concern or Reason for Hope? Gen Z (a.k.a. Digital Natives, iGen, or Post-Millennials) is the youngest generation, yet it is making a huge impact on our culture and changing the course of politics, economics, and education. This generation's presence, as well as its absence, is forcing the Church to think strategically about its Biblical mandate to pass on its faith to future generations. Through the lens of Generational Theory, this class will review the historical and sociological factors that have shaped generations, including the differences and similarities present across cultural and socio-economical lines. The spiritual profile of the multiple generations that are present in our churches will be surveyed. Through discussions with pastors, church visits and case studies, the impact of generational demands for community, as well as GenZ's demand for diversity, flexibility, and innovation upon congregational life and worship will be explored. Students will develop an understanding of unique characteristics of faith development for each generation, as well as best ministry practices addressing these issues. Evaluation for this course will be based on participation, reflection papers, a presentation and an exam. L. Elliot. 2:00 p.m. to 5:00 p.m.

IDIS 150 05 DCM: All About Plants. Plants are absolutely essential for supporting the lives of people and almost all other life forms on earth. We benefit from the contributions that plants make in providing food, drink, medicine, building materials, and a host of environmental services like improving air quality, capturing storm water, soaking up carbon, and supporting beneficial insects and birds. Across all cultures, plants have also held significant ritualistic and spiritual meaning. In this course we will explore many of these themes with an emphasis on participatory learning that will utilize the campus greenhouses, herbarium, and field trips to nearby off campus sites. This activity-rich course is open to all students but may be especially valuable to education majors as many of our class activities will be amenable for use in elementary, middle, or high school settings. Students who take this class will learn how to better care for house plants, learn the names of important local trees and shrubs, gain experience in greenhouse care, learn how to grow garden plants and in general develop a deeper appreciation for this amazing part of God's good creation. We will be making at least 2 field trips, one to Meijer Botanical Gardens and one to Lowell Township Park. D. Warners. 8:30 a.m. to noon.

IDIS 150 06 DCM: Nature in Culture. . Portrayals of nature are all around us. Ideas about the natural world can be found in music, movies, television shows, literature, and advertisements, as well as in physical spaces such as zoos, aquariums, and theme parks. This course examines how these popular representations influence our own understanding of the environment and our ideas about gender, race, and class. We will explore ideas about Native Americans as portrayed in popular movies like Avatar, how gendered language like the term ‘Mother Earth’ has shaped humanity’s relationship with the natural world, and how these popular representations have influenced and been appropriated by the environmental movement. Throughout, we will pay close attention to how an historical understanding of nature in culture can shape our relationships with God’s creation. 8:30 a.m. to noon. N. Cunigan.

IDIS 150 07 The unbearable lightness of economic decisions: Are we really rational? How do human beings make economic choices? How do they make economic choices in developing countries where any economic decision may involve substantial risk and uncertainty? Mainstream economics has assumed that human beings and their behavior are fundamentally rational. However, many studies in behavioral economics suggest that human psychology plays an important role in economic decisions, especially under uncertainty. These studies find that actual decisions people make are often seemingly irrational under the paradigm of the mainstream economics. Understanding our full humanity and the role of the human mind in economic decisions is important, as it helps to create better policies for the wellbeing of those who live in developing countries. This course will overview what we do know and what we don’t know about the human mind in the economic decisions of individuals living in underprivileged societies. Furthermore, it will extend the findings to Christian faith, seeking to explore the link between our full humanity and sovereignty of God through the lens of Christ. To this end, a significant portion of this course will also be allocated on inductive Bible study. Overall, this course will use lectures, class discussions, video clips, movies, and students’ project presentations. This course will also replicate some of the experiments behavioral economists used in class to test the assumptions of the standard economics theory. S. Lim. 8:30 a.m. to noon.

IDIS 150 08 DCM: Black Girl Magic: Coming of Age Stories by Black Women. Black Girl Magic is a movement created in 2013 by CaShawn Thompson. According to Huffington Post Fashion Editor Julee Wilson, “Black Girl Magic is a term used to illustrate the universal awesomeness of black women. It’s about celebrating anything we deem particularly dope, inspiring, or mind-blowing about ourselves.” This movement is a response to the image and portrayals of Black women as counter popular images of “beauty and femininity,” according to a 2015 Los Angeles

Times article. Former First Lady Michelle Obama stated in a speech in 2013, that Black girls have to hear “voices that tell you that you’re not good enough, that you have to look a certain way, act a certain way; that if you speak up, you’re too loud; if you step up to lead, you’re being bossy.” Thompson stated that she is inspired by Black women who persevere despite adversity. Achievements by Black women are like “magic.” This movement is one that seeks to highlight the inherent human dignity of Black girls and women. As a Developing the Christian Mind (DCM) course, “Black Girl Magic: Coming of Age Stories by Black Women” presents stories by Black women in the genre of Bildungsroman, or Coming of Age stories. These stories highlight the struggles, strength, and perseverance of Black girls and women despite societal challenges. Students will write a number of journals responding to readings with the opportunity to share their thoughts in class each day. E. Washington. 8:30 a.m. to noon.

IDIS 150 09 DCM: Shouts and Whispers: The Intersection of Faith & Writing.

This class invites you into a conversation about how faith and literature overlap, sometimes comfortably and sometimes uneasily—whether in the “shouts” of writers such as Flannery O’Connor or in the “whispers” of authors such as Frederick Buechner. It also invites you to think about what it means to be a faithful writer and a faithful reader today by investigating the writers who’ll be attending the 2020 Festival of Faith and Writing. And you’ll think about the larger project of the Festival itself—what it takes to balance many voices hospitably. J. Zwart. 2:00 p.m. to 5:00 p.m.

IDIS 150 10 DCM: God Rested: Why Can’t You? Living a life in a 24/7 world, the notion of rest may come to our mind as an anachronism, a fantasy, or simply unimaginable. While we are created to worship God and rest in Him, we tend to worship our work, and rest in ourselves. These distortions affect our perceptions of ourselves, our relationships with others, and most importantly, our relationship with God. We may wonder, “Do I realize life while I live it, every, every minute?” This class will examine some of the personal and socio-cultural forces that drive us toward living restless life. In addition, this class will assist in developing a new perspective that will help rediscover leisure, work, and rest. Y. Lee. 8:30 a.m. to noon.

IDIS 150 11 DCM: The Music of Joy. “It is a certain sound of joy without words, the expression of a mind poured forth in joy.” For St. Augustine, music—especially wordless singing—is a means through which joy becomes embodied in meaningful sound. This linkage of music and joy is deeply embedded in human culture from antiquity to the present day. And as for St. Augustine, such music is for many the expression of joy rooted in contemplation of God. But music can also trigger a response that is palpably similar to the experience of joy, that might be described as

not only expressive of joy but an actual experience of joy itself. In this way it may produce what C. S. Lewis described as a “stab of joy:” an experience that may arise, unlooked-for, at any time and in any circumstances. Such experiences can produce an almost unbearable longing that finds its true object in Jesus Christ alone. Building on key passages in the Old and New Testaments, the task of this course is to assemble a framework for understanding joy and its relationship to the experience of music. Consideration is given to how joy emerges even in the midst of sorrow, and that the experience of joy can lead to compulsive behaviors and even idolatry. Musical examples include chants by Hildegard of Bingen and the polyphonic organum of the medieval cathedral of Notre Dame in Paris, music by Bach, Mozart, Beethoven and other classical composers, the progressive rock of Yes, the jazz of John Coltrane, and film scores by Howard Shore (The Lord of the Rings) and Vangelis Papathanassiou (Blade Runner, Chariots of Fire). T. Steele. 8:30 a.m. to noon.

IDIS 150 12 DCM: The Big Bang Theory. This course will be a scientific and historical account of the progression of humanity’s understanding of the physical universe, from ancient history to the present. Important discoveries will be highlighted along the way, with fundamental scientific concepts introduced as needed in order to provide a clear picture explaining the popularity of the big bang theory. In addition, students will explore the varying Christian perspectives on the big bang theory, seeking to understand some of the conflicting interpretive frameworks that can lead to disagreement over the theory’s plausibility and theological legitimacy. This is not a survey introduction to astronomy but will cover topics pertinent to understanding the big bang theory as a scientific model. It is designed to be accessible to anyone with a high school level education in science and a firm grasp of algebra. Student learning experiences will include short lectures complemented by group discussions and activities. J. Smolinski. 8:30 a.m. to noon.

IDIS 150 13 Prison Education, Outreach, and Re-Entry. What programs are available to help inmates grow intellectually, emotionally, and spiritually during their time in prison, as well as after they are released? What difference can these programs make for everyone involved? In this course, we’ll learn about prison programs across the country, devoting special attention to the Grand Rapids area and the Calvin Prison Initiative. Our guest speakers will include prison administrators, teachers, pastors, and community volunteers, as well as citizens who have returned from prison and are rebuilding their lives. Through their stories, we’ll develop a better understanding of important social issues such as trends in mass incarceration, the value of higher education in prison, and the challenges of re-entry. If you’ve read scriptural calls to care about prisoners and wondered, “What would that look like?” or “How could I do that?,” this course is an excellent starting point. It also lays a solid foundation for students who would like to serve as Calvin

Prison Initiative tutors. The class will include an optional visit to Richard J. Handlon correctional facility in Ionia, to participate in a class discussion with CPI students. Participation in this trip is encouraged, but not required. This course is open ONLY to transfer students. Fee: \$25.00. K. Benedict. 2:00 p.m. to 5:00 p.m.

IDIS 150 14 DCM: Movies and Music: Theological Themes. This course examines the expression of theological themes in select musical works and films. Compositions studied include works by Haydn (The Creation), Bach (St. John Passion), and Mozart (Requiem). Films analyzed include Babette's Feast, The Mission, The Seventh Seal, and Amadeus. Where possible, the relevant libretto or screenplay is read prior to listening to or viewing the work in question. Prerequisites: interest in theology, the arts, and their intersection; readiness to listen carefully and watch discerningly; and willingness to engage in discussion. Students will: 1) acquire a knowledge of select theological themes 2) become acquainted with certain sacred compositions (and their composers) 3) enhance their listening skills 4) become acquainted with certain films (and their directors) 5) advance their skills in film analysis 6) exercise their skills in discussion and oral presentation. Students will be required to do readings, keep a journal, write a paper, engage in discussion, and participate in a final exam. R. Plantinga. 2:00 p.m. to 5:00 p.m.

IDIS 150 15 DCM: Seeing Photographs. Why do we take photographs? How do we take them? Are there times when we should put our cameras and smartphones away? How should we think, as Christians, about photography? This class will ask us to become more intentional about the photos we take and more discerning about the photos we view. We will learn to become more imaginative in how we think about and produce photos. Readings and image presentations will inform class discussions, written reflections and photo production assignments form the majority of course work. A smartphone and Instagram account are required. \$50 materials fee. J. Hoag. 8:30 a.m. to noon.

IDIS 150 16 DCM: Ethics in the Digital Age. This course will address ethical questions that are raised by the ever-increasing introduction of digital technology into our lives. We will use philosophical texts as well as the guiding principles of the reformed tradition to explore how we can best respond to the moral challenges posed by our growing-reliance on digital technology. Some questions that we will consider in this course include: How can we distinguish virtuous uses of social media from vicious uses of social media? When (if ever) is genetic engineering morally permissible? How can we best respect life when programming self-driving cars and other automated machines? What are the moral restrictions on artificial intelligence? How does the reformed tradition, in particular, challenge us to conduct our lives as denizens of the Internet? Class meetings will proceed primarily through

collaborative discussion. Therefore, regular participation and careful reading of assigned texts will be a required component of the course. This course would serve as a good introduction to philosophical thought for students who have not yet taken any philosophy courses, and it would also be a fruitful opportunity for students who have already been exposed to philosophy to sharpen their philosophical skills. L. Brainard. 8:30 a.m. to noon.

IDIS 150 17 DCM: Kicks, Rides, and Digs: The Minutiae and Metanarrative of Environments. When you sit down on the first day of class, your environment is screaming at you: the syllabus is in a serif font, your neighbor has on fly knit shoes, the seats all face the front of the room. Each of these tiny choices shapes how you interact with what you read, who you talk to, and what you wear tomorrow. To be an effective agent of renewal in the world, it is important to understand how your environment impacts you and learn how to inform these interactions for others. Design thinking requires all to thoughtfully consider the ramifications of creating or consuming something. It encourages one to have a broad perspective, to search for solutions in unusual places, and to develop an articulate process of exploration. Utilizing discussion, critiques, lecture, group presentations, design briefs, and object creation, students will examine design practices, debate the merits and pitfalls of design consequences, and develop a vocabulary surrounding design thinking and the objects that surround them daily. Open ONLY to students in the Artists Collaborative. B. Williams. 2:00 p.m. to 5:00 p.m.

IDIS 150 18 DCM: Disability, Community, and Inclusion. This course will explore the history, nature, kinds, and social dynamics of disability. Two interconnected foci of the course will be (i) how individuals with disabilities have been regularly and systematically excluded from their communities, and (ii) how the inclusion of individuals in a community is good for the community itself. The course will thus involve critical reflection on what our practices reflect about our default understanding of community and how we should revise what community ought to be like. This course is open to all students who wish to explore society's and their own perspectives and responses to individuals who live with disabilities. Course requirements include readings, discussions, lectures, and media. K. Timpe. 8:30 a.m. to noon.

IDIS 150 19 DCM: Fizzy, Fermented and Funky: Exploring Live Culture Real Foods. Typically, we try to avoid exposure to microorganisms whenever we can – equating them with sickness and disease. But do you enjoy Cheese? Chocolate? Coffee? Kefir? Kombucha? Yogurt? Sourdough bread? Or, if you are of age, a taste of wine or sip of beer? All of these foods and many more owe their very existence to microorganisms! The microorganisms transform the food, preserving it, enhancing its flavor and nutritional benefits – true “real food.” In this course we will investigate

how humans have harnessed microorganisms to make these foods by making these foods ourselves. Students will dig into the diversity of microorganisms used in making them, the nuanced metabolic processes that lend each food its particular flavor and health benefits, and how changes in microbe community structure and function over time participates in the development of flavor and texture. Additionally, the rich cultural values and societal impacts associated with the long history of many of these foods will be discussed and compared with mass production and artificial additives that dominate today's market. Students will perform hypothesis-driven experiments using different microorganisms, components, and preparation methods to create their own unique live culture real food. These lab activities will be supplemented by guided visits to West Michigan companies producing some of these foods. Science and non-science majors are welcome; a science background is not assumed. Evaluation will take place through design and leadership of food-making experiments, several presentations exploring microbial, cultural and historical aspects of the food, and a notebook which documents laboratory activities. A course fee of \$65 will be assessed to cover supplies and field trip expenses. J. Wertz. 2:00 p.m. to 5:00 p.m.

IDIS 150 20 Trail Blazing: Navigating College as a First-Generation College Student. Are you blazing a trail in college? Are you a first-generation student? First-generation students (i.e. students for whom neither of their parents graduated from a four-year institution) bring a unique set of gifts and face a unique set of challenges as they transition to life at and beyond university. This course examines your story and others, research about first-generation college students, and the skills needed in and beyond college (e.g. resume building, networking, finance). And, we'll engage guiding principles of the Reformed Christian tradition to frame our exploration. Through interviews, readings, discussions, presentations, panels, meals out, and other practices we will seek to better understand the unique experience of first-generation students, tell our own stories, and develop resources to support future students transitioning to Calvin. Preference given to first-generation college students. K. Heys. 8:30 a.m. to noon.

IDIS 150 21 DCM: Faith and Sport. This course will look at sport in our society through the lens of Christianity including how and why a Christian should play, spectate, and parent young athletes. Topics include youth sport, race and gender in sport, sport in the educational system, coaching, and leadership. Course methods will include lecture, discussion, film, research, an interview with a current coach, observation and reflection of an athletic contest, and readings and quizzes. K. Vande Streek. 8:30 a.m. to noon.

IDIS 150 22 DCM: Anthropology, Anime and Globalization. The distinctly Japanese entertainment industry of anime is a worldwide phenomenon. The interim

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

IDIS 150 23 DCM: How To Live a Good Life. Everyone wants to live a good life, but most people fall short. How can we do better? How can we live lives that exude love, joy, and self-control? This course will cover both the science and practice of living a life of character and virtue. You'll learn about how to stay motivated to do good, how to grow in your understanding of what goodness is, and how to actually follow the path of virtue. Though this course will include some traditional teaching, in order to become virtuous one must practice being virtuous, so there will also be a critical experiential component. B. Riek & P. Meindl. 8:30 a.m. to noon.

IDIS 150 24 Language and Identity Online: The Virtual Kingdom of God. This course explores the interaction between identity and technology, with a focus on how language is used in order to construct, negotiate, and produce these identities in an online environment. We begin with an exploration of the history between man and machine. Using Sherry Turkle's *Life on the Screen: Identity in the age of the Internet* as a guide, we look at the evolution of this relationship as boundaries blur and shift, asking questions like "what does it mean to think?" and ultimately "what does it mean to be alive?" The course proceeds to cover a broad range of computer-mediated human interactions, from chat rooms to MMOs to e-sports, adopting sociolinguistic and computer-mediated communication frameworks to examine how we use language to create and perform identities in virtual spaces. The goals of this course are to (1) Think deeply and critically about our relationships with and through computers. What are the differences, both positive and negative, afforded to us through medium specific traits of the internet like (perceived) anonymity and globalization (2) Learn about the role language plays both in creation and performance of identity online, and (3) Reflect on what it means to act as a Christian agent on renewal on the internet in 2020. This course will adopt a brutally honest, data-driven assessment of "internet culture" and its immense capacity to both divide and unify us. Students will choose a virtual community with which they are familiar and conduct a small ethnographic study on it, using both quantitative and observational techniques learned in class. Evaluations will be based on readings, journal entries, class discussions, and a short presentation of this ethnography project. No prior experience required. R. Burkholder. 8:30 a.m. to noon.

IDIS 150 25 DCM: Dramatic Families: Dreams, Dysfunctions, and Occasional Solutions in Shakespeare and Modern Drama. This DCM section will study a number of plays featuring families suffering from maladies such as death, abandonment, and betrayal; these same families have members who each have their own dreams, desires, and aspirations. We will ask questions such as these: How do these families differ from what might be considered God's design for families? What has brought about these problematic situations? How do characters' dreams seek to rise above the dysfunction? How are they the cause of it? How is redemptive hope present (or absent) in the different families? How is all of this relevant to our own lives? How can the study of such material glorify God, draw us closer to Him and others as we become increasingly conformed to His image, and help advance His Kingdom? We will study Shakespeare's *The Tempest*, Ibsen's *A Doll House*, Williams's *The Glass Menagerie*, Miller's *Death of a Salesman*, and Hansberry's *A Raisin in the Sun*, as well as Plantinga's *Engaging God's World*. Students will have the opportunity to view video productions of the plays. Evaluation includes quizzes on each play and on *Engaging God's World*, several short integrative essays, a final take-home exam, class participation. D. Urban. 8:30 a.m. to noon.

IDIS 150 26 Peaceable Kingdom: Transforming Our Relationships with Animals. Though stewardship of the animal kingdom is one of the primary responsibilities accorded to human beings in the Christian creation narrative, the question of how best to respect the creatures under our care is one that Christians too often neglect to ask. This omission is unfortunate, given the mounting evidence of fallenness in the social and commercial practices that presently govern our relationships to animals. While large-scale animal farming has increased consumer convenience, this convenience comes at a cost, and not just to animals. Our current food system is also proving to have negative, if unintended, consequences for the environment, local and global commerce and agriculture in both rural and urban communities, and public health. In view of these considerations, the purpose of this course is two-fold: first, to gain insight into the problem through a survey of the theological, moral, environmental, and socio-economic issues surrounding the treatment of animals and the allocation of natural and human resources by our current food system and other industries that use animals; and second, to take the initial steps toward becoming agents of renewal by discerning an array of concrete approaches to addressing these problems (e.g., legislating for less intensive, more sustainable food systems, community supported agriculture, cooking and eating lower on the food chain, exploring "locavorism," urban farming and growing, vegetarianism and veganism, animal compassion advocacy, etc.). Students will be evaluated on the basis of their written responses to four reading-engagement assignments, a final position paper, and an exam, as well as on their participation in class discussion and events. M. Halteman. 2:00 p.m. to 5:00 p.m.

IDIS 150 27 DCM: Technophobia: The Fear of Technology in American Fiction.

This course examines American fiction (film, TV, short stories, novels) as an index of people's fears about technology. Students investigate the sources, contours, reasonableness, and possible effects of the technological fears expressed in fiction. The course will give special attention to deep-seated fears related to what it means to be human. Students will engage in class discussion, short group projects, analysis of film & TV, creative writing, and reflection on all readings and viewings. G. Pauley. 8:30 a.m. to noon.

IDIS 150 28 Approaches to Contemporary Art and Cinema. This course examines the significance of painting, sculpture, and cinema in contemporary culture. Although the course will address the production of visual imagery and screen narratives, the primary focus will be on issues related to reception and evaluation. Students will examine a variety of issues concerning the ethical evaluation and aesthetic judgment of sculptures, pictures, and films. To this end, matters associated with the meaning of place, with various capacities and limitations of different media, and with the expectations of various audiences will be addressed. Questions regarding the transformation of styles, the historical alteration of meaning, and the cultural politics of the arts will be discussed. Throughout the course, students will be confronted with convergences and conflicts as they relate to visual, aural, and verbal modes of communication. More importantly, they will be regularly be asked to face the ways in which faith and artistic appreciation inform one another. Coursework will include class discussions, assigned readings, a daily journal, and a final exam. To foster a deeper understanding of contemporary art and cinema and their cultural significance, students will be expected to participate in three field trips, a guided tour of the Detroit Institute of Art, with special attention to its permanent exhibition of late twentieth- and early twenty-first century art; a guided visit to Frederik Meijer Gardens and Sculpture Park, focusing on the institution's operational and installation policies; and attendance at the Grand Rapids premiere of Terrence Malick's *A Hidden Life*, followed by a discussion of the film with producer Josh Jeter. A student fee of \$75.00 will be added to cover the costs associated with these excursions. H. Luttikhuizen & C. Plantinga. 2:00 p.m. to 5:00 p.m.

IDIS 150 29 DCM: Laboratory Theatre "Shorts"! This course will study the process of producing one act plays that illustrate the 2020 Calvin Arts theme of "Create, Unite, Renew: Dwelling" specifically exploring themes of Home and Hope. Through readings and discussion, students will study the Pulitzer Prize winning play, *The Kentucky Cycle* by Robert Schenkkan, as well as 6 other one act plays, and select DCM readings including Neal Plantinga's *Engaging God's World*. Assignments will include completing play analyses for each of the assigned plays as well as serving in a production role for an evening of one-acts ("the shorts") and writing a

reflection paper on the process. Students in the course will have the opportunity to serve in various production roles: including director, stage manager, designer and performer. Students will not need prior experience to serve as stage managers, production prep and running crews, publicity crews and/or actors. Auditions for the one-acts are open to the entire Calvin Community and will take place late in the fall semester. Students will be required to complete their work during the first week of the spring semester. Performance Dates: February 6, 7, 8, 2020 at 7:30 p.m. D. Freeberg. 2:00 p.m. to 5:00 p.m.

IDIS 150 30 DCM: Norms and Gender Discrimination. This course will explore, analyze various forms of gender discrimination and exclusion, especially in collectivist developing countries, with reference to the Arab World. Such discriminating practices are rooted in inherited norms (beliefs, traditions, taboos, customs, and myths, etc.). Gender Discriminating norms continue to play significant roles in marginalizing women and discriminating against them by limiting their capabilities, participation, and functionings in many spheres of life. The course materials will be closely related to my book, "Norms and Gender Discrimination in the Arab World" (Palgrave Macmillan, October 2015) and C. Plantinga, "Engaging God's World" (Eerdmans, 2002). The instruction style for this short interim course will include regular lectures, students' led discussions, watching video clips and movies. Students will be evaluated based on their active participations, homework, short essays, and final exam. A. Abadeer. 2:00 p.m. to 5:00 p.m.

IDIS 150 31 DCM: Order, Beauty, and Mathematics. Is mathematics invented or discovered? Why is mathematics unreasonably effective to the natural sciences? In what way are statements in mathematics seen as truths? We will explore these questions by first considering mathematics to be a science of order (in particular, order in creation). We will also explore the nature of truth in the context of mathematics by distinguishing between seeing truths versus articulating truths through proofs. In making this distinction, we will view this endeavor to seek truths in terms of human exploration and consider how the language of beauty measures ways in which such truths are articulated. In particular, we will look at such topics as number, continuum, infinity, symmetry, and higher dimensions from these particular viewpoints of mathematics. Ways students will be evaluated will include in-class discussions, in-class group activities, small writing assignments, and a final exam. J. Turner. 2:00 p.m. to 5:00 p.m.

IDIS 150 32 DCM: Rhythms of Grace: Living out of Rest not Stress. Life comes at us hard. So much crazy, so much chaos. Pressures abound: pressure to succeed, pressure to measure up, pressure to present a certain way, pressure to pick a major...pressure! But what if who you are becoming is more important than what you're achieving? What if knowing yourself and God is as important as all the

knowledge a college education can buy? In this class we'll ask things like what makes you, you? What experiences, passions, gifts, dreams, personality, etc. shape you? What wounds, insecurities, memories, & fears threaten to silence you? How do you see God's redeeming work extending to even the areas of pain and suffering? We'll look at identity, calling, race dynamics, anxiety, fear, grief, failure, shame, and the roots of our habits. Through reading, journaling, art, music, personality assessments, strength-finders tests, spiritual disciplines, guest speakers, movies, and class discussions we will explore the various ways in which God shapes and redeems our lives in the context of the larger drama of Creation, Fall, Redemption, & New Creation. The class will culminate in a final project that asks students to look for key themes and threads in their life and represent them in a medium of their choosing (memoir, music, painting, poetry, etc.). Grades will be based on class engagement, journal entries, a paper, the final project, and a final exam. J. Bonnema and E. Nykamp. 8:30 a.m. to noon.

IDIS 150 33 The Church in the 21st Century. Few institutions have undergone more change in the past twenty-five years than the local Christian church. Changes in worship style, music, the visual arts, and the role of lay leadership are just a few of the elements that have driven these changes. These shifts have challenged many Christians to reexamine the question: What is the role of the local church in the Kingdom of God? As we enter the 21st century, society is becoming more pluralistic, more secular, and more materialistic. Local churches must be ready to respond and speak clearly to these and other issues. This course will challenge students to think about their individual roles within the local church, and to think carefully about the nature and mission of the local church within a broad Kingdom context. Along with daily class discussions, debates, and small group exercises, students will be required to attend local church weekend worship services for the three Sundays of Interim. R. Scott Greenway. 8:30 a.m. to noon.