

Registration: Interim

Interim 2008

Art

W60 Screenprint and Activism. This course focuses on a variety of approaches to screenprinting, and includes color, image, and content development. Students also discuss the historical aspects of printmaking and activism, and the conceptual implications of the multiple. Production includes monochromatic and multicolor printing, and students all participate in a print exchange in order to develop an understanding of the printmaking community. Prints in the course are intended to address political, social, moral, and environmental concerns as a means of activism. In particular, students will generate work related to the themes of Wake Up Weekend, a conference dealing with animal rights, health, and global sustainability. We will be taking a number of field trips to local artists' studios during the interim. Students are evaluated on a portfolio of prints and related drawings. Course fee: \$200 includes materials and screen. Prerequisites: Arts 250, Art 153. *A. Wolpa.* 2:00 p.m. to 5:00 p.m.

W61 Mixed-Media Artist Bookmaking. Although hand made manuscripts predate the printing press and mass production technology dominates contemporary book publishing, during the past decade one-of-a-kind and limited edition books increasingly re-emerge as significant objects and art forms. Major museums dedicate exhibitions to books created by artists, contemporary artist book galleries exist in the art marketplace, and bookmaking has entered the curricula of art and visual studies programs. This course will introduce the artistry of hand made bookmaking, concentrating on the book as aesthetic object. Physical and conceptual elements of the artist book unfold through time and space. Aesthetic problem solving therefore involves organizing conceptual, visual, physical, kinetic, and chronological transitions to unify the whole. Students will engage in conceptualizing content, three-dimensional construction incorporating movement, integration of image and text as visual phenomena, and harmonizing these elements in the execution of visually effective artist books. The study of hand made books of the past such as illustrated manuscripts and the works of contemporary book artists will introduce students to both traditional and innovative materials as well as a broad range of binding techniques. Students will investigate both high and low technologies of reproducing imagery for the purpose of distribution and marketing. Bookmaking will occur both individually and collaboratively. The majority of class time will be spent in studio activity generating a minimum of six artist books. Teaching methodology in addition to studio work will include illustrated lectures, demonstrations, guest presenters, readings, critiques and field trips. Evaluation is based on successful completion of visually effective artist books integrating both form and content; completion of related studio projects, class participation, and a journal documenting process, ideation, and visualization. Prerequisite: Arts 250 or permission of the instructor to best prepare the student for the type of course work required. Course Fee: \$150.00 for archival quality studio materials and possibly minimal fees, at cost for off campus transportation. *A. Greidanus.* 10:30 a.m. to noon and 2:00 p.m. to 5:00 p.m.

W62 Art of Satire: Swift to Stewart. This course surveys the rich offerings of pictorial and textual satire in the Western tradition. While we shall focus on Britain in the eighteenth century

when writers and artists such as Jonathan Swift and William Hogarth forged many of the conventions we now take for granted, we shall also look back to previous periods for antecedents (from Juvenal to Cervantes) and forward (from Borat to The Daily Show). Special attention will be paid to the cultural fit of particular works as well as the problem of intentions. What role has satire played in democracies? In what ways does satire subvert or reinforce the status quo at any given moment? How should we distinguish between various kinds of ridicule and raillery? Can satire be productive or only destructive? What makes for effective satire? And do we have to laugh for it to work? Students are expected to develop an historical understanding of satire and to improve their skills in evaluating contemporary satire according to a more sophisticated set of standards than is typically employed. Because of the way in which satire tends to circulate as the stuff of popular culture, there is a tendency to forget that it too must be engaged critically. This course attempts to supply the tools to help students do so. Performance will be evaluated on the basis of class participation, at least two critiques (one of text and one of an image), and a synthetic essay. Prerequisites: Art 153 or ArtH 102 (or instructor's permission). *C. Hanson*. 2:00 p.m. to 5:00 p.m.

W80 Negotiating Documentary. Documentary is a record of our world. With the current popular interest in reality television, documentary films, and the ubiquity of the photographic image, we all can feel like experts in documentary. However, documentary images are frequently made and consumed with little regard for how the images construct concepts of what is “real” or “true”. Photography critic David Levi Strauss writes, “When one, anyone, tries to represent someone else, to ‘take their picture’ or ‘tell their story,’ they run headlong into a minefield of real political problems. The first question is: what right have I to represent you? Every photograph of this kind must be a negotiation, a complex act of communication. As with all such acts, the likelihood of success is extremely remote, but does that mean it shouldn’t be attempted?” In this class we will make the attempt, by studying a history of documentary films and photographs, reading theories of photography, analyzing films and photographs, making documentary images, and discussing the moral, relational, spiritual dimensions of contemporary documentary practice. Assignments will include a written paper, daily reading and viewing assignments, in-class critiques, and several photography projects. This course may fulfill an elective requirement in the Art History and Studio Arts majors. Prerequisites: Art 153 or CAS 141. *L. VanArragon*. 8:30 a.m. to noon.

AuSable Institute

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

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

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

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

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

Biology

W10 Exploring Public Health. This course will introduce students to the broad and exciting field of public health. Students will explore the development and societal needs for public health and be introduced to its five core disciplines. Course topics will include infectious diseases, health risk factors, environment and food safety, local/global threats to public health, bioterrorism, and monitoring for emerging diseases and potential epidemics. Guest speakers and field trips will demonstrate the work and challenges of local public health professionals and provide insight into career options. Students will be evaluated by one exam, two independent activities, and class participation. *D. DeHeer, A. Hoogerwerf.* 8:30 a.m. to noon.

W60 Traditional Chinese Medicine in China. In this course the students will spend three weeks in Shanghai to study traditional Chinese medicine (TCM) from a local medical school. They learn the theory and practice of TCM, including acupuncture and Tuina (Chinese massage). Emphasis is on understanding the basic principles in TCM and how they are applied in treatment. The use of TCM in western medicine may also be considered. Students live in the international metropolitan city of Shanghai and study in a local medical school and its affiliated hospitals. The course consists of formal lectures, discussions, exercises in the afternoons, and observations/practices in the hospitals in the mornings. In the evenings and on the weekends, the students will participate in various tours and cultural events in Shanghai and neighboring cities. Students are evaluated on mastery of the course content, participation in discussions and personal reflections in journals. Preference will be given to students who have taken anatomy. A background with Chinese language is helpful. This course will fulfill the CCE core requirement. Prerequisites: satisfactory completion of Biology 141 or Biology 115 or permission of the instructor. For the facility in Shanghai, see photos on <http://picasaweb.google.com/anding/TCMFacility> The dates for this course are January 3-22. Fee: \$3,381. *A. Shen.* Off campus.

W61 Pathophysiology. Pathophysiology is the study of altered normal body function leading to a state of disease. This course presents the etiology, pathology, and prognosis of many human diseases. The structural and functional changes of 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, 242, or 331. *R. Nyhof.* 2:00 p.m. to 5:00 p.m.

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

W80 Evolutionary Biology. The earth is a dynamic system that has been changing since its inception. Both non-living and living elements of the creation are constantly undergoing alteration. A major goal of this course is to help students understand how change occurs in living organisms by examining the basic principles of Evolutionary Biology. A second goal is to encourage students, from a Christian and scientific perspective, to critically assess the controversies that have over time accompanied the concept of biological evolution. Criticisms both from outside and within the scientific community will be evaluated. A third goal is to consider the rich historical context of biological change, including more recent human-induced global changes, in light of our stewardship responsibilities. Consistent with these goals, the course will be structured in three parts - the first will consider mechanisms of biological evolution. Topics such as the age of the earth, population genetics, hybridization, speciation and island biogeography will be addressed. A second theme of the course will be to identify the historical and contemporary controversies that have surrounded this topic both from within and outside the scientific community. The third and final theme will be to consider our stewardship responsibilities in the context of an old earth that is currently undergoing rapid change. How should the rich biological diversity of the planet, together with the significant temporal development of that diversity, inform our hearts and minds as stewards of God's creation? This course will be taught with lectures, labs, discussions and group work. Evaluation will be based on two exams, a variety of assignments including laboratory activities, and a group project. No additional fees are anticipated. This course will satisfy a 300-level biology credit. Prerequisites: Biology 141, 242 and 243 or permission from one of the instructors. Afternoon labs will be required on most days. *R. Van Dragt, D. Warners.* 8:30 a.m. to noon and 2:00 p.m. to 5:00 p.m. (MWF)

394 Perspectives in Biotechnology. This course explores, within a reformed Christian framework, the historical and philosophical perspectives pertaining to the science and practice of biotechnology. Students explore the underlying assumptions of current biotechnology research as well as its social, ethical, and legal implications. They address governmental regulations affecting laboratory safety, biohazards, and containment of genetically modified organisms and patenting. Prerequisites: Senior status in the biotechnology program of concentration, Biblical Foundations I or Theological Foundations I, Developing a Christian Mind, and Philosophical Foundations. *D. Koetje.* 8:30 a.m. to noon.

IDIS W15 Ecuador: Galapagos Islands. *C. Blankespoor, S. Vander Linde.*

IDIS W16 Transforming Cambodia. *D. Dornbos, L. De Rooy.*

IDIS W25 Silent Spring & Stolen Future. *K. Grasman.*

Business

W81 European Influence on U.S. Business. Managers who operate within international markets must understand how such global aspects of business influence business operation, policies, and procedures, even at the local level. This course teaches students how the European environment influences business strategies and decision-making in US businesses. The class spends nearly three weeks traveling in Europe, visiting business organizations that operate in the international arena. Since history and culture influence business strategy, students visit well-known sites in Hungary, Austria, the Czech Republic, Germany, France, Belgium, and the Netherlands. In preparation for the course, students do some reflective reading and visit local companies. While in Europe, they keep a substantial, reflective journal which incorporates material from required readings, participate in class discussions, and prepare a descriptive paper on companies or locations to be visited. This course will satisfy a department elective for department majors. This course will fulfill the CCE core requirement. Prerequisites: Business 160 and Economics 222, or instructor approval. Fee: \$3,800. *R. Medema, E. Van Der Heide.* [Off campus.](#)

W82 Global Markets and Culture in New York. Global financial markets affect life throughout the world. Students can understand how these markets can fail in a fallen world or be used for global redemption. Students in this course travel to New York City to experience the cross-cultural melting pot of people and ideas as well as to learn about world financial markets directly from individuals involved in international finance. This course features one week on campus and two weeks in New York City. Learning is facilitated via a combination of readings, discussions, visits to firms involved in finance, participation in cross-cultural activities (including through finance, theater, music and others), daily journals and a reflective essay. Evaluation is based on quality of participation in meetings and discussions and on the reflective essay. This course may fulfill an elective requirement in the Business and Economics majors. This course will fulfill the CCE core requirement. Prerequisites: BUS 204 and ECON 222, or permission of instructor. Fee: \$1,975. *D. Pruis, L. Van Drunen.* [Off campus.](#)

W84 International Financial Management. Dealing with flows of money internationally is more and more commonplace for even small companies these days. This course will focus on managing business decisions related to transactions, investment, capital budgeting, long-range financing, and risk in the international arena. The course begins by looking at the international financial environment and then covers topics in exchange rate behavior and risk management, and both long-term and short-term asset and liability management. Students will work in teams to complete projects related to instructor presentations and present their team's work to the class. A textbook will be required for the course. Students will be assessed on the basis of a final, open book exam. This course may fulfill an elective requirement in the Business and Economics majors. Prerequisites: Econ 151 or 221, and Bus 203, or permission of the instructor. *Y. Starreveld.* 8:30 a.m. to noon.

Communication Arts & Sciences

CANCELED W10 Filmmakers Under Censorship. This course will examine four different groups of filmmakers who have had to work under various types of censorship: the directors of American screwball comedies under the Hayes Code, Chinese directors during the 1980's and 90's, and Indian and Iranian directors of the 1990's to the present. In each of these cases, filmmakers have managed to produce an excellent body of work despite (and possibly because of) the pressures of censorship. Students will examine a variety of questions relating to this topic as we view films by all of these filmmakers. Why in some situations (the Cultural Revolution in China) does censorship produce propaganda movies while in other situations, filmmakers seem to blossom? What do these groups of censors (Christian, Communist, and Hindi/Muslim) have in common? Why would they more or less censor the same things (sex, violence, criticism of the government) that many American Christians would? Does having limitations actually benefit artists in some ways? Evaluation is based on class participation, short response papers, and a final exam. *P. Goetz.* 2:00 p.m. to 5:00 p.m.

W11 Communication Research. This course is designed to improve critical thinking and research skills. It exposes students to the logic and conduct of research aimed at producing generalizable knowledge about human communication enabling students to find, read, understand, use and conduct communication research in their daily work. The nature and conduct of communication inquiry, significant questions about communication and finding systematic answers are explored from a social scientific perspective. The course introduces students to the logic of systematic investigation and to research methods common to the field of communication. Topics will cover how to use library resources to inform communication practice, how to conduct focus groups, interviews, surveys, and experiments, and how to read and understand basic statistics. Student learning is evaluated by two exams, and participation on a class research project. *P. Spence.* 2:00 p.m. to 5:00 p.m.

W40 English Language by Rail. Students explore the dialects of the English Language within a historical context. While in Great Britain, students travel by rail through different regions, collecting samples of English, Welsh, Scottish and Irish dialects and visiting important linguistic sites.. By collecting samples from each of these regions, students learn about the history of English as it is spoken in Great Britain and Ireland as well as in the United States. Students must write a paper that summarizes their readings, analyses of data, and interviews in each region. Students are evaluated on the quality of their papers, presentations, transcriptions and discussions. This course may fulfill an elective requirement in the CAS major. This course will fulfill the CCE core requirement. Course dates are May 19 - June 5. Fee: \$3,595. *P. Goetz, J. Vander Woude.* Off campus.

W41 Jane Austen and Film. Since 1995, many adaptations of Jane Austen's novels have appeared in theaters and on television: these range from the *Emma*-inspired *Clueless* to the somber *Persuasion* to the bold *Mansfield Park*. These films provide a case study in understanding the role of and controversy surrounding film adaptations. Are adaptations true to the novel and author? What does it mean to be "true" to the novel and its author? Should we even compare the novel and its corresponding film? This class will examine some of the most recent and prominent adaptations of Austen's works, the public response to these films, and the

theoretical issues regarding film adaptations of novels. The goal of this course, then, is to broadly understand the relationship between film and novel by looking at the Jane Austen films as a case study. Student work will be evaluated through quizzes over readings, viewing questions, and a final analytical paper. This course may fulfill an elective requirement in the Gender Studies minor. *K. Groenendyk*. 8:30 a.m. to noon.

W42 Sermons in American History. This course investigates the influence of sermons (by both religious and secular orators) in American history. We will read sermons by a variety of figures (e.g., Jonathan Edwards, William Jennings Bryan, Martin Luther King Jr., Billy Graham) on a variety of issues (e.g., personal conversion, Biblical veracity, slavery, evolution), representing a variety of religious traditions (though mostly Christian), from a variety of historical periods. By studying sermons as efforts to shape Americans' religious experience and their opinions on the issues of the day, students will gain new insights into American religious, cultural, social, and intellectual history. Student learning will be evaluated through an exam, short essays, and class participation. *G. Pauley*. 8:30 a.m. to noon.

W80 Advanced Avid HD Editing. Students will learn how to use a color correcting sequence, Marquee CG, HD workflow, create multi-layer effects, create motion effects and time warp, learn to manage projects, and perform multi camera editing. As part of this course, Pod casts and DVD creation will be discussed and examples will be created. Students will be evaluated based on hands-on projects utilizing these techniques. This course may fulfill an elective requirement in the Media Production major. Prerequisite: CAS 290 is required so the students have a basic understanding of the techniques required for this course. *D. Garcia*. 8:30 a.m. to noon.

W81 Broadcast News. This intensive, hands-on class meets from January 12-23. In the first week, Wayne Vriesman (retired General Manager of WGN Radio, Chicago, formerly TV News producer/writer) will teach the basics of the broadcast business including news, programming, promotion, engineering and sales. In the second week, Steve Vriesman (chief news editor at KCNC TV, Denver, Emmy award winner in editing, and active member of the NPPA) will teach the technical side of broadcast news, including photography editing, and reporting. Also included will be instruction on how to put together a professional resume tape for broadcast job applications. Student learning will be evaluated by class participation, homework assignments, 2 class tests and desire to learn the basics of broadcast journalism. This course may fulfill an elective requirement in the Media Production/Studies majors. Prerequisites: CAS 190 or consent of Instructor Wayne Vriesman (waynetbc@aol.com). *S. Vriesman, W. Vriesman*. 9:00 a.m. to noon and 1:00 p.m. to 3:30 p.m.

W82 Advanced Film Directing Workshop. Production students (12 max.) will concentrate on intensive scene work through a variety of classroom exercises and video productions. With a strong emphasis on acting for film/video, blocking, camera movement, and creative communication, students will have the chance to direct, operate camera, and edit in a collaborative setting that reflects the realities of the film industry. Students will explore how camera angle, image size, and actor positioning can impact the effectiveness of a scene. Students will also experiment with storyboarding as well as focus on the differences between acting for stage and acting for camera. Acting students (4 max.) will serve as talent for all in-class exercises and final projects. In addition, all students will have the chance to see a wide range of current

short films from the festival circuit. This course may fulfill an elective requirement in the CAS major. Prerequisites: CAS 190* (*the exception being students [4 max.] who wish to work exclusively as actors for the interim. For them, no prerequisite is required). *R. Swartzwelder*. 2:00 p.m. to 5:00 p.m.

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

IDIS W26 Alica in Wonderland: Mimodrama. *D. Leugs*.

IDIS W27 Film Noir and American Culture. *W. Romanowski, J. Bratt*.

CANCELED IDIS W35 Jazz in New York. *G. Pauley*.

IDIS W43 Leadership in Africa. *M. Fackler, G. Monsma, R. Crow*.

Chemistry & Biochemistry

W10 The Chemistry of Flavors and Fragrances. In this interim course, we will examine the chemistry of flavors and fragrances. The first part of the course will explore the role of chemistry in food and cooking. We will attempt to answer questions such as, what's the role of salt in cooking, what affects the color and texture of cooked vegetables, what chemical changes occur during cooking, how hot are chili peppers, and what is the chemistry of instant ice-cream are a few examples. In the second part of the course, we will examine how perfumes and toilet waters are developed, and why different smells appeal to different people. We will explore the human relationship with fragrances, the history of perfume materials of natural origin, and formularies of perfumes and toilet waters. The students will be able to understand the differences between natural and synthetic essences and develop a perfume with several synthetic chemicals available to them as part of an interim project *E. Arnoys, K. Sinniah*. 2:00 p.m. to 5:00 p.m.

IDIS W60 Applications of Fluorescence. *M. Muyskens*.

IDIS 242 Global Eco-Sustainability. *K. Piers*.

Classics

W10 Homer Goes to Hollywood. This course examines how the medium of cinema has told, retold, and repackaged the ancient Greco-Roman myths with a particular eye to the following questions: How does the “Homeric Hero” compare to the “Hollywood Hero” and what does this comparison tell us about the cultures that produced them? At what points in the history of Hollywood does the fascination with the Classical world go in and out of favor? Why? What elements of ancient understandings of “divine agency” or “fate” do Hollywood retellings keep or discard? Why do films change fundamental details of the ancient texts? Has Hollywood transformed ancient myth into new, distinct, modern mythologies? What does “Rome” symbolize or stand in for in film? How has Christianity developed its own myths in relation to its experience with the Roman Empire? Class time is spent viewing and discussing several films as well as discussing readings of several seminal works from the Classical world. Students will be responsible for lively participation in class discussion, keeping a journal of reviews of both texts and films, and a (team) presentation of a film not viewed in class. *J. Winkle.* 2:00 p.m. to 5:00 p.m.

IDIS W41 Italy: Ancient & Medieval. *K. Bratt, D. Noe.*

Computer Science

W60 3D Computer Modeling and Animations. In this course students study 3D computer modeling and animation techniques using a modeling and animation program called Lightwave 3D. Techniques studied include 3D modeling, lighting, surfacing, rendering, compositing, keyframe animation, and basic concepts in character animation. Student work includes several modeling labs and a few small projects including the creation of an animated character. Students also work in groups to produce a term project—a short animated video. Techniques of 3D modeling and animation are learned through lecture and tutorials. Discussion will also include ethical and other Christian issues in graphics and animation. Prerequisite: CS 104 or CS108 or permission of the instructor. This class requires good familiarity with computing and light programming. *H. Plantinga.* 2:00 p.m. to 5:00 p.m.

W80 Computer Forensics. Computer forensics and digital investigation is a blend of art and science used to discover evidence of how a computer has been used. Computer forensics is used to investigate everything from computers infected with malware to computers used to facilitate a criminal activity. Students will learn proper forensic procedures to maintain the chain of evidence, how to create digital images, and how to examine both live and static computers. They will be introduced to a variety of tools ranging from freely-available open-source tools to professional tools. They will analyze both Windows and Linux computers. This is a hands-on course. Evaluation will be based on regular lab assignments and a final project. This course may fulfill an elective requirement in the Computer Science major. Prerequisite: Junior standing and at least one of CS 232, CS 332, or IS 333. *E. Fife.* 2:00 p.m. to 5:00 p.m.

Developing a Christian Mind (DCM)

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

150 01 DCM: Justice and Reconciliation in South Africa. In this course, students work out the implications of a Christian World view for issues of justice and reconciliation in South Africa. They explore the birth of a plural society: the post-apartheid South Africa. Using literature and cinema, students first gain an appreciation for the politics of recognition, the contentious issues of cultural and political identity that are the sources of the ideologies, injustice, and cultural and political conflict which led to apartheid as a political system. In addition, students gain a fundamental understanding of the role of the protest and witness of many Christian groups and organizations that were instrumental in the miraculous nonviolent change and transformation that took place in South Africa during the nineties. In particular, the roles of the Konionia Declaration, the Kairos Document, Africa Enterprise, PACLA, SACLA , the Belhar Confession and other witnesses against apartheid and for justice will be examined. Students are evaluated on the basis of class participation and presentations, quizzes on readings and class lectures, a research paper and final exam. *E. Botha*. 2:00 p.m. to 5:00 p.m.

150 02 DCM: Biomedical Ethics at the Beginning of Life. Many of the continuing vexing dilemmas in medicine—contraception, assisted reproductive technologies, embryonic stem cells, abortion, prenatal genetic testing, sex selection, fetal tissue transplantation, cloning--involve the beginning of life. What is the moral status of the unborn? What ethical theories and principles might be of assistance as Christians grapple with these issues for themselves and seek to develop a public policy. This course explores these questions and consists of readings, lectures, daily quizzes, discussions, videos, and a short paper. Prerequisite: pursuing Biology major or pre-medical program of study. *H. Bouma*. 2:00 p.m. to 5:00 p.m.

150 03 DCM: Human Nature. Does the Bible or religion have anything to say to Psychological Science? This course suggests that psychological issues have been contemplated throughout history. Issues such as mind and body, emotional disorders, child development, and social interactions have been addressed by many religious traditions. Students will review some of the basic topics of current psychological science. Each area will be followed by an exploration of what people – particularly as found in the Bible - have historically understood about these issues. Discussions will focus on the contrasts and similarities between each perspective. Considerable weight will be given to appropriate ways to understand biblical passages, theological interpretations and modern psychological theories. Discussions will also focus on ways to develop a coherent approach to resolve apparent conflicts or to benefit from each perspective. Students will lead many of the discussions and there will be several small group presentations and discussion sessions. *S. da Silva*. 8:30 a.m. to noon.

150 04 DCM: Worldviews and Natural Environments. Environmental issues generate much debate in the public media, among policy-makers and on a personal level. What shapes our view of the natural environment and how do these views affect our response to environmental issues? The course examines how different worldviews play out in human interaction with the created world. In particular students study modernist , post-modern , and some explicitly Christian worldviews with respect to our relationship to the natural world. This course seeks to cultivate a mature Christian response to the environmental issues, drawing on Biblical themes of creation, fallenness, and redemption and their implications for environmental action, as well as develop a mode of being in this world that is consistently inspired by a Christian worldview and a Christian mind. *D. McCarthy.* 8:30 a.m. to noon.

CANCELED 150 04 DCM: Education in the Movies. This course will explore how the world of the education has been portrayed in the movies. By offering descriptions of the current condition in the classroom or exhibiting positive and negative models of teachers, movies portray particular perspectives that may offer valuable lessons for those interested in teaching. Building on that data and the student's own school experiences several kinds of questions will be considered in the light of a biblical framework. What is the purpose of education? How do schools embody a worldview? What is the nature of effective instruction? What is the role of the teacher? What should be taught? How can schools be structured to enable rather than control students? Answers to these questions will be analyzed by using a variety of sources, such as the Bible and educational thinkers like Nicholas P. Wolterstorff, Parker Palmer, and Nel Noddings. Students will take quizzes on the readings, journal their analysis of movies, and participate in a group project. The course is intended for students who are interested in exploring the profession of teaching and developing a beginning perspective of what it means to teach. *R. Buursma.* 2:00 p.m. to 5:00 p.m.

150 05 DCM: High School in the Movies. This course will explore how the world of the education has been portrayed in the movies. By offering descriptions of the current condition in the classroom or exhibiting positive and negative models of teachers, movies portray particular perspectives that may offer valuable lessons for those interested in teaching. Building on that data and the student's own school experiences several kinds of questions will be considered in the light of a biblical framework. What is the purpose of education? How do schools embody a worldview? What is the nature of effective instruction? What is the role of the teacher? What should be taught? How can schools be structured to enable rather than control students? Answers to these questions will be analyzed by using a variety of sources, such as the Bible and educational thinkers like Parker Palmer and Nel Noddings. The course is intended for students who are interested in exploring the profession of teaching and developing a beginning perspective of what it means to teach. *A. Boerema.* 8:30 a.m. to noon.

150 06 DCM: Global Climate Change. Global climate change is a widely discussed topic today: in the media, among politicians, among scientists. Yet the various summaries offered often seem mutually exclusive. Have we ruined our environment beyond repair? Or is it simply not possible for humans to have a significant impact at all? In this course students will practice reasoning skills needed to sift through competing claims, and to define which issues, if any, are pressing. Further, students will consider moral questions are raised by the scientific results, such as stewardship of a common earth or justice when the actions of one group affect the

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

150 07 DCM: Global Climate Change. Global climate change is a widely discussed topic today: in the media, among politicians, among scientists. Yet the various summaries offered often seem mutually exclusive. Have we ruined our environment beyond repair? Or is it simply not possible for humans to have a significant impact at all? In this course students will practice reasoning skills needed to sift through competing claims and to define which issues, if any, are pressing. Further, students will consider moral questions are raised by the scientific results, such as stewardship of a common earth and justice when the actions of one group affect the environment of another. Finally, students will consider how environmental policies must balance environmental, moral, and economic factors. *M. Huen*. 2:00 p.m. to 5:00 p.m.

150 08 DCM: Art as a Reflection of Culture. This interim course will attempt to demonstrate the correlation between the cultural shifts, the spirit of our age and how presuppositions imbued within the thought life of artists found expression within their works of art. The course will begin by examining how the worldview of the Enlightenment and the Age of Reason set the stage that inevitably led to consequences from which society derives its aesthetic sensibilities today. The course will examine the forces of Modernity and trace how these gave rise to Modern and Post Modern art. It will also examine how Christian artists might respond facing similar contextual pressures today. What does it mean to trust in Christ in a time such as our own? And how can our humanness and our artist gifts be used effectively in today's context? Most examples will come from paintings. *F. Speyers*. 8:30 a.m. to noon.

CANCELED 150 08 DCM: Global Sustainability Issues: How Shall We Then Live? In this course, we will identify and compare primary sustainability issues of developed and developing societies, considering and relating the specific areas of human population, nutrition and hunger, energy requirements, land use and environmental quality. Students will identify root causes of world hunger issues, relating current issues with biblical concepts of Christian stewardship and justice at personal and corporate levels. Students will be encouraged to consider "how they might then live" as agents of renewal within our global society by understanding the impacts of local decisions on global consequences. *D. Dornbos*. 8:30 a.m. to noon.

150 09 DCM: Palestine-Israel Conflict. This course will examine the complex and strategic conflict in Israel/Palestine. This interim's primary readings will be from Gary M. Burge's *Whose Land? Whose Promise? What Christians Are Not Being Told About Israel and the Palestinians*. Questions we will explore include: Is this conflict inevitable, eternal? How does one understand the conflict from a Reformed worldview? What role has eschatology played in the conflict and in Christians' view of the conflict? What should the church's response be to the conflict? What should our relationship be to various actors in the region - particularly the Palestinian Christian minorities? This course includes films, lectures, discussions, and student presentations. *K. Hekman*. 8:30 a.m. to noon.

150 10 DCM: Israeli-Palestinian Conflict. The Israeli-Palestinian conflict has been a worldwide topic of discussion for over the past fifty years. The battle over a small piece of real estate on the Mediterranean Sea often elicits heated opinions among Christians and non-

Christians alike. Some Christians militantly side with the Israelis, and their biblical right to the land, while others strongly defend the Palestinians' right to there, often by referencing biblical concepts of justice. Who is right? Who is Wrong? Can there ever be peace over there? This course attempts to understand and evaluate the complicated Israeli-Palestinian conflict from a Reformed Christian perspective. Using readings, lectures, discussion, and guest speakers, students will be engaged to think critically about the complexities within the conflict, as well as their broader implications for the Middle East and the world. Moving beyond the sound bites and propaganda that have overrun the contemporary media's coverage of this conflict, students will be expected to engage both sides of this struggle from a biblical perspective. At the completion of this course, students will be expected to refine their methods of Scripture interpretation, have a general knowledge of the Israeli-Palestinian conflict, and understand and empathize with each side's arguments. *C. Pierce*. 2:00 p.m. to 5:00 p.m.

150 11 DCM: Reading Banned Books. The impulse to censor, ban, or restrict access to objectionable literature remains strong in contemporary North American society and is motivated by ideologies that span the political spectrum. To the defenders of free speech, the issue is unambiguous: the right to free expression guarantees every artistic expression, no matter how controversial. To those who challenge such books, the issue seems equally clear: for the well-being of society (and especially of its children), communities should not tolerate morally dubious content. How might Christians contribute to the public dialogue about controversial books? Is our primary purpose to act as moral censors for society? Can we celebrate the imagination, or must we view it with suspicion? We seek to sort out such issues by considering the challenges to novels like Mark Twain's *The Adventures of Huckleberry Finn*, J. K. Rowling's *Harry Potter and the Sorcerer's Stone*, and J.D. Salinger's *The Catcher in the Rye*. We seek to cultivate a mature Christian engagement with literature, drawing on the biblical theme of the cultural mandate to help us develop a responsible appreciation for literary expression. *G. Fondse*. 2:00 p.m. to 5:00 p.m.

150 12 DCM: Reading Banned Books. Students study the motivations, especially religious, for literary censorship. The course reading includes novels that have been challenged for objectionable content: Mark Twain's *The Adventures of Huckleberry Finn*, J. K. Rowling's *Harry Potter and the Sorcerer's Stone*, Margaret Atwood's *The Handmaid's Tale*, and Alice Walker's *The Color Purple*. Examining civil and biblical arguments concerning freedom and moral responsibility, students are encouraged to develop responsible approaches to engagement with controversial literature. *K. Saupe*. 2:00 p.m. to 5:00 p.m.

150 13 DCM: Me in the world of Business. Principles of setting and meeting benchmarks in business will be examined by students' assessments of their values, strengths, and goals. Practical applications will help students learn how to manage time, money, and themselves and how to discern the shape of their professional vocations. Guest speakers and organization visits will assist students in learning the importance of communication in the workplace environment. Students will be evaluated through journal reflections, quizzes, writing assignments, a presentation, a group project and final exam. *R. Eames*. 2:00 p.m. to 5:00 p.m.

150 14 DCM: A Christian Response to Racism. The nature of race relations in the United States has improved dramatically over the last 50 years, or has it? Racism was present in

America before the founding of the United States as a nation and is still present today. Though legislation has made it illegal to discriminate against people on the basis of race, many contend that racism is still a problem. This calls for a response from us as Christians. Building on the Reformed Christian understanding of creation, fall, and redemption we will explore the causes, consequences, and possible responses to racism in North America. We will then seek ways we can work against racism, thus fulfilling part of our calling to work for justice in our society as citizens of God's kingdom. This class will use readings, lectures, discussions, films, journals, and student presentations. *G. Gunst Heffner*. 2:00 p.m. to 5:00 p.m.

150 15 DCM: A Christian Response to Racism. Why are we still talking about racism in 2008? Haven't we legislated the problem away? Isn't it just ancient history? While most Christians would agree that racism is a sin; few understand its continued presence or scope of impact in the United States. And just when we think we "really can all just get along", there is a major news story with charges of racism in the headlines. Racism, by any definition, is a form of oppression that affects all people. Racism is a reminder that life on earth is not the way it was meant to be and is a reflection of the injustice that plagues our world. As Christians we are to respond to injustice and work for justice in our society. In this course students will have an opportunity to study the complex social reality of racism, investigate responses to racism from Christian institutions and leaders, and develop their own plan of response. This course includes films, lectures, journals, discussions, and student presentations. *J. Rhodes*. 2:00 p.m. to 5:00 p.m.

150 16 DCM: Refugees: A Christian Response. Refugees have been a part of history since Adam and Eve were kicked out of the Garden. What should the response be to humans displaced by natural and manmade disasters? Who should manage such responses? How are Christians to respond to crises in non-Christian communities? This interim intends to offer a theoretical introduction to the promotion of human rights for refugees and displaced persons. Focus is on the development and definition of key concepts, on regional and international institutions involved with refugees, and on current issues relative to refugees. *D. Slager*. 8:30 a.m. to noon.

CANCELED 150 17 DCM: Having Faith in the Theatre. This course explores theatre as a cultural art form through which we see and learn about ourselves as Christians navigating the contemporary world. The theatre, as an imitative art form, is a unique window through which we might observe human behavior and human culture, in all of its fallenness and all of its grace. Through watching plays, reading plays, and discussing them in class, we will explore topics ranging from the mystery of human existence to the importance of laughter and comedy, from the problem of evil to the beauty and complexity of human relationships. Readings and viewings will be drawn from the contemporary world theatre scene, examining how theatre is dealing with current issues and deep human needs. The plays we examine will mostly be from the past five years of theatre; plays such as *Doubt*, *Spring Awakening*, *Rabbit Hole*, *TopDog/Underdog*, and *History Boys*. *S. Sandberg*. 8:30 a.m. to noon.

150 18 DCM: Theatre Faith and Identity. Since the Greeks celebrated the god Dionysus through annual theatre festivals, tribes danced in mask and chanted ritualistic liturgies around fires, bards told stories of ancestors or people of legend, and clowns made riot in any performance space, theatre has helped us understand what it means to be human on this earth. Who am I? Where do I belong? What is my purpose in this world? Theatre is "the stuff" of

human behavior and human interaction. By pointing out our foibles, longings, strivings, and failings, theatre allows us witness the consequences of human frailty and overweening passion. Theater allows us to see characters striving to make a life in this world and sometimes fail. We see that a character from centuries past, from a continent away, from a culture unlike our own, is much like ourselves, human, fallible and broken searching for meaning and identity—searching for God. Theatre breaks down barriers by allowing us to understand people like and unlike us fail, laugh at human foolishness, and weep with characters that are undone by circumstance. This course examines several plays that highlight how theatre helps us to understand identity and faith. *D. Freeberg*. 8:30 a.m. to noon.

150 19 DCM: C. S. Lewis and the Postmodern World. C. S. Lewis was the greatest champion of the Christian faith in the twentieth century. His writings, both fiction and nonfiction, continue to instruct, entertain, and challenge. This course engages Lewis through three of his classic works: *Mere Christianity*, *The Great Divorce*, and *The Screwtape Letters*. As a collateral text, students read select chapters of *Lewis Agonistes: How C. S. Lewis Can Train Us to Wrestle With the Modern and Postmodern World*, by Louis Markos. Excerpts from the film *The Question of God: C. S. Lewis and Sigmund Freud* and a full screening of the movie *Shadowlands* serve to chart Lewis's own journey from atheism to theism to Christianity. The goal of the course is to consider how his thought can contribute to the formation of a Christian perspective on such issues as scientific naturalism, atheistic evolutionism, ethical relativism, and new-age paganism. *D. Harlow*. 8:30 a.m. to noon.

150 20 DCM: Conservatism Then and Now. What is a "conservative"? How should Christians think about political and social conservatism? Is a conservative narrow-minded or "illiberal"? What is the proper role of tradition in conservative—and Christian—thinking? Is the Republican Party the "conservative" party? Does the Christian faith require one to be conservative? Can one be conservative without being a Christian? Russell Kirk's remarkable exploration of this subject, his *The Conservative Mind*—a book that is credited with both igniting and continuing to fuel modern American conservatism—presents a fine opportunity to address these questions. Arguably the most profound conservative thinker modern America has produced, Kirk (1918-1994) remained an "independent scholar" -- unaffiliated with either academic institutions or partisan organizations -- his entire career. As such, his voice was respected that much more, by conservative and non-conservative thinkers alike. This course will ask students to see conservatism through the eyes of perhaps its preeminent spokesman, and then to grapple with what are at times intriguing dissonances between Kirk's "conservatism" and what often goes under the label in our day. In addition to the regular DCM text, students will read and discuss 20-25 of Kirk's short essays (collected in *Redeeming the Time* and *The Politics Of Prudence*.) The class will also take a one day visit to the Russell Kirk library and homestead in Mecosta, Michigan where students tour the Kirk home and have a private lunch with Russell Kirk's widow, Mrs. Annette Kirk. *W. Stevenson*. 8:30 a.m. to noon.

150 21 DCM: Jesus, the One Name that Saves, and Other Faiths. This course explores the relation of the Christian claim that Jesus is the only way to the Father to the claims made by other major faiths. Using Reformed teaching on the Creator, common grace, the mystery of God's plan, and some key passages in the prophets, gospels, and letters it looks for ways to maintain the uniqueness of the Christian faith and to remain interested in Christian mission,

while gaining some knowledge of other faiths and being open to civil dialogue with them. The course initiates some of the core knowledge of other religious traditions. *M. Greidanus*. 8:30 a.m. to noon.

150 22 DCM: Dramatic Families. This DCM section will study a number of plays featuring families suffering from maladies such as death, abandonment, and betrayal; these same families have members who each have their own dreams and aspirations. We will ask questions such as these: What has brought about these problematic situations? How do characters' dreams seek to rise above the dysfunction? How are they the cause of it? How is hope present in (or absent) the different families? Students in this section will study Shakespeare's *The Tempest*, Henrik Ibsen's *A Doll House*, Arthur Miller's *Death of a Salesman*, Tennessee Williams' *The Glass Menagerie*, Lorraine Hansberry's *A Raisin in the Sun*. Students are encouraged to watch videos of these plays during optional afternoon screenings. *D. Urban*. 8:30 a.m. to noon.

150 23 DCM: Living the Magnificat. The Magnificat, or Song of Mary [Luke 1:46-55] is an early Christian canticle that evokes numerous Old Testament texts, and includes the "great reversal" in which God humbles the mighty ones, and exalts the lowly. This text is found in the worship traditions of all Christians [Roman Catholic, Orthodox, and Protestant], and has multiple meanings and applications right into the present day. This interdisciplinary course will examine the text itself, study the uses of this text in Christian worship & music and personal piety, explore the role of this text in Mariology and Marian visual art, and take a critical look at the importance of this text in contemporary liberation theology and other recent Christian documents about social structures and public policy. The course requires oral group presentations and written work; there are no undue expenses beyond minimum costs for some personal field trips in the GR area. *B. Polman*. 2:00 p.m. to 5:00 p.m.

150 24 DCM: Multisensory Worship. As they critically examine the formal elements of art and popular culture, students are led in the study of aesthetic principles governing the creation of ministry and fellowship aids, then challenged to apply those principles in collaborative design projects which may include power point, video, website design, worship bulletins, cooking, painting, photography, aromatherapy and architecture. Students fees may total as much as \$50. *B. Fuller*. 2:00 p.m. to 5:00 p.m.

150 25 DCM: Music, Manipulation, and the Mind of God. This course will examine music's power to persuade in light of the Christian's call to spiritual freedom and service. A primary object of study will be film music. Students need to be willing to evaluate both aspects of music and some of the primary means and manners by which people in our society engage with it. *D. Fuentes*. 2:00 p.m. to 5:00 p.m.

150 26 DCM: Reading Genesis. Students consider the problem that modern evolutionary science poses for reading Genesis as a literal history of the world. When read this way, Genesis teaches that God made the universe no more that 10,000 years ago in a span of six 24-hour days, and that God created things by "fiat," fully formed as we observe them now. In contrast, modern science teaches that the universe began more than 13 billion years ago with a Big Bang, that stars and planets—including our sun and earth—evolved gradually by means of natural processes unleashed by the explosion, and that at least on earth, life originated and also evolved by means

of natural selection and common ancestry.. On the literal reading, biblical Christians can only judge this science to be a diabolical mistake, and they are encouraged to support a science of a “Young Earth Creationism.” The main focus is upon reasons that support an alternative reading of Genesis in its own ancient literary and religious context. On this reading, widely endorsed by Christian scholars, Genesis does not authorize this judgment against modern science or support for a science of “Young Earth Creationism. On this reading, the main purpose of Genesis is to convey a religious vision, or worldview, to people of ancient times. It is this vision of God, nature, human value and purpose, and the direction of history that is important to people in modern times. *J. Schneider*. 8:30 a.m. to noon.

150 27 DCM: Responsible Technologies. Manufactured consumer goods, from computers and appliances to cars and toys, play a significant role in the way we live our daily lives. Yet very few people spend much time reflecting on the implications that Christian faith has for the appropriate selection and design of such products. This course begins by presenting students with a basic knowledge of what technology is and what cultural values are embedded within various technologies. It will reveal the processes and systems involved in the design and manufacturing of particular consumer products. Discussions will explore the ways in which the technologies that make life easier and enrich our experiences can also be the cause of personal and societal problems. Christian norms will be presented which can guide the technological design process and also shape the selection and use of manufactured products. Only with this kind of insight can consumers make responsible decisions both about using and producing technology. The course consists of readings, videos, discussions, and lectures presenting historical and contemporary perspectives on consumer technologies and engineering. Quizzes on daily readings, informal reflective writing, and a substantial project/paper are expected of all students. *G. Ermer*. 8:30 a.m. to noon.

150 28 DCM: Take Back Your Time. Our lives are out of balance. We worship our work, work at our play and play at our worship. These distortions affect our perceptions of ourselves, our relationships with others, and most importantly, our relationship with God. We may wonder, “Do I realize life while I live it, every, every minute?” This class will examine some of the personal and socio-cultural forces that drive us toward time famine and will assist in developing a new perspective that will help us cope with these pressures. *G. Van Andel*. 8:30 a.m. to noon.

150 29 DCM: The Scandal of the Incarnation. This section is designed for students who wish to explore in greater theological depth various readings of the Creation-Fall-Redemption paradigm and the implications the Christian doctrine of the Incarnation of the Son of God might have for that paradigm. Readings will be from St. Irenaeus, the 2nd century theologian who first clearly articulated the Church’s response to the growing anti-creational and anti-incarnational threat of gnosticism. Implications for the contemporary setting of Christians and Christian churches in American society will be discussed. *A. Griffioen*. 8:30 a.m. to noon.

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

understand how evil systems generated widespread support. Students will write a term paper, make daily blog entries, and take a final exam. *R. Bytwerk*. 8:30 a.m. to noon.

150 31 DCM: Thinking About Decisions and God's Will. How does our reasoning shape our beliefs and how do our beliefs shape our reasoning? This course explores decision making as it relates to understanding ourselves, others, and God. A particular focus is how strengths and weaknesses of human decision making influence our choices and ability to choose. In addition, understanding God's will in light of our reasoning practices is examined. *D. Tellinghuisen*. 2:00 p.m. to 5:00 p.m.

150 32 DCM: UFOs, Psychics, and Pseudoscience. Millions of people believe in alien abductions, psychic readings, and other forms of pseudoscience—beliefs that sound scientific but have no scientific evidence. While pseudosciences may make for interesting entertainment, they can be a dangerous distraction from the truth of God's creation. Alternative medicine is a billion dollar industry, and yet few of these remedies are proven effective. Similarly, some people plan their lives based on horoscopes and psychic predictions, and yet none of these fortunetellers have ever clearly predicted major events. So how is a Christian to respond to pseudoscience? Many people from many different walks of life have banded together as skeptics; skeptics use the scientific method to determine what scientific claims to trust. Reformed Christians have also embraced the scientific method to explore God's creation. This course examines many different pseudosciences as reported in the media and as fictionally portrayed on television and in movies. Students explore the skeptical and Christian responses to these pseudosciences to figure out what it means to be a Christian skeptic and how it fits in a Reformed worldview. *J. Frens*. 2:00 p.m. to 5:00 p.m.

150 33 DCM: Writing, Faith and the Festival of Faith and Writing. This course will explore how currently active writers draw from the resources of Christian faith in their fiction, creative non-fiction, and poetry. Students will consider how writers portray the life of faith, address taboo topics, balance emphasis on fallenness and redemption, and negotiate difficult ethical questions about what it means to tell the truth and be faithful in their lives and their work. Students will also consider the role of Christian publishing, Calvin's Festival of Faith and Writing, and various publications in the faith-and-writing subculture. Readings will represent a range of genres and topics and will be drawn primarily from the work of authors who will be speaking at the 2008 Festival. Students will discuss assigned readings, write a paper, and have the chance to produce creative work of their own. *D. Rienstra*. 8:30 a.m. to noon.

150 34 DCM: Understanding Islam. Islam is much in the news today, but little understood. This course provides an understanding of Islam through a survey of Islamic history. It begins with the Arab background and the life of the Prophet Muhammad; goes on to an introduction to the basic theology of Islam and various schools of Islamic thought that developed in the medieval period, tendencies of which were evident down to the 1970s; continues with developments during the period of the great Eurasian Islamic empires; and concludes with the rise of modernism in the nineteenth century and an overview of current issues. Current issues include anti-Islamic bigotry, colonialism, the Palestinian conflict, democracy, the rights of minority communities, the role of women, and jihad. Along the way we will demystify Islam and debunk many cherished myths, especially the "Clash of Civilizations." Course themes emphasize

the monotheistic worldview of Islam, its diversity of cultural expressions, and the importance of a modernist Islam little known in the West. Readings: the Koran, a survey history of Islam, and an anthology of current writings. Evaluation: based on quizzes, class participation, response essays, and a final paper. Prerequisites: an interest in the subject and a readiness to learn. *D. Howard*. 2:00 p.m. to 5:00 p.m.

150 35 DCM: Green Discipleship and the Garden of Eden . This DCM course will examine how Christians have a crucial role to play in restoring God’s Creation, which is at a crisis point with global warming, overpopulation, peak oil, the polluted environment, and an imbalanced global economy. Two books will be studied: Barbara Kingsolver’s “Animal, Vegetable, Miracle: A Year of Food Life,” and James Howard Kunstler’s “The Long Emergency: Surviving the End of Oil, Climate Change, and other Converging Catastrophes of the Twenty-First Century,” in order to understand how our industrial food production, distribution, and consumption are major contributors to these global stresses. A sustainable food system that restores and heals people and Creation is possible, but only if it can be imagined and brought into practice. “Engaging God’s World,” the DCM common text, will provide the general theological framework for visualizing a more sustainable world. In addition to these texts, visiting farmers and food activists will provide a framework for actualizing a local food system here in Grand Rapids. The class will also visit Trillium Haven Farm, a local organic Community Supported Agriculture farm in Jenson, to actually see sustainability in action. *A. Mast*. 2:00 p.m. to 5:00 p.m.

150 36 DCM: When Justice & Compassion Compete: Kids that Offend. Locked facilities for minors are over-flowing and long waiting lists characterize nearly every juvenile treatment and out-of-family placement program. Status offenders, such as truants from school and curfew violators, are housed with more violent youth offenders, putting status offenders at personal risk and in an excellent deviance-teaching environment. Increasingly, violent minor offenders are tried as adults and sentenced to “punk” prisons. Clearly juvenile justice amply illustrates the effects of sin and the need for redemption. The Reformed world and life view is applied to examine both personal and systemic manifestations of sin. Students explore faith-shaped strategies for prevention, enforcement, detention, juvenile courts, corrections, and treatment. Teaching methods include lecture, films, speakers, a juvenile panel, a site visit, and a reflective journal. *F. De Jong*. 8:30 a.m. to noon.

150 37 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 21 st century, society is becoming more pluralistic, more secular, and more materialistic. Local churches must be ready to respond and speak clearly to these and other issues. This course will challenge students to think about their individual roles within the local church, and to think carefully about the nature and mission of the local church within a broad Kingdom context. Students will be expected to visit various local churches. *R. Scott Greenway*. 2:00 p.m. to 5:00 p.m.

150 38 DCM: Optimizing Conflict. Conflicts between spouses, friends, work colleagues, work teams, organizations, and churches are inevitable. Unique people see things differently. Handled

poorly, conflicts lead to hostility, injured relationships, multiple losses, and a negative atmosphere. Although conflict is inevitable, its costs are not. Individuals, relationships, and organizations need conflict. Optimized conflict improves ideas, creativity, decisions, and relationships. But it takes disciplined preparation, superior listening and analysis skills, and well-managed emotions. Optimizing conflict may seem at odds for Christians whose God is love and whose prime commandment is to love others. In reality, conflict avoidance creates a major cost of its own: failure to confront condemns others to continued poor performance. Eight value principles that lead to genuinely loving conflict management will be examined. Students will debate conflict principles, take part in skill-building exercises, and write their evaluation of a conflict. *D. Nykamp*. 2:00 p.m. to 5:00 p.m.

150 39 DCM: Idols, Images, and Incarnation: Worship and the Visual in the Bible and Beyond. What does a Christian worldview tell us about the relationship between worship and the visual? In this course, students will examine a myriad of issues related to this question, ranging from temple worship and idolatry in the Old Testament to New Testament and early Church interest in the impact of the Incarnation on such a question. Students will critically engage these issues, informed by a combination of early Church, Reformation, and contemporary writings. The aim of this course is twofold: (1) to explore the manifold issues relevant to the relationship between worship and the visual, and (2) to develop a robust and consistent Christian outlook on the relationship between the visual and Christian worship. *N. Jacobs*. 2:00 p.m. to 5:00 p.m.

150 40 DCM: Give us your poor: A Christian response to Immigration. This course will look at the issue of immigration both as it has played out through history and as it looks today in North America. Together, the class will analyze the effects of immigration, listen as illegal immigrants tell their stories and US citizens discuss losing their jobs to immigrants. We'll visit a hospital and school that provides services to immigrants and NGOs that advocate for immigrant rights. We'll also talk to Congressional representatives about how the immigration debate is playing out on Capitol Hill and what's likely to happen next. Evaluation is based on class participation, an in-class presentation and position papers based on the readings. *K. Ver Beek, J. Van Engen*. 8:30 a.m. to noon.

150 41 DCM: Bringing Heaven Down to Earth. Few people live with a clear idea of what eternal heaven will be like, and few Christians live with eager hope in their daily lives for the coming of eternity. This course explores the biblical vision of the eternal restoration of creation and culture, and the hope that flows from God's promise of the coming new heavens and new earth. Students will critique the shortcomings of superficial portrayals of heavenly existence that are overly vague and overly spiritual. Looking instead at the biblical prophecies of the New Jerusalem in Isaiah 60 and Revelation 21, which portray eternal heaven as terrestrial and urban, and using the books *When the Kings Come Marching In* by Richard Mouw and *Bringing Heaven Down to Earth* by Nathan Bierma, students will form a framework for reading the biblical narrative as a story that culminates in God's eventual perfection of creation, culture, and fellowship. Students will also learn the importance of conceptualizing the Reformed worldview with a fourth crucial component: creation-fall-redemption-new creation, and examine how that worldview frames questions related to vocation, citizenship, community life, family life, recreation, and worship. Students will write one paper on "New Creation and Vocation" that

integrates the theology of vocation with the Reformed worldview, biblical eschatology, and hope for God's eternal restoration. *N. Bierma*. 8:30 a.m. to noon.

150 42 DCM: Christianity and Politics. A study of how basic Christian theology, liturgy, and community intersects with human political concerns. This course examines the biblical narrative with a view toward understanding the role of politics in relation to God's covenant people. The implications of biblical and theological motifs, such as the imago Dei, the kingdom of God, and Christ's Lordship, will be explored. The course will provide a basic understanding of the various contemporary positions on Christian involvement in the political arena, including Reformed, Roman Catholic, and broadly evangelical perspectives from Pat Robertson to Jim Wallis. In addition, the question of the relationship of Christian liturgical practices to political citizenship and duties will be outlined, including topics such as baptism and the Lord's Supper. The emphasis will be placed upon the intersection of Christian liturgical practices and the national, global, and economic "liturgies" that shape human life at the beginning of the 21st century, such as the Iraq War, abortion, globalization, and other contemporary issues. *B. Parler*. 2:00 p.m. to 5:00 p.m.

150 43 DCM: Living in the Midst of Sin. We live in a world that is fallen and full of sin. Brokenness is apparent in us as individuals and in the world around us. Through Christians living out their faith, God works in, through, and against this brokenness. Community provides a way of living out one's faith in a tangible way and provides a means to reach out to the broken, abandoned places of the world. Community provides a sense of belonging and allows people to experience and share God in a unique way. This class will draw upon experiences from a Christian community in Amsterdam's Red Light District and from communities based on "new monasticism," as well as bringing forward examples of community found in such places as the internet, church, and family. This class will reflect on how the Reformed faith and community provide guidance for being present in the brokenness of the world, with special attention given to issues related to prostitution. This class will discuss the joys and challenges of community life in the midst of sin, with the intention of seeing what community can look like in a variety of settings and situations. *B. Heyink*. 2:00 p.m. to 5:00 p.m.

150 44 DCM: Joining Creation's Song. What? Is this a biology class or worship class? Neither...and both! It's been said that 'earth is crammed with heaven and every common bush afire with God'. Perhaps that's easy to see in brilliant fall foliage or a glorious sunset, but how is God's glory seen at the microscopic level...or in a creature as strange as a sloth? And what about the times we don't see God? From beauty to brokenness; from splendor to suffering, this course will explore creation to help us see glimmers of God's divine nature and invisible qualities. Through field trips, writing, discussion, art, music and various spiritual disciplines we'll decipher ways that we can link a sense of wonder stemming from the beauty of creation to an expression of worship of the Triune God. *J. Bonnema*. 8:30 a.m. to noon.

150 45 DCM: Other Sheep I Have. This course will examine theological, sociological, and philosophical motivations for Christian missions. The objective is to comprehend other motivations for mission work other than biblical commands, and to demonstrate that motivations for Christian missionary work vary from generation to generation and from place to place. Primary focus will be on African American mission work and driving motivations. Students will

be evaluated on the basis of performance during in-class discussion, short writing assignments, and a final exam. *E. Washington*. 8:30 a.m. to noon.

Dutch

W40 Dutch Interim Abroad. Experience Dutch culture and everyday life in The Netherlands. This course features extensive personal contacts and meetings with Dutch persons. Excursions to places of education, business, and political institutions, as well as museum visits, concerts, church services, and guided tours are also aspects of the course. Depending on the language background of participating students, participants may also receive sessions of formal instruction in Dutch. Local and intercity travel is done primarily via the efficient bus and rail systems. Lodging in state-of-art hostels and several home stays with Dutch hosts. There will be extended stays in the major cities of Amsterdam, Amersfoort, and Middelburg, with excursions to cities such as Delft, Maastricht, Haarlem, The Hague, as well as to the province of Friesland and to cities in Belgium. The course concludes with three free days for independent travel. Readings draw from the primary course text, *The Netherlands in Perspective* by W. Shetter, and from selected articles. Students also read a novel (one of several recommended) that is set in the Netherlands. Learning objectives are (1) that students demonstrate gains in Dutch language skills and (2) that they increase their understanding of various religious, political, social, and cultural facets of the Low Countries. Students demonstrate achievement of these goals in a language workbook, journal writing, field assignments (followed by written and oral reports), and in a concluding writing project that follows a template designed to elicit critical reflection. This course is open to all, but students having taken at least one Dutch language course are given priority admittance to this course. This course may fulfill an elective requirement in the Dutch major. This course will fulfill the CCE core requirement. The dates for this course are January 2-23. Fee: \$2,400. *H. De Vries*. Off campus.

Economics

W83 Globalization: The New World Economy. Many people believe that globalization, the spread of international trade and investment, is the key to a new economy, with low unemployment and inflation, and growing productivity and income. But there are important critics who believe that the global economy leads to declining labor standards and wages, increased environmental degradation, and dangerous financial instability. Students in this course will read and report on a variety of economic commentary on globalization, learning to discuss articulately the arguments for various positions. Evaluation is based on oral book reports, participation in class discussion, and a written essay exam. Satisfies a departmental elective for majors in the Department of Economics and Business. Prerequisite: One course in economics. *J. Tiemstra*. 2:00 p.m. to 5:00 p.m.

IDIS W15 Ecuador: Galapagos Islands. *S. Vander Linde, C. Blankespoor.*

Education

W10 The Urban Child: Race and Class. Drawing on sociology, anthropology, and critical theory, this course is designed to explore the racial, cultural, class, and gendered context and constructions facing children in our nation's cities. Particular attention will be paid to the intersections and complexity of that context and its implications on schooling, learning, and identity. Methods of evaluation include article analysis and discussion, a research paper/presentation, and course participation. *D. Isom.* 8:30 a.m. to noon.

IDIS W10 International Teaching. *J. Rooks.*

IDIS W23 Re-Imagining Disability. *T. Hoeksema.*

English

W10 Chicano Literature. This course is an introduction to Chicano literature, that subset of Latino literature of the U.S. springing from Mexican-American culture of the American Southwest. Students develop an understanding of the complex nature of Chicano identity, with its roots in both Spanish and Indian cultures, that involves both rich and beautiful tradition and a history of oppression in both directions: what Rudolfo “Corky” Gonzales describes as the irony of being both “tyrant and slave,” “despot” and “apostle of democracy” (“Yo Soy Joaquín”). By examining folk tales, novels, short stories, essays, poetry, and music, students learn of the richness of this subculture as well as the difficulty in negotiating a mestizo identity in the face of the increasingly dominant Anglo culture. Authors include R. Anaya, G. Anzaldúa, A. Islas, T. Rivera, H. Viramontes, S. Cisneros, and various poets and musicians. Evaluation is based on quizzes, a paper, and a group presentation. Optional CCE credit. *L. Naranjo-Huebl*. 2:00 p.m. to 5:00 p.m.

W11 C.S. Lewis’s Apologetics. A close examination of the five core works of Lewis’s apologetics—The Screwtape Letters, The Great Divorce, Mere Christianity, The Problem of Pain, and The Pilgrim’s Regress. Since Lewis also dramatized his beliefs in fiction, we will read one novel, most likely *That Hideous Strength* or *The Last Battle*. The class will select the novel. This course requires substantial and close reading; therefore, it would be helpful to get much of the reading done before the course starts. Course responsibilities include reading quizzes, attendance, and group projects. *J. Timmerman*. 8:30 a.m. to noon.

W12 The Message of the Blues. This course presents a history of blues music in America, through both a study of the historical development of blues music and a study of the representation of and reflection upon blues music by major African-American authors, such as Frederick Douglass, W.E.B. DuBois, Ralph Ellison and James Baldwin. Theological reflection upon the blues, such as James Cones’ *The Spirituals and the Blues*, is used to frame the course, in order to question if the blues should be understood as a secularization of the spirituals. Students listen to a good deal of music in class and discuss short stories, poems, and essays defining the nature of the blues. Requirements include short response papers and a research essay. The goal of the course is to introduce students to the most original music produced in America and to grow in understanding the complex nature and purposes of the blues, as music and as a worldview. “Let us close with one final word about the blues: Their attraction lies in this, that they at once express the agony of life and the possibility of conquering it through sheer toughness of spirit” (Ralph Ellison, “Richard Wright’s Blues”). *B. Ingraffia*. 2:00 p.m. to 5:00 p.m.

CANCELED W40 A Literary Tour of England. Charles Dickens’ fictional description of revolutionary France (“it was the best of times; it was the worst of times”) applies equally well to Victorian Britain. Buoyed by technological advances and a sense of historical progress, many Victorians echoed Alfred Tennyson’s confidence when he “dipped into the future far as human eye could see, / Saw the vision of the world and all the wonder that would be.” Others felt overwhelmed by the chaos of change and industrialization, feeling as if they were “wandering between two worlds, one dead, / The other powerless to be born, / With nowhere yet to rest [their] heads.” Nineteenth-century literature abounds in such motifs of loss, whether experienced

literally, as a geographical displacement from home or nature; historically, as a disconnection from the past; psychologically, as an alienation from self or community; or spiritually, as a longing for abandoned faith. This literary tour of England explores many sites that occasioned literary themes of loss or longing. Students visit the old cathedral town of Rochester, the moors of Haworth, the medieval town of York, the magnificent Lake District, and cosmopolitan world of London; read and discuss several novels and their film adaptations (*Great Expectations*, *Jane Eyre*, *Possession*) as well as selections from nineteenth-century poetry. Class discussions focus on the interrelationships of place, historical context, and themes of progress and loss. The course is open to all students with an appetite for exploration, good reading, long walks, and good conversation. A reading journal and an oral presentation are required. This course may fulfill an elective requirement in the English major. Fee: \$3,799. *R. Anker, J. Netland.* [Off campus.](#)

W41 Talking Pictures. What is the relationship between words and images? Renaissance emblem books paired symbolic images with explanatory verses to teach moral lessons. Other combinations of pictures and texts appear in literature such as concrete poetry and the work of e.e. cummings. This course explores ways in which words and images support one another, but also ways in which visual and textual elements complicate and subvert one another. Students investigate these relationships through a wide range of primary texts (e.g., illustrated manuscripts, graphic novels, emblem books, pattern poems), through readings in literary theory, and through collaborative production of an original illustrated text. This experiment in “indie publishing” will combine texts and pictures in many different media; e.g., physical collages; photoshopped composites; “hand drawn” images; digital cameras; etc. The final project will be published on Lulu.com. The course is designed to give students familiarity with several visual texts, an understanding of postmodern theories of textuality, and practical experience in independent publishing. Because no one student excels in all of three of these areas, all manner of writers, artists, and designers are welcome, and no experience is necessary. Students are evaluated on participation in multiple aspects of the book project and short journal assignments. This course may fulfill an elective requirement in the English major and Writing minor. *C. Engbers, J. Williams.* 8:30 a.m. to noon.

W42 Finding God in the Movies. Although Hollywood and film generally are usually seen as bastions of gleeful secularism, the last several decades have produced an extraordinary body of film that is religiously acute and moving. The course will look at the sorts of religious statements these films make and how they go about making them, concentrating on the interrelation between these two. The course will begin by asking the question of what makes a film religious, and then move on to consider the drama of religious experience in the journey from darkness to light, from despair to hope, and from tragedy to comedy. We will also reflect on the nature of audience response and the legitimacy of oft-drawn distinctions between religious film and Christian film. As much as possible the course will follow a seminar format. Recent viewing of all films in the course is a requirement. Class sessions view films and discuss, including some time for professor lecture on filmmakers and meanings, though this is kept to minimum. Students will be responsible for viewing the films, reading analysis of written texts, including the instructor’s book on many of the films in the course, and discussion. Students will keep a daily log of reactions to films, write three analytic papers, and take a final exam on the substance of the course. The course is rather intensive, examining some fourteen films in as many sessions. It should also be noted that a number of the films in the course are R-rated and are very dark in

their estimate of human life. The viewing list will include such films as *The Godfather*, *The Deer Hunter*, *Tender Mercies*, *The Color of Paradise*, *L'Enfant*, *The Apostle*, *American Beauty*, and *Three Colors: Red*. *R. Anker*. 2:00 p.m. to 5:00 p.m.

CANCELED W43 Shusaku Endo's Mudswamp Self. Is it possible to be both devoutly Christian and authentically Japanese? For much of his life, this question seemed to haunt the acclaimed Japanese novelist Shusaku Endo, who often referred to a tension between what he called his Catholic and Japanese selves, the latter of which he metaphorically called his “mudswamp” self. Personally distressing as these tensions were, they inspired some of his finest fiction, which explores the complex cultural, intellectual, and spiritual conflicts he experienced as a Japanese Christian. The focus of this course is on such themes of religious and cultural difference in Endo’s fiction. We will explore the ways in which the “Japanese character” was being defined by twentieth-century intellectuals and examine the tensions which Endo saw between his Japanese identity and his Christian beliefs. Course readings include Endo’s provocative biography of Jesus (*The Life of Jesus*) as well as novels like *Wonderful Fool*, *Silence*, and *The Samurai*. Students will present an oral report, write a paper, and produce a creative project. *J. Netland*. 8:30 a.m. to noon.

W46 The New England Saints. In the mid-nineteenth century, a group of New England writers created a body of literature dealing with religious, philosophical, and artistic questions that challenged conventional understandings of the world. This course deals with these Concord authors and their questions, grappling with the ways in which their writing and their lives challenge contemporary Christians. It studies Hawthorne and his reaction to the Puritan tradition, the Transcendentalists and their uneasy union of philosophy and literature, and the Romantics and their departure from Emerson’s world. After reading and discussing Emerson, Thoreau, Dickinson, Alcott, Longfellow, Whittier, Hawthorne, and Bradford, the group travels to Maine, and then to Concord for on-site discovery, examination, and discussion. The class remains in New England for 2 ½ weeks, studying in Concord, Salem, Cape Cod, Plymouth, Lowell, Boston, Lexington, and Amherst. Students are evaluated on presentations, discussions, and journals. This course may fulfill an elective requirement in the English and Language Arts majors. Fee: \$1,960. *N. Hull, G. Schmidt*. [Off campus](#).

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

339 English Grammar. This study of traditional grammar focuses on its history, its system, its applications, its competitors, and its place in the middle school and high school classroom. Special emphasis is given to the system and terminology of this grammar. Evaluation is based on daily assignments, in class projects, and test. *E. Vander Lei, J. Vanden Bosch*. 8:30 a.m. to noon.

CANCELED IDIS W17 Taos Art & Literary Expedition. *G. Fondse, L. Naranjo-Huebl.*

Engineering

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

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

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

W83 Stormwater Management. Civil Engineers today are frequently faced with the problem of managing the impact of stormwater within the urban environment. Management involves addressing issues of both stormwater quantity as well as quality. There are three specific goals for this course. The first goal is to introduce the basic principles and computational methods associated with stormwater flows, collection, storage, and treatment. The second goal is to understand basic stormwater management approaches used in practice today. The third goal is to learn how to use numerical modeling software to solve stormwater management design problems. Guest speakers and case study reviews are also used to emphasize basic principles and management techniques. Course evaluation is based on problem assignments and a design project. This course may fulfill an elective requirement in the Engineering major. Prerequisite: Engineering 321 or permission of instructor. *R. Hoeksema.* 8:30 a.m. to noon.

W84 Introduction to Power/Energy Systems Management. This course will introduce a broad range of theory and methods related to AC power system analysis and design. It will help students develop familiarity with power system engineering components, equipment and analytical tools. Students will understand and study the largest machine ever built-the integrated power grid- as well as the use of transmission grids as a means of transport/delivery of energy. They will understand voltage regulation, real and reactive power, three phase power, power quality, efficiency, practical stability limits and become familiar with management and environmental issues associated with transmission grids / power systems. They will also learn to use tools for the analysis of power systems (PowerWorld, EasyPower, PSCAD/EMTP) and investigate the flow of power on a power grid. This course may fulfill an elective requirement in the Engineering major. *P. Ribeiro.* 2:00 p.m. to 5:00 p.m.

IDIS W16 Transforming Cambodia. *L. De Rooy, D. Dornbos.*

IDIS W20 Business & Engineering. *N. Nielsen, W. Wentzheimer.*

French

CANCELLED - W60 Language and Culture in the French Antilles. For students interested in African Diaspora studies, Caribbean culture, and in improving French language skills, this course offers linguistic and cultural immersion experience in Martinique. Martinique is located in the Caribbean and provides a case study of the role of Africa in the formation of the Americas. Students in the program study at the Centre International de Recherches, d'Échanges, et de Coopération de la Caraïbe et des Amériques, in Fort-de-France. Lectures, readings in cultural literacy, intensive language training, site visits, group discussions, and home stays with Martiniquan families form the framework of this study abroad program. Evaluation is based on participation, completion of guided journal activities, and one reflection essay in English. This course may be counted towards the minor program in the African and African Diaspora Studies Minor program. Prerequisites: French 113 or 201 and permission of instructor. The dates for this course are January 4-26. Fee: \$4,015. *O. Selles*. [Off Campus](#).

CANCELLED - W80 Language and Culture in the French Antilles. For students interested in African Diaspora Studies, Caribbean culture, and in improving French language skills, this course offers linguistic and cultural immersion experience in Martinique . A French overseas department, Martinique is part of the European union, all the while located in the Caribbean, thereby providing a case study of the role of Africa in the formation of the Americas . Students in the program study at the Centre International de Recherches, d'Échanges, et de Coopération de la Caraïbe et des Amériques, in Fort-de-France . Lectures, readings in cultural literacy, intensive language training, site visits, group discussions, and home stays with Martiniquan families form the framework of this study abroad program. Evaluation is based on participation, completion of guided journal activities and one reflection essay, in French. This course may be counted towards the minor program in the African and African Diaspora Studies Minor program. This course will fulfill the CCE core requirement. Prerequisites: French 215 and permission of the instructor. NOTE: This is the same course as French W60 but has additional language expectations, reading and writing requirements, and is only for those taking the course for major/minor credit in French. The dates for this course are January 2-23. Fee: \$3463. *O. Selles*. [Off campus](#).

112 Multisensory French. The second course in a three-course sequence of language study designed to meet the special needs of at-risk students. Materials are presented with an emphasis on understanding the nature of language. General language-learning skills are developed as specific foreign language goals are met. The course is open to students who, on the basis of adequate documentation, are continuing from 111 and expect to complete through the French 113 level. Evaluation will be by means of quizzes, tests, writing assignments, oral interviews, cultural projects and activities, journals, and small group sessions. *I. Konyndyk*. 9:00 a.m. to noon.

122 Intermediate French. This course is part of the closely integrated 121-122-123 sequence, which fulfills the requirements for foreign-language core. Students attend large group sessions in the morning and smaller group sessions in the afternoon to acquire skills in speaking, listening to, reading and writing French. Daily assignments, quizzes, tests and a final exam are required. Evaluation is based on daily work, quizzes, small-group participation, student presentations and

the final exam. Pre-requisite: French 121 or equivalent. *C. DeJong, L. Matthews*. 8:30 a.m. to noon and 1:45 p.m. to 3:15 p.m.

IDIS W21 French Film. *O. Selles*. 2:00 p.m. to 5:00 p.m.

Geology, Geography & Environmental Studies

W40 Hawaii: Volcanoes in the Sea. This course explores the natural and cultural history of Hawaii, Maui, Kauai, and Oahu, the four major islands of the Hawaiian archipelago. Hawaii contains the world's most active volcano and one of its most fragile ecosystems. The course focuses on the active and extinct volcanoes and other geologic features of the islands, but students will also investigate Hawaii's marine (reef) environment, the interactions among native and introduced species of birds, mammals, and plant life, and the human history of the islands. Instruction will take place on daily field trips to sites of geological, oceanographic, ecological, and cultural significance. Daily activities will include moderate to occasionally heavy (optional) hiking, and occasional snorkeling. Each student will do assigned readings prior to departure, will choose an aspect of the Hawaiian Islands on which to make a presentation, and will keep a detailed daily journal. This course may fulfill an elective requirement in the Geology major. No prerequisite. The dates for this course are January 3-24. Fee: \$3,100. R. Stearley, G. Van Kooten. [Off campus.](#)

W41 Geology of the National Parks. This course will explore the landscapes and geology beneath the surface of almost all of the 53 U.S. National Parks. Students consider sets of parks grouped by geologic similarities: volcanoes, glaciers, canyons, and exotic terrains. For many parks, rock samples and maps are used to demonstrate how God built these wonders of nature. The course includes lectures, slide images, videos, textbook readings, laboratory exercises and a term paper. *This course may fulfill an elective requirement in the Geology major.* R. Spoelhof. 2:00 p.m. to 5:00 p.m.

CANCELED W80 Geology Field Methods. (Interim in May) This course teaches basic field observation, identification, and mapping skills for advanced students in Geology programs. The course is held in southwestern Montana and takes advantage of superb exposures of many varieties of igneous, metamorphic, and sedimentary rocks. This area offers outstanding structural examples of normal and thrust faulting. The course examines a variety of active and inactive mines including extensive copper, gold, silver, and talc deposits, and the environmental impacts of some of these activities. Two mapping projects will emphasize topographic maps, compass, and GPS applications. One mapping project will focus on stratigraphic discrimination and description. The second mapping project emphasizes structure and rock deformation. Most of the class will be held in the field with daily trips to the surrounding area. Longer excursions will visit volcanic exposures in Idaho and Wyoming, including Craters of the Moon National Monument and Yellowstone National Park. This course may fulfill an elective requirement in the Geology major, Environmental Geology major, Earth/Space Science major for Secondary Education, and Environmental Science major-Geology Emphasis. NOTE: dates for this Interim course are two weeks immediately following Spring commencement (May 19 - June 2, 2008) Fee \$1,000. R. Stearley. Off campus.

151 Big Sky Geology: Montana Field Experience (field version of on-campus Geol 151). This Interim in May course in Introductory Geology is based in SW Montana, which offers superb geology within reasonable driving distances. This course fulfills the Physical Science core requirement and emphasizes outdoor, field-based investigation and learning. Students will be introduced to the breadth of geological study leading to responsible Christian appreciation and

stewardship of the Earth, including rocks and minerals, landforms and surficial processes, geological hazards, and natural resources. Daily afternoon field activities will complement morning lecture and lab work. Included among the many localities we will visit are Yellowstone National Park and Craters of the Moon National Monument. As a graded course, quizzes and exams will cover lecture and text material. Students will be required to complete lab assignments, construct a written field log, and choose a special field project. NOTE: dates for this Interim course are two weeks immediately following Spring commencement (May 19 - June 2, 2008) Fee \$1,000. *R. Stearley, G. Van Kooten.* [Off campus.](#)

Germanic & Asian Languages

W80 German Interim Abroad. Participants engage with and improve their knowledge of the German language and culture on this study experience, which includes stays in Schleswig-Holstein, Berlin, locations in former East Germany, and in the Black Forest. Activities include three home stays, lectures, discussions, interviews, tours, and attendance at cultural and social events. Course participants choose where they will travel independently during the last five days. The course goals include active participation in course activities, gains in mastery of the language, increased understanding of various religious, political, and broadly cultural phenomena of Germany, and growth in intercultural sensitivity. This course satisfies departmental concentration. This course will fulfill the CCE core requirement. Prerequisites: German 215 and permission of the instructor. The dates for this course are December 28, 2007 - January 26, 2008. Fee: \$2,360 and up to \$550 for personal and final-week costs. *M. Buteyn, P. Dykstra-Pruim.* [Off campus.](#)

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

DUTC W40 Dutch Interim Abroad. *H. De Vries.*

IDIS W80 Chinese Characters. *L. Herzberg.*

Greek

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

History

W10 Vietnam and Cambodia: Legacy of Empire and War. This is an on-site course on the history and culture of Vietnam and Cambodia as it was affected by French colonialism and the ensuing war with the United States. Students prepare by reading a text on Vietnamese and Cambodian history; D. R. SarDesai's *Vietnam: Past and Present*--and discussing the material in class before our departure. We travel to the main cities and sites where French colonialism and the war with the United States made their deepest impact. Places of focus will include Hanoi, Hue, Hoi An, My Son, Ho Chi Minh City, the Mekong Delta, and finally Cambodia. Students tour the main historical sites and talk with former soldiers and government officials in order to understand the history and culture of Vietnam, including the American War, from the Vietnamese perspective. Students record their thoughts in a journal and write an essay based on that journal and their readings and class discussions. This course may fulfill an elective requirement in the History major. The dates for this course are January 3-24. Fee: \$3,795 . *W. Van Vugt. [Off campus.](#)*

W11 Genocide in World History. This course examines incidents of genocide and human suffering in world history, with a focus on the twentieth century. It explores historical conditions that contributed to large-scale atrocities, as well as the world community's response to such events. Using primary and secondary historical works, documentaries, and films, attention will be given to historical memory and the moral challenges historians face in unearthing stories of genocide and suffering. Topics include (but are not limited to) Armenia, the Holocaust, Cambodia, Rwanda, and Darfur. Student evaluation is based on class participation, presentations, and several brief critical writings on the readings and films. It is the purpose of this course to develop in students an informed historical understanding of past genocide and to work toward a sophisticated moral engagement with the problem of genocide in the modern world. *K. Kobes Du Mez. 2:00 p.m. to 5:00 p.m.*

W40 Museums for the 21st Century. Why is it that museums only seem to come alive at night? Western popular culture often perceives museums both as places of wonder and as out of touch with a modern, globalizing world. Yet these institutions hold immense potential to act not simply as keepers of arcane knowledge or preservers of material culture, but as vibrant centers of community life. *Museums in the 21st Century* briefly surveys the history and anthropology of museums using the latest in scholarship, seminar-style lectures, and hands-on site visits in Grand Rapids and Chicago. However, the course also seeks to move beyond current museum concepts, to explore their value as social spaces connecting people to other people, history, and culture. Of major concern is the future of museums, including their international value for cultural heritage and community development. Moreover, the class scrutinizes the role cutting-edge technology and media can play in defining the museum's future. Participants complete regular readings, two brief exhibit reviews, and an original museum or exhibit proposal as a final project. Students are primarily evaluated on these endeavors, as well as in-class and on-site participation. *Museums* strongly encourages those interested to register, regardless of major. This course may fulfill an elective requirement in the History major and Archaeology minor. Field trip fee: \$150. *P. Christians. 2:00 p.m. to 5:00 p.m.*

W80 Cross-Cultural Encounters in the Pre-Modern World. People have traveled all throughout history for a wide variety of reasons: trade, religious motivation, colonization, and pleasure. Whatever the reason, travel has a profound impact on the traveler often leading to self-discovery. This self-discovery stems in part from encountering people with different cultural values and world-views, which set one's own understanding of the world into relief. This discovery can lead to utter bafflement or an individual completely altering his or her worldview, or to fear or a sense of superiority that leads to violence and oppression. Whatever the outcome encountering a truly foreign culture results in profound change. These changes are often documented by travelers and by those they encounter alike, and these accounts are wonderful sources for the study of world history. In this course students will read a variety of travel narratives dating from antiquity to the early-modern period including: Tacitus' *Germania*, William of Rubruck, Ibn Battuta, Fulcher of Chartre's *A History of the Expedition to Jerusalem*, and the journals of Columbus. These accounts will describe travel undertaken for a number of different reasons, cover several regions of the world, and, where possible, be contrasted with accounts written by people the same travelers met. The course will be discussion oriented supplemented with videos, lectures, and slides. Students will give one in class presentation and write a five-page paper at the end of class. This course may fulfill an elective requirement in the History major. Prerequisite: HIST 151 or 152 or permission of the instructor. *B. Sutherland*. 8:30 a.m. to noon.

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

375 Social Studies Methods. This course introduces prospective teachers to important curricular and pedagogical issues related to teaching history and social studies at the middle and high school level. It examines the links between a Christian understanding of human nature, pedagogy, curricular standards, lesson planning and curriculum construction, teaching resources, classroom methods, and assessment instruments. Prerequisites: EDUC 302-303 or permission of the instructor. *R. Schoone-Jongen*. 8:30 a.m. to noon.

IDIS W27 Film Noir & American Culture. *J. Bratt, W. Romanowski*.

IDIS W40 Guatemala's Historic Paradox. *D. Miller*.

IDIS 306 Intro to Medieval Studies. *F. Van Liere*.

HPERDS

PE W10 Experiential Education. This course will explore the many ways experiential education is used to facilitate personal growth in such settings as service learning, ropes courses, environmental education centers, therapeutic camps, alternate education programs, and wilderness therapy. Students will experience a wide range of activities such as canoeing the 100 mile wilderness canoe trail in Everglades National Park in Florida as they learn to develop and intentionally use experiential activities to facilitate personal growth within a Christian worldview. In addition, students will examine group dynamics as well as practice a wide range of outdoor skills (canoeing, kayaking, minimum impact camping) throughout the trip. Evaluation of the course will include peer teaching, journaling, and a reflective paper at the conclusion of the experience. The dates for this course are January 2-23. Fee: \$1,204. *D. De Graaf.* [Off campus.](#)

W11 Coaching Young Athletes. This course is designed to provide students with knowledge and practical experiences related to coaching young athletes. It focuses on knowledge, skills, strategies, and issues in youth sport. This course aims to develop insight and knowledge for a youth sport leader, primarily in the areas of philosophy, psychology, and pedagogy, and secondarily in physiology and risk management. The course will study issues involved in coaching the young athlete in an attempt to expose the complicated demands of coaching and the necessary tools one should possess in order to be successful in coaching. Students will demonstrate knowledge and ability to utilize effective teaching principles in one's coaching through one's planning and peer teaches (tests, practice plans, and peer teaches). Students will demonstrate the ability to constructively and reflectively critique their own coaching as well as other coaches' teaching/coaching (peer teach reflections and observations). Students will demonstrate the knowledge and ability to analyze and critique information and issues in coaching youth sports. (wizard questions, tests, articles, small group work). Students will demonstrate understanding and knowledge of the multitude of factors and issues which impact a coach and which go into coaching a sport team (philosophy paper, coaching plan, small group work). *J. Bergsma, K. Gall.* 8:30 a.m. to noon.

W40 Women's Health. This course focuses on personal decision making in all dimensions of women's health. We investigate, discuss, and share women's health concerns ranging from cancer to sexuality. We focus on the unique physiology and anatomy of women, as well as on health care use and advocacy. Community experts, women's health videos, and field trips to selected agencies add to our learning experience. Students are expected to make a class presentation, conduct a health interview, attend relevant January Series Lectures, and write two reaction papers on journal articles relevant to women's health issues. This course may fulfill an elective requirement in the Exercise Science major, physical education minor and health minor. *D. Bakker, A. Warners.* 8:30 a.m. to noon.

W42 Exercise Science and Wellness. The objective of this course is to introduce students to the disciplines of exercise science and wellness, including study, technology, certification, professional associations and career opportunities. This course will include lab experiences in biomechanics, exercise stress testing, body composition assessment, strength determination and flexibility testing. In addition, the course will include field trips to a corporate fitness center, a

physical therapy clinic, a hospital-based cardiac rehabilitation clinic and a sport training facility. Methods of evaluation will include chapter quizzes, professional journal article reviews, lab reports and presentations. This course may fulfill an elective requirement in the Exercise Science major. Course fees: \$50 to cover transportation and honorarium costs. *N. Meyer, R. Zuidema.*
8:30 a.m. to noon.

IDIS W12 The Warm Heart of Africa. *B. Bolt, J. Walton.*

IDIS W13 Costa Rica Outward Bound. *R. Walter Rooks.*

IDIS W28 Sports in Film & Fiction. *J. Timmer.*

IDIS W30 Dancing Across the Elementary Curriculum. *E. Van't Hof.*

Interdisciplinary (IDIS)

W10 International Teaching. This course is for students who want to explore the possibility of international teaching and consider what it means to be a foreigner involved in the education system of a developing country. Students will live in the capital city of Honduras, Tegucigalpa, and work in two different bilingual Christian schools which serve contrasting groups of students. Some of the time will be spent living in the homes of Honduran families. There will also be several trips to visit other Honduran schools and to visit historic and cultural sights in Honduras. Students will learn about poverty and development work and the strong connection between development and education. They will reflect on what it means to be a foreigner involved in the education system of another country and gain some understanding of the history and culture of Honduras. Evaluation will be based on journals, participation and a test on the readings and lectures. Prerequisites: Permission of the instructors. Ability to speak Spanish is not required. This course application requires two recommendations. Fee: \$2,600. *J. Rooks*. [Off campus](#).

W11 Ethiopia: Community of Hope. This interdisciplinary course travels to Addis Ababa, Ethiopia. This third world city of 6 million people is on a plateau 6,000 feet above sea level. Students from any discipline are encouraged to join us as we explore Ethiopian. We'll immerse ourselves in the Ethiopian culture, including exposure to economics, health care, religion, and educational systems. We will also visit and be housed within a mission compound and become familiar with the efforts of Serving in Missions (SIM) in both urban and outpost (bush) locations in Ethiopia. Opportunities exist for exploration and involvement in education, social work, nursing, development, international studies, and medical missions. Optimally, students will experience both the urban and rural sites and be able to compare/ contrast these sub-cultures. The reality of HIV-AIDS in Africa and current treatments and services available in Ethiopia will be discussed. Visits will be made to various hospitals, orphanages and clinics dealing with the impacts of HIV/AIDS. Team discussions, guest speakers, and informal lectures sharing ideas for hope, community, and faith in the face of poverty and disease will take place. Ethiopia has many beautiful natural attractions with abundant African wildlife. Field trips may include mountain resorts, national parks, orphanages and international relief offices. Students should be prepared to be personally challenged as the complex realities of Ethiopia are explored. Pretrip preparations will include meetings in the fall and advance readings. Evaluation will be based on directed reflective journaling, student presentations during our travels, and participation in team discussions and events. Students will gain an understanding of the scope of HIV-AIDS in Ethiopia, along with current treatments and services taking place. Students will examine roles of service professionals, both national and international, making a difference for the people of Ethiopia. Students will be able to identify ways to encourage hope, community, and faith in Addis Ababa, Ethiopia. Fee: \$3,469. *Dr. Tibebe , M. Vander Wal*. [Off campus](#).

W12 The Warm Heart of Africa. Malawi, located in south central Africa, is known as the "warm heart of Africa" because despite its poverty, it is a place of hope and hospitality. During this journey to Malawi and bordering Mozambique, students will be introduced to its people, culture, faith, and landscape while serving within the community. The primary academic and service focus will be the health issues of this region, including mortality rates, food and nutrition, and disease prevention. Students will study and learn how health intersects with economic, political, and cultural realities, developing a fuller understanding of health and wholeness in

south central Africa. This physically active course will include opportunities to learn and experience daily movement and leisure patterns of the culture and work with local agencies to promote health, play, dance, and other physical activity for wellness. Assessments will include reflective journal writing, developing travelogue portfolio centered on the intersection between the course content and the travel experience, and developing the physical skills needed for leading physical activity. The dates for this course are January 3-20. Fee: \$3,915. *B. Bolt, J. Walton.* [Off campus.](#)

W13 Costa Rica Outward Bound. This 19-day cross-cultural wilderness adventure features two primary phases. The first phase consists of a nine day backpacking descent from high elevation cloud forest to low elevation tropical rainforest. During this trek, students will master backcountry living and travel skills, gain introductory knowledge of the diverse ecological systems, and enjoy cultural and Spanish immersion experiences through multiple home stays with Costa Rican Families. Following the trek, students will trade backpacks for whitewater boats. Over the next eight days, participants will engage whitewater rafting skills, hard shell kayak instruction, and a Whitewater Rescue Technician course. The course will conclude with a day of surf instruction and exploration of magnificent natural beauty of the Manuel Antonio National Park along the Pacific coast. Along with gaining wilderness and whitewater travel skills, students will develop cross-cultural awareness as they interact on a daily level with remote Costa Rican communities and Outward Bound instructors. This course will fulfill the CCE core requirement. The dates for this course are January 4-23. Fee: \$3,270. *R. Walter Rooks and Glen Remelts.* [Off campus.](#)

W14 Pubs, Clubs, & Alternative Worship. Unlike the U.S., alternative worship movements in the U.K. have grown out of the dance club subculture, which is why the use of DJs in some worship services is common there. While overall church attendance in the UK is abysmally low, emergent and alternative worship experiences are booming. This course will explore in film these peculiarly “postmodern” expressions of the Christian faith in the UK. It offers students the opportunity to critically engage these movements through readings, discussions, meetings w/key church leaders (including the Archbishop of Canterbury), participation in emergent and alternative worship services and the student production of a documentary film as well as the production of three short worship films. The course will be led by professor Corcoran (Philosophy) and local film-maker Kurt Wilson (Compass Outreach Media). Experience in film and communication is NOT assumed or expected. Fee: \$2,400. *K. Corcoran, K. Wilson.* [Off campus.](#)

W15 Ecuador: Galapagos Islands. As “living laboratories of evolution” both the Galapagos Islands and the Amazon rainforest are two of the most unique and fascinating places on earth. Having an equatorial climate, these two ‘jewels’ are also quickly becoming trendy vacation spots, generating local economies that are heavily reliant on the ecotourism industry. Participants in this course will investigate the biology of the local flora and fauna of these areas, and also study the economic and environmental issues and tradeoffs that are necessary to maintain these areas. Particular attention will be given to the application of Reformed Christian principles of biological and economic stewardship as tools for assessing the current and future status of these important natural areas. Students travel to Ecuador to spend eight days on the Galapagos archipelago and six days living within the Amazon jungle. Daily excursions include hiking,

canoeing, and snorkeling. Evaluation is based on a daily journal, daily readings, active participation in course activities, and an exam. Monthly meetings to prepare for the trip begin during the fall semester. This course will fulfill the CCE core requirement. The dates for this course are January 2-23. Fee: \$4,477. *C. Blankespoor, S. Vander Linde.* [Off campus.](#)

W16 Transforming Cambodia. The goal of this class is to identify and experience the root causes of abject poverty in Cambodia. Issues to be engaged include food production capacity, land use trends, availability of adequate water or reasonable quality, availability of education and human health. We plan to engage a variety of non-governmental organizations involved in supporting the holistic transformation of communities; CRWRC village projects enabling people to produce greater quantities of healthier food, water filtration and pumping methods, orphanages, Kindergarten classes, a hospital, and several evangelical churches, and the launch of a new Christian university (AIU). Students will contribute service-learning hours in these venues. Additionally, we will engage the cultural underpinnings of the current situation in Cambodia. A visit of the Angkor Wat temples will lay a ancient historical foundation of Cambodian culture, followed by the Killing Fields and Tuol Sleng prison to assess the recent impact of the Khmer Rouge. Students will gain a clear understanding of what current living conditions are in Cambodia, how they have come to be as they are, what the impediments to change are, what can and is being done to make a positive and sustainable change to the average Cambodian citizen, or in other words, how to be agents of redemption in a deeply troubled society. This class is a cooperative learning adventure with Calvin College and Handong Global University (South Korea). Student evaluation will be based on participation with local culture, group discussion, individual journaling, and in a final report describing key features of their learning experience. Fee: \$3,100. *D. Dornbos Jr., L. De Rooy.* [Off campus.](#)

CANCELED W17 Taos Art & Literary Expedition. The literature and art of the American southwest are inextricably tied to the history, culture, and landscape of the area, and its writers and artists come from three primary ethnic groups: Native Americans, Mexican Americans, and Anglo Americans. Students will learn of the richness and diversity of the art in these converging traditions in Taos, New Mexico, and the surrounding area by visiting the places that form the basis of the literature and art developed here. Writers/ storytellers include Joy Harjo, Robert Mirabal, Leslie Silko, Willa Cather, Rudolfo Anaya, and Ana Castillo, among others. Students will also visit artists, studios, galleries, and sites to experience both traditional and contemporary art and artifacts. Artists include ceramists (e.g., Maria Martinez), painters (e.g., Georgia O’Keeffe), and contemporary regional artists. Students will be evaluated on the short papers, journal/sketchbooks, and brief presentations. Students who would like to learn more about the art and literature of the American southwest are welcome. This Interim will meet from January 3 - 23, with 17 days in and around Taos, New Mexico. Fee: \$1,990. *L. Naranjo-Huebl, G. Fondse.* [Off Campus.](#)

W18 Knitting: History, Culture and Science. This course engages students on academic and experiential levels with the practice of knitting as a craft, art, meditative and relaxation technique, a component of religious devotion, a community-building ritual, and most of all an activity that has been shaped by and has contributed to form our conception of gender. While knitting has historically been identified as a feminine craft, the younger generations of knitters have included men as well as women. This has changed some of dynamics of knitting

communities, as well as the nature and style of the projects undertaken. To explore these issues, the class will study the history of knitting, its practice in different cultures, its use as a basis for politically subversive activities, its representation in classic and contemporary literary works, and even the scientific principles that underlie knitting and that have more recently become central to cutting-edge scholarship and experimentation in knitting. All of these topics will be considered in light of gendered conceptions of who the knitter is and how the practice is situated in relation to other fields of expertise, such as domestic activities, manual labor, artistic production, medical practices, and scientific planning. Readings, guest speakers, outings as well as the actual practice of knitting is designed to explore and illuminate these questions. Evaluation is based on participation in daily class activities and at least one community knitting group, the completion of a knitting sampler, a research-based group presentation on one of the themes of the course, three or four short response papers, and contributions to a group knitting project such as a prayer shawl. Students will purchase materials for at least one project of their own choice, depending on their knitting skills and experience. There are no prerequisites for this course, and students do not need to know how to knit to enroll. Materials fee: \$20. *S. Goi, D. VanderPol.* 2:00 p.m. to 5:00 p.m.

W19 War and Violence: Context, Cause, and Cure. Why do some conflicts escalate into deadly violence, while others are resolved peacefully? How can Christians address the causes of war and violence and become effective peacemakers? What circumstances tend to inflame or reduce levels of hostility? This course explores these questions from the perspective of social philosophy and Christian ethics. The course will begin by examining Christian teachings regarding the justification of war, with special emphasis on the report that was approved by the 2006 Synod of the Christian Reformed Church, against the background of theological and philosophical theories concerning just and unjust war. Next the course will examine the remarkable story of a war that seemed inevitable but never happened: the end of the apartheid regime in South Africa. Student teams will then present case studies of other situations of protracted conflict such as where deadly violence either occurred or was averted, such as the fall of Communism, the war in Iraq, genocide in Rwanda, and the Israeli-Palestinian conflict. The course will end with a discussion of what factors are most important in resolving conflict and bringing reconciliation. Assessment will be based on a reading journal, group presentations, and written assignments. Optional CCE credit can be arranged. *D. Hoekema.* 8:30 a.m. to noon.

W20 Business and Engineering. In Today's global economy, business practices, engineering design, product development, and product marketing must take the international market into account. This course introduces the student to the nuances of business practices and product development in the international market, focusing on business and R&D in Europe. Students will learn how the languages, history, culture, economics, regulations, and politics of Europe shape the business and design process through tours of businesses, engineering research facilities (both industrial and academic), manufacturing facilities, as well as discussion sessions with leading business executives and research engineers in Europe. Locals will include Amsterdam, Rotterdam, Brugge, Brussels, Paris, Trier, Koblenz, Munich, Nurnberg, Leipzig, Berlin, and Bremen. Additional religious and cultural locals will include visits to The Begijnhof, The Hague, Leuven, Versailles, Notre Dame Cathedral, Reims, Heidelberg, Dachau, Neuschwanstein, Prague, St. Vitus Cathedral, and Wittenberg. Students will keep a daily journal as well as write a

paper regarding the cultural aspects of the interim. This course will fulfill the CCE core requirement. Fee: \$3,950. *F. Bauer, E. Broekhuizen, N. Nielsen, W. Wentzheimer.* [Off-campus.](#)

W21 French Film. This course introduces French Cinema from the 1940s to the present. Films chosen for the course cover a variety of genres (comedy, drama, thriller, musical) and include classic films by well-known directors (Renoir, Truffaut, Godard, and Varda) as well as recent productions from France and other French-speaking countries and regions (Belgium, North and West Africa, Quebec). The main goal of the course is to study the development of French Cinema and its presentation of francophone society. Evaluation is based on class participation and two reaction papers. Knowledge of French is an asset but not required as all films have subtitles. *O. Selles.* 2:00 p.m. to 5:00 p.m.

W23 Re-imagining Disability. This course challenges students to understand physical and mental disabilities via the lenses of art, history, and theology. Through readings and discussions, students explore the history of disability paying particular attention to the role of the church in that history. In addition, the course examines artistic representation of people with disabilities in film, photography, and literature. Students are continually reminded of the cultural and political significance of this historical and aesthetic analysis. In the end, students come away with a complex conception of what it means to live with a different body and/or mind. There are no prerequisites for this course: instructors encourage students from a wide variety of interests and majors to enroll. Students' work is evaluated with short, critical essays and a final exam. *T. Hoeksema, C. Smit.* 8:30 a.m. to noon.

W24 Biophysics. Biophysics is a growing discipline in which the tools and accomplishments of physics are used to examine and elucidate the behavior of biological systems. This particular course is a smorgasbord of different topics in biophysics. Scaling laws are used to help explain why ants can easily lift many times their own weight, but human beings strain at loads that are a mere fraction of their own weight. Fluid flow is used in examining why the wingbeat frequency of flying animals generally increases as the size of the animal decreases. Random walks and diffusion are examined and their impact on cell size is discussed. An additional feature is that no calculators are used and that part of the course is devoted to developing the art of estimation. In addition to the above items, there is also a section devoted to the construction of simple biophysical simulations using Mathematica, though no previous experience is required. Students will complete homework assignments, tests, and work on simulations in the class. The course is designed to be accessible to any student with at least a semester of algebra based college physics or a year of algebra based high school physics. *P. Harper.* 2:00 p.m. to 5:00 p.m.

W25 Silent Spring & Stolen Future. The slogan of the post World War II "chemical boom" was "better living through chemistry," and indeed these chemicals brought many benefits in industry, agriculture, and public health. However, in 1962 Rachel Carson's book *Silent Spring* challenged the public's optimism regarding chemicals by revealing many environmental and health effects of pollution. While many chemicals were restricted during the 1970-80s, the publication of *Our Stolen Future* in 1996 revealed the ability of some chemicals to disrupt hormonal systems at very low doses in wildlife and humans. Today our society uses 60-80,000 chemicals, with 1-2000 new chemicals introduced every year. Legacy pollutants still contaminant some ecosystems, concern is emerging about newer chemicals, and old debates have

been revived about whether DDT should be used to control malaria. This course explores issues related to the sustainable use of chemicals in both developed and developing countries. Scientific and policy issues are examined within the context of Christian environmental perspectives. The primary texts are written for the general public, making this course is accessible to students majoring in biology, chemistry, environmental science, engineering, political science, and international development. No prior coursework in biology or chemistry is required. Student evaluation is based on written reports, presentations, and participation. *K. Grasman*. 2:00 p.m. to 5:00 p.m.

W26 Alice in Wonderland: A Mimodrama (Mime + Movement + Drama). Participants in this course will create, perform and work behind the scenes on a stage production of the classic children's favorite; a story full of random and whimsical characters—all less adult than the 10-year old main character. This unique production promises to be a romp through the imagination using a delightful combination of physical theatre, mime, and puppetry. This course, a continuation of the Fall CAS 395; Laboratory Theatre class, is open to all those interested in this exciting form of performance. The production will be cast by audition with other class members selected by interview. The class meets 8:30am to 5:00pm with some evening and weekend work, including the break between interim and Spring semester. Public performances are Jan. 31-Feb. 2, and Feb. 7-9 in the Lab Theatre. *T. Farley, D. Leugs*. 8:00 a.m. to 5:00 p.m.

W27 Film Noir and American Culture. An interdisciplinary analysis of film noir, a “style” or “historical genre” of film that emerged during World War II and flourished in the postwar era. This course begins with an examination of representative films from the classic noir period (1941-1953), approaching them through close analytic and interpretive readings which we will discuss together in class. We will also explore the legacy of film noir to see how filmmakers have amended and adapted aspects of style and subject matter in different periods in American history. Identified as “neo-noir,” films like *Chinatown* (1974), *Body Heat* (1981), and *L.A. Confidential* (1997) reflect historical and cultural changes in the American society and raise questions about remakes, nostalgia, and pastiche in the contemporary cinema. *J. Bratt, W. Romanowski*. 2:00 p.m. to 5:00 p.m.

CANCELED W28 Sports in Film and Fiction. Sport is embedded in our culture. For this reason filmmakers and novelists often tell stories about and through sport. This course will investigate sport films and novels, identifying and evaluating common themes and myths, and making comparisons to real sport experiences. Students and professors will collaborate to select films to be reviewed and develop a template for sport film analysis. Students will complete a series of film reviews based on this template, and a tournament format will be used to critique and debate sport films. Imagine *Rocky vs. Raging Bull*, or *SeaBiscuit vs. Miracle* to determine the greatest sport movie of all time. A book club format will guide small group discussions, written reports, and presentations of sport novels and poetry, with special emphasis on developing a discerning Christian perspective on the American sport culture. *J. Timmer*. 8:30 a.m. to noon.

W29 An Inside Look at the January Series. The January Series is an award-winning program that brings some of the world's greatest authorities in their respective fields to Calvin College. Students will have personal interaction with the presenters during the morning class and be

challenged to identify the worldview of the presenter as well as clarify and articulate their own personal worldview in response. Students will also attend all January Series programs, submit a reflection paper on each presentation and present a research paper on one of the speakers. *R. Honderd*. 8:45 p.m. to noon and 12:30 p.m. to 1:30 p.m.

W30 Dancing Across the Elementary Curriculum. This course explores the use of creative movement as a tool for teaching elementary curriculum. Students “move” through elementary math, Bible, social studies, science, and language arts material by creating improvisational studies and playing movement games. They visit elementary classrooms, meet teachers, discuss their curriculum, and custom-design movement lessons. In pairs, students teach their lessons to elementary children in a local school. Students are evaluated on in-class creative movement, discussion, reading and writing assignments, final lesson plans, and classroom teaching. No previous dance experience needed. *E. Van't Hof*. 8:30 a.m. to noon.

W31 Adventure Therapy. A workshop setting during which the student will engage in an experiential process that covers the theoretical perspectives, foundations and philosophy of Experiential or Adventure Learning and see how to use them in a variety of group settings, e.g., At-risk-youth programs, community school programs, corporate clients, church leadership, youth groups and more. Students will be challenged to reflect on their class experiences as these concepts are presented. A challenge course and other activities will be used to develop facilitation skills. The atmosphere will be fun, energetic and inviting. Participants will leave with a toolbox of skills that can be used in a variety of settings. Lab fee \$50. *D. Vermilye*. 8:30 a.m. to noon.

W32 Elementary, My Dear Watson. "Elementary, My Dear Watson." There is a serious oddity concerning this most famous of Sherlock Holmes's lines: it occurs nowhere in any of Conan Doyle's Sherlock Holmes stories. So where does it come from? In this course students pursue this and other mysteries as with Watson students track Holmes through some of the murkier stretches of human society. Along the way students explore Doyle's life and times, look at the social context of Holmes's adventures, trace selected themes of the times through the stories, and try to discover why Doyle disliked Holmes so intensely. Students read most of the Holmes stories and novels, and some of the early Holmes apocrypha, listen to old radio productions, watch some old TV shows, and see some of the classic Holmes movies. (Students will not read such abominable modern imitations as *The Seven Percent Solution*.) In addition to the above, class members are expected to participate in all class activities and to make one class presentation. Assessment will be based on the presentation and on daily submission of a reading journal and a topical journal. *D. Ratszch*. 2:00 p.m. to 5:00 p.m.

CANCELED W35 Jazz in New York. The course enhances students' understanding and appreciation of jazz as one of America's significant contributions to world music and American culture. As live performance is central to the art of jazz, our one-week trip to the jazz capital of the world is an integral part of the course. The course is suitable for novice and seasoned jazz listeners. Students develop an understanding of the basic rhythmic, harmonic, melodic, and formal conventions of jazz. Students also come to understand the history of jazz; especially its stylistic evolution, key figures and their music, significant events, and its cultural influence. Student learning is evaluated by two exams, a listening journal, and a short critical essay. Off-

campus instruction focuses on interviews with musicians and critical reflection on jazz performances. The dates for this course are January 3-23. Fee: \$1,188. *G. Pauley*. [Off campus](#).

W40 Guatemala's Historic Paradox. This on-site course explores how the paradox of Guatemala's cultural wealth and economic poverty has arisen historically and how it manifests itself today. Students will visit Mayan ruins, modern indigenous communities, colonial-era towns, sites of Cold War atrocities, contemporary development projects, sites of natural/environmental interest and religious sites - shrines and churches ranging from Mayan to Roman Catholic and Pentecostal. Students will read assigned texts prior to departure and en route to be used for reflection on their experiences in an academic journal written during the trip. For students willing to do additional specified reading and writing assignments, elective credit may be possible in International Development Studies, Art History, or Archeology. This course will fulfill the CCE core requirement. The dates for this course are January 2-24. Fee: \$2,399. *D. Miller*. [Off campus](#).

W41 Italy: Ancient and Medieval. The primary academic objective of this course is to gain an understanding of the classical context in which western Christianity developed and flourished. Participants visit many sites in Italy, with special emphasis on the urban centers of classical, medieval and Renaissance culture. On-site lectures address topics in Roman and early Christian history, religion, philosophy, literature, art, and architecture. The itinerary includes Rome and its environs, Naples, Herculaneum, Pompeii, Sorrento, Capri, Paestum, Salerno, Monte Cassino, Tivoli, Assisi, Perugia, Florence, Pisa, and Siena. Participants write a take-home test on required readings (available in October), prepare an oral report for delivery at an assigned site, keep a detailed journal, and write a comprehensive essay on one of the major topics covered by the course. Optional cross-cultural engagement credit is available for those who meet additional requirements. Prior course work in classical languages or culture is not required. This course may fulfill an elective requirement in the Classics major. The dates for this course are January 3-22. Fee: \$3,685. *K. Bratt, D. Noe* . [Off campus](#).

W42 Social Entrepreneurs in Romania. Students will participate in the work of the New Horizons Foundation in Lupeni, Romania, exploring connections between Adventure Education, Service-Learning, community organizing, and Eastern Orthodoxy. Students will participate in a variety of experiential learning activities, travel to Bucharest, and other regions of Romania, and learn about the realities of post-communist Eastern Europe, Romania's entry into the European Union, and what the work of social entrepreneurs looks and feels like. A primary goal of the course will be to put flesh to the idea that a Calvin education can be put to use in socially entrepreneurial ways around the globe, and at home, wherever home may be. The group will have the option of a day of down-hill skiing at the resort area of Straja, accessible by chairlift from downtown Lupeni. Teaching will occur in close contact with Romanian staff and volunteers in addition to local academic advisors to the program, and extensive contact with Dana and Brandi Bates, founders of the program, and Janelle Vandergrift and Daniel Heffner, interns and 2006 Calvin alumni. Fee: \$2,750. *J. Bouman*. [Off campus](#).

CANCELED W43 Leadership in Africa: Development, Church, and Civil Society in Kenya. This interim will focus on understanding how leaders in East Africa develop businesses, provide health care, organize media and government, and conduct worship. We will enjoy

lectures on Kenyan history and politics from leading African scholars and travel to rural development sites to see leadership in action. We will come to understand leadership in city and country, and the leadership/partnership role Americans may play in the kingdom of God in East Africa. Students will be required to read background materials before departure, report on them, and journal daily throughout the trip. Students will be evaluated on the basis of their participation in the activities of the course, their journals, and their reports. This course may fulfill an elective requirement in the CAS major. This course will fulfill the CCE core requirement. The dates for this course are January 3-25. Fee: \$3,651. *B. Crow, M. Fