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Arts

Description: a category of core studies covering courses designed for intensive engagement with music, visual art, film, theater, and the like, attending to both the productive and receptive aspects of the medium selected.

Objectives: to develop the skills of observing and listening to the arts with understanding and discernment; to develop skills in visual and/or aural communication; to deepen knowledge of artistic traditions and their social contexts; to understand how the arts disclose, inform, and affect our sense of life and the world we inhabit; to learn of the human condition from the arts--in its promise and its brokenness, its sufferings and its reasons for hope--and thus to grow in insight and wisdom.

Transfer credit accepted.

Outcomes

Students will

1. Demonstrate understanding of how the arts influence one's perception of life and the world.
2. Demonstrate skills of observing and listening to the arts with understanding and discernment.
3. Demonstrate growth in insight about the human condition as revealed in the arts.

Courses

ARCT 201, 202; ARTH 101, 102, 234, 235, 237, 238, 239, 240; CAS 145, 203, 254, 281, 282; CLAS 221, 231; DAN 202, 330; EDUC 210; FREN 375; GERM 371; MUSC 101, 103, 106, 107, 203, 236; STHU 235

Biblical Foundations

Description: Students must take one introductory or intermediate course in Biblical Foundations.

- **BF I:** An introduction to the Bible, studied within its literary, historical, and cultural settings in order to understand its central theological themes and teachings, which serve as a foundation for Christian faith and life. Intended for first or second year students.
- **BF II:** A careful and detailed study of a key division of Biblical literature at the intermediate level in which the central issues of canon, authority, and interpretation are also investigated. Students who take the Theological Foundations I course should fulfill this requirement by taking an intermediate course from BF II.

Objectives: to open up the complexity, depth, richness, and unity of the Biblical text as the Word of God, the rule of Christian faith and life; to acquaint students with the principal themes of Biblical theology; to introduce students to the main elements of informed Biblical interpretation: cultural setting, literary genre, intended audience, location in salvation history, and the like; to familiarize students with the ways the Bible is read and used in the life of faith and the tradition of the church.

Transfer credit accepted for one of the two religion requirements.

Outcomes

Biblical Foundations I

Students will

1. Demonstrate understanding of central theological themes of the Bible.
2. Demonstrate understanding of the historical-cultural context and literary features of various sections of the Bible.
3. Demonstrate understanding of the nature and authority of Scripture as understood within the Reformed tradition.
4. Interpret Scripture, think critically, and write coherently at an introductory level.

Biblical Foundations II

Students will

1. Demonstrate understanding of central theological themes of a portion of the Bible.
2. Demonstrate understanding of and analyze in depth the historical-cultural context and literary features of a particular portion of the Bible.
3. Demonstrate understanding of the nature and authority of Scripture as understood within the Reformed tradition.
4. Interpret Scripture, think critically, and write coherently at an intermediate level.

Courses

- **BF I:** REL 121
- **BF II:** REL 211–224

Cross-Cultural Engagement

Description: a core requirement that can be met by any course of at least one credit hour in which students interact directly with members of a different culture over a significant period of time. Courses fulfilling this requirement may also satisfy other core requirements.

Objectives: to gain skills in cross-cultural communication; to understand how the world might look from the standpoint of another community of interpretation and experience; to learn how to discern and, where appropriate, adapt to the cultural expectations of the other; to learn how to distinguish between the enduring principles of human morality and their situation-specific adaptations; to witness other cultural embodiments of faith, and thus to reflect on the substance and definition of one's own faith by comparison.

Outcomes

Students will

1. Articulate knowledge of their own culture and a culture different from their own.
2. Engage effectively across cultures and, where appropriate, adapt to cultural expectations.
3. Demonstrate understanding and discernment regarding cultural embodiments of values and faith traditions.

First-Year Seminar and Developing a Christian Mind

Description: sequence of (a) a one-credit, seven-week, first-year fall course—First-Year Seminar—with multiple sections, devoted to a hospitable intellectual introduction to new students; and (b) a three-credit, first-year interim course—Developing a Christian Mind (DCM)— with multiple sections, devoted to the delineation of a Christian worldview and its implications for issues of contemporary relevance.

Objectives: to provide students with (a) a hospitable learning environment within which to explore learning, listening, discerning, obedience, hospitality, and awareness through a Reformed Christian perspective in the company of other new members of the Calvin College learning community; and (b) an early and vivid introduction to the central intellectual project of Calvin College—the development of a Christian mind and a broad, faith-based engagement with the ambient culture; to introduce students to basic readings in a Reformed Christian worldview from both the past and the present; to explore, in some depth, the bearing of the Christian faith on some issue under current public debate; to introduce students to the nature, tradition, and aims of Reformed Christian liberal arts education; to foster academic community by providing a common fund of intellectual experience for all first-year students.

Outcomes

First-Year Seminar

Students will

1. Be able to describe what they believe to be their aptitudes, interests, and commitments.
2. Develop a tentative plan for their vocation, including their academic work, social relationships, spiritual life.
3. Listen, think, converse, write, argue, and exercise critical judgments, as appropriate for a first-year student.
4. Be aware of campus resources and opportunities for physical health, spiritual growth, and social involvement, using these resources to manage their involvements in healthy ways.
5. Be able to describe the scope and value of a liberal arts education.
6. Be able to describe why Calvin College values differences among people, cultures, and ethnicities.

DCM

Students will

1. Describe the guiding principles of a Reformed liberal arts education.
2. Articulate the ways in which the Christian faith bears upon a current issue.
3. Engage in and reflect on practices that help them live out a faith commitment in the world.
4. Actively participate in their DCM learning community.

Courses

IDIS 149 (FYS), 150 (DCM)

Foreign Language

Description: a category of core courses in which a student's skills in a foreign language are developed to a degree equivalent to a fourth semester college proficiency; normally this means the completion of a 123 or 202 foreign language course.

Objectives: to equip students with the basic skills of understanding, writing, and speaking a modern foreign language (or reading and writing an ancient language); to help students understand the cultural importance of language in the formation and expression of human identity on both the individual and social levels; to make use of a foreign language as a point of access to the history, people, experience and traditions of the host culture; to develop students' skill in cross-cultural communication.

HS exemption for 4 years of any one foreign language; exemption for all students whose native language is not English; transfer credit accepted.

Outcomes

Students will

1. Demonstrate competency in a language other than English at the level commensurate with the 4th semester course according to national standards (typically American Council for the Teaching of Foreign Language [ACTFL] Standards).
2. Articulate knowledge of target language cultures.
3. Describe ways in which the target language reflects and shapes culture.
4. Engage with speakers and/or writers of the target language with discernment, empathy, and hospitality.

Courses

CHIN 202; DUTC 202; FREN 113, 202; GERM 202; GREE 203/205/206; JAPN 202; KOR 202; LATN 205/206; SPAN 202, 203; STSP 202 or higher

Foundations of Information Technology

Description: a first-year introduction to the computer and to college-level research skills, making full but discriminating use of current electronic information technology with a discussion of the cultural impact of computer technology and the ethical responsibilities of its users.

Objectives: to introduce students to the basic concepts of computer hardware and software; to familiarize students with the potentials of the computer as a “universal appliance,” capable of storing, locating, transferring, manipulating, analyzing, and presenting information; to establish a viewpoint from which students can make ethically responsible judgments regarding the appropriate use of information technology.

Exemption via test; transfer credit accepted.

Outcomes

Students will

1. Demonstrate understanding of fundamental concepts in information technology.
2. Perform basic tasks using information technology.
3. Articulate the guiding principles related to the responsible use of technology.

Courses

CS 100, 106, 108; DATA 101; ENGR 101; IDIS 110; IS 175

Global and Historical Studies

Description: a category of core studies covering courses that deal with issues and developments extending beyond the confines of the modern North Atlantic world. Included in this category are courses that focus either on 1) the historical development of some premodern civilization, region, or culture; or on 2) issues of global diversity and interdependence, including the traditions, history, culture, and current status of regions and cultures outside the North Atlantic world, with an emphasis on the common global conditions, practices, and forces that are working to foster the increasing interrelatedness of peoples and nations, and the means and methods of global cross-cultural understanding and communication.

Objectives: to deepen students' awareness and understanding of the larger global and historical contexts of contemporary life; to provide students with temporally and culturally distant vantage points from which to assess the North American society and their own lives as members of that society; to complement studies of pre-modern history and culture with studies in the modern period, or vice versa; to enhance students' facility in understanding and communication in a global context.

Transfer credit accepted.

Prerequisite: HWW I or HWW II and one course in Persons in Community or Societal Structures in North America.

Outcomes

Students will

1. Demonstrate understanding of a disciplinary approach to regions and cultures outside North America.
2. Reflect on distinctive features of the region, history, or culture under study.
3. Describe the historical or cultural roots of a global phenomenon.
4. Relate what they have learned in the course to issues of cross-cultural understanding and communication.

Courses

ARTH 232, 233, 241, 243, 245; BIOL 364; DAN 310; ECON 236, 237, 337; ENGL 300, 310; ENST 210; FREN 362, 363; GEOG 110, 240, 242; HIST 233, 235, 238, 242, 245, 261, 262, 263, 271; IDS 201; MUSC 205; PHIL 225, 226; POLS 207, 276, 277, 279, 321; REL 255, 352, 353, 354, 355, 356; SOC 153; SOWK 260; SPAN 308; SPHO 308; STBR 372; STCH 210, 211; STFR 362; STHO 205, 210; STHU 312; STNL 230; STPE 308; STSP 212, 308

Health and Fitness

Description: a category of core courses designed to enhance the physical skills and knowledge requisite for living healthy lives.

Objectives: to gain and develop skills in sports and leisure activities that will lead to active lives of health and physical fitness; to convey knowledge of principles of health, training, and nutrition as a basis for informed decisions on matters of diet, conduct, habits, and activities conducive to health and physical fitness.

Participation in a varsity or junior varsity sport for a full season exempts a student from a corresponding category; only one category may receive such an exemption. Transfer credit accepted.

Outcomes

Students will

1. Demonstrate understanding of concepts necessary for the development of a physically active lifestyle.
2. Demonstrate an increased tendency to pursue healthy behaviors.
3. Demonstrate proficiency in motor skills related to fitness, leisure activity, and sport and/or dance.
4. Demonstrate understanding of the foundational principles needed to discern the proper place of sport, competition, play, leisure, movement, and rest.

Courses

1. Personal Fitness
 - PER 101–119
2. Leisure and Lifetime
 - PER 120–159
3. Sport, Dance, and Society
 - PER 160–189; KIN 223

Historical Foundations

Description: Students must take an approved Historical Foundations course. Students who take their Historical Foundations course in their first or second year are encouraged to take an introductory (100-level) course in world history. These courses examine general themes in world history from comparative societal perspectives.

Upper-level students are encouraged to take an approved 200-level Historical Foundations course that suits their interests. These 200-level courses focus on a particular place and era or a particular topic. These courses do not have prerequisites and do not require permission of the instructor. Students may take a 300-level course with permission of the instructor.

Objectives: Learn about a particular past time and place in relation to regional, national, imperial and global patterns; use primary and secondary sources to interpret the past from diverse perspectives; understand people of the past by contextualizing their actions, views, and assumptions; analyze how and why particular events occurred, using chronological reasoning and non-reductive, multi-causal analysis; evaluate the significance of the past both on its own terms and from the viewpoint of the present; reflect on how the command to love one's neighbor informs a Christian's study of history, and on how historical study and Christian virtues and worldview shape each other.

Transfer credit accepted.

Outcomes

Students will

1. Be able to analyze historical events and experiences, and connect them to regional, national, imperial, and global patterns.
2. Be able to demonstrate historical thinking, including an understanding of continuity and change; complex causality; and the significance of context.
3. Be able to distinguish primary from secondary sources and critically evaluate those sources, making judgments about their usefulness and limitations.
4. Be able to articulate and defend an evidence-based historical argument.
5. Be able to display Christian empathy, charity, and humility in interpreting the lives of people past and present.

Integrative Studies

Description: a category covering upper level courses that seek to draw students into critical reflection upon the deepest assumptions, commitments, and issues in some domain of human inquiry, belief, or practice. Courses in this category would include those dedicated to an examination of ethical and religious issues in the professions; to inquiries into the nature and grounds of scientific or religious belief; to an exploration and critique of ultimate accounts of human culture and society; or, at the most general level, to an inquiry into the relationship between Christian faith and cultural stance. Intended for third or fourth year students.

Objectives: to provide an opportunity for students to examine the sense, direction, and contexts of some domain of life-practice, be it health care, communication, the arts, law, business, religion, scientific investigation, or the like; to gain skills in decision making under constraint; to re-visit, at a more advanced level, the contours of a Christian worldview and their implications, thus integrating at a higher level the themes and concerns introduced in the first-year interim course.

No transfer credit.

Prerequisite: DCM, Philosophical Foundations, Biblical Foundations I or Theological Foundations I.

Outcomes

Students will

1. Articulate how a Christian perspective and a particular area of inquiry inform each other.
2. Demonstrate knowledge of their own abilities, values, and callings.
3. Critically engage in faith-informed inquiries and practices relevant to their calling.
4. Express themselves clearly in a medium appropriate to the area of study.

Courses

ARCT 397; ARTH 397; ARTS 395; BIOL 395–396; BUS 360; CAS 399; CS 384; ECON 395; EDUC 398; ENGL 395; ENGR 339, 340; ENST 395; FREN 394–396; GEOG 380; GERM 395; HIST 395; IDIS 310, 394; IDS 395; KIN 332; MATH 380; MUSC 308; NURS 380; PHIL 201–205, 207–208, 212, 395, 396; POLS 399; PSYC 399; RECR 310; REL 295; SOC 395; SOWK 381; SPAN 395; SPAUD 599

Literature

Description: a category of core studies covering courses designed for intensive engagement with works of any literature.

Objectives: to develop the discipline of reading with attention, imagination, and precision; to enhance writing skills beyond the level achieved in the first-year written rhetoric course; to deepen knowledge of literature in its historical development and cultural context; to engage in the critical analysis of literature with both breadth and depth; to understand how literary works both capture and shape our sense of human life and the world we inhabit; to discern, confront, consider and assess visions of life that permeate literary texts, and thus to gain in wisdom and understanding.

Transfer credit accepted.

Outcomes

Students will

1. Identify and respond to essential aesthetic and existential questions posed in literary texts.
2. Demonstrate knowledge and skills in the critical analysis of literature.
3. Respond to literature with sensitivity, hospitality, grace, and discernment.
4. Recognize the ways that literature reveals, critiques, and creates culture.

Courses

CLAS 211; ENGL 200–234, 299; FREN 351, 361; GERM 303; GREE 300; LATN 300; SPAN 309; SPHO 309; STGH 217; STPE 309; STSP 309

Mathematics

Description: an introduction to the nature and variety of formal and quantitative structures, to mathematical models and their applications, and to the role mathematics has played in shaping science, culture, and society.

Objectives: to deepen students' understanding of the nature of formal mathematical structures and their range of applications; to understand how mathematics serves as a common tool and unifying language for a broad array of scientific disciplines; to gain some insight into the role and influence of mathematics in shaping our understanding of reality; to enhance skills in mathematical reasoning.

Transfer credit accepted.

Outcomes

Students will

1. Demonstrate understanding of formal mathematical structures and their applications.
2. Use mathematical reasoning to solve problems and draw conclusions.
3. Identify ways that mathematics and the mathematical sciences shape human perspectives.

Courses

MATH 100, 170, 171, 221; STAT 143, 145; PSYC 255; SOC/SOWK 255

The Natural World

Description: a category of core studies covering courses designed to acquaint students with the fundamental entities, structures and systems of the natural world and the nature of the sciences that study them.

Objectives: to examine the behavior of physical and living systems through the methods of the experimental and observational sciences; to gain an appreciation of the wisdom of God through exposure to the vast, complex, and elegant systems of the natural world; to understand the project, methods, and cultural impact of the natural sciences; to develop skill in the judicious use of technology in the natural sciences; to prepare students for informed participation in a society that has been deeply shaped by science and technology; to trace the implications of scientific theory for our understanding of the world and our place within it; to consider the findings of natural science from the perspective of Christian faith.

Students may fulfill the Natural World requirement by taking one 4 hour lab course in physical science and one 4 hour lab course in life science; or, any two natural science lab courses (totaling 8 hours) that are major-sequence courses in Biology, Chemistry, Geology, or Physics.

High school exemptions and transfer credits are accepted, but every student must take at least one lab science course at Calvin.

Outcomes

Students will

1. Demonstrate understanding of the natural world through the concepts and methods of at least one of the natural sciences.
2. Demonstrate preparedness for scientifically informed citizenship.
3. Reflect critically on the processes and findings of natural science, including the relationship between natural science and Christian faith.

Courses

Either

One course from Physical World

- ASTR 110, 111, 112, 211, 212; CHEM 101, 103, 105, 115; GEOG 120, 181, 250; GEOL 112, 151, 153, 251; IDIS 160; PHYS 133, 212, 221, 223

and one course from Living World

- BIOL 115, 123, 141, 160

or

One of the following two-course sequences

- CHEM 103 + 104; GEOL 151/153 + 152; PHYS 133 + 134, 133 + 235; SCES 121 + 122

Persons in Community

Description: a category of core studies covering courses that introduce students to the various components of human identity and behavior within their immediate social contexts, and to the nature of social scientific methods as they apply to the study of persons.

Objectives: to acquaint students with the biological, affective, cognitive, and social components of human development and identity; to understand the relation of these components to human behavior; or, to study the effect of such factors as race, religion, gender, ethnicity, and social class on human self-understanding, behavior, and relations; to gain some understanding of the experimental and observational methods of the social sciences as they bear on these issues; to apprehend the complexity of human beings as image bearers of God, existing in communities of persons, subject both to the distortions of sin and the healing power of grace.

Outcomes

Students will

1. Identify factors that shape human identity and affect human behavior.
2. Demonstrate understanding of and evaluate social science methods and results.
3. Articulate the complexity of human beings as image bearers of God, existing in communities of persons.

Courses

EDUC 202; GEOG 200; PHIL 211; POLS 110; PSYC 151; SOC/SOWK 250; STHO 211–212. *Course may not be from the same department as the course chosen to fulfill the SSNA requirement.*

Philosophical Foundations

Description: a consideration of perennial questions pertaining to the existence of God, the basic makeup of the world, the nature, origin, and destiny of human life, the source and status of moral judgments, the basis of justified beliefs, the structure of human knowledge, and the relation between religious faith and human reason. Intended for first or second-year students.

Objectives: to introduce students to the realm of basic philosophical questions about God, the world, and human nature; to gain some familiarity with the basic types of responses to these questions--their historical origins, their development over time, and their relation to the Christian faith; to develop a sense for the key contours of a Christian worldview and its bearing on an account of the structure of the world and the point of human life; to develop the skills of close textual analysis, critical reflection, careful reasoning, cultural discernment, and expository writing.

Transfer credit accepted.

Outcomes

Students will

1. Demonstrate an understanding of foundational philosophical questions and responses concerning God, the world, and human nature.
2. Articulate features of a Reformed Christian framework of reflection and practice for the purpose of cultural discernment.
3. Demonstrate basic skills of philosophical analysis and expository writing.

Courses

PHIL 153

Rhetoric in Culture

Description: a category of core courses devoted to the practice of oral and visual rhetoric in contemporary culture which also address the larger issues within these modes of communication: rhetorical structure, social context, ethics, worldview, and interpretation.

Objectives: to enhance students' ability to communicate in a chosen field of rhetoric; to develop skills in cultural discernment and analysis; to cultivate the ability to listen and/or see and respond with understanding and informed judgment; to develop skill in the judicious use of technology in oral and visual communication; to promote understanding of the effect of technology on communication; to promote insight into the complex transactions involved in the acts of communication and reception.

Exemption via test; transfer credit accepted.

Outcomes

Students will

1. Demonstrate knowledge of how to create a message for a specific purpose, audience, and context.
2. Demonstrate effective oral and/or visual communication skills.
3. Discern cultural issues and their relationship to communication.
4. Demonstrate virtues of honesty, creativity, and compassion in practicing communication.

Courses

ART 153; CAS 101, 141, 180, 214; GEOG 261; GERM 362; IDIS 102, 103; SCES 214; STGH 208

Societal Structures in North America

Description: a category of core studies covering courses that address the broad social, economic, and political institutions of North American society, as well as the basic concepts, theories, and methods of the sciences that study these institutions.

Objectives: to provide students with some insight into the origin, structure, promise, effects, and limitations of the basic social institutions of North American society; to understand the central concepts and theories of the social sciences; to gain some familiarity with the use of research methods in the social sciences; to examine the effects of technology on society; to understand the meaning and requirements of such norms as justice, freedom, and stewardship; to introduce students to the traditions of Christian reflection on social life.

Outcomes

Students will

1. Identify the origins, structures, effects, promises, and limitations of North American social institutions.
2. Distinguish among central paradigms and demonstrate an understanding of basic theories of the social sciences.
3. Demonstrate an understanding of and evaluate social science methods and results.
4. Articulate and evaluate the manner and extent to which biblically guided norms of justice, freedom, and stewardship are manifested in North American social institutions.

Courses

CMS 151; ECON 151, 221, 232, 241; GEOG 241; IDIS 205; POLS 101, 202, 212; SOC 151, 210; STHO 211; STHU 232. *Course may not be from the same department as the course chosen to fulfill the Persons in Community requirement.*

Theological Foundations

Description: Students must take one introductory or intermediate course in theological foundations.

- **TF I:** A study of basic Christian theology, understood as the central teachings of the Christian church drawn from reflection on the sense and import of the Biblical text. Here basic doctrines are studied in the context of the historical development of Christian thought, with particular attention to the Reformed tradition. Intended for first or second year students.
- **TF II:** A careful investigation of a key Christian doctrine or theme at the intermediate level in which the central issues of the nature, task, method, and purpose of Christian theology are also addressed. Students who take the Biblical Foundations I course should fulfill this requirement by taking an intermediate course from TF II.

Objectives: to deepen students' understanding of the triune God, the person of Christ, and the work of the Holy Spirit in the world; to deepen students' understanding of the basic doctrines of the Christian church—their historical origins and theoretical coherence; to acquaint students with the Reformed strain of theological reflection—its themes, emphases, and implications; to enhance students' skills of analytical reading, theological reflection, and informed expression in matters of faith.

Transfer credit accepted for one of the two requirements in religion.

Outcomes

Theological Foundations I

Students will

1. Demonstrate understanding of the central teachings of the Christian church and the Reformed tradition.
2. Demonstrate understanding of the development of Christian theology through history.
3. Reason theologically about key questions of life and faith.
4. Analyze theological texts, think critically, and write coherently at an introductory level.

Theological Foundations II

Students will

1. Demonstrate understanding of the central teachings of the Christian church and the Reformed tradition.
2. Demonstrate understanding of and analyze in depth a key Christian doctrine or the development of doctrine in a particular historical era.
3. Reason theologically about key questions of life and faith.
4. Analyze theological texts, think critically, and write coherently at an intermediate level.

Courses

- **TF I:** REL 131
- **TF II:** REL 230–237, 243–251

Written Rhetoric

Description: a first-year course in college-level composition which introduces students to the resources of the Hekman Library and addresses the larger issues of writing: rhetorical structure, social context, ethics, worldview, and interpretation; this course serves as the foundation for the college writing program.

Objectives: to develop and enhance the student's ability to write solid expository prose at the collegiate level, with special attention to the process of revision through multiple drafts; to develop the skills of reasoning and analysis, reading and discernment; to guide students through the requisite steps in executing a research project; to acquaint students with the resources of the Hekman Library and various discipline-specific research strategies; to familiarize students with criteria for the critical evaluation of information sources; to develop skill in the judicious use of technology in research and writing; to make students aware of the complex transactions involved in the writing and reading of texts; to deepen students' understanding of their own voice and the forms available for its expression; to anticipate and revisit themes central to the first-year interim course, *Developing a Christian Mind*.

Exemption via test; transfer credit accepted.

Outcomes

Students will

1. Be able to use reading and writing to think critically.
2. Be able to respond effectively to a rhetorical situation.
3. Be able to make claims and support them with reason and evidence.
4. Be able to write ethically.

Courses

ENGL 101; 100 + 102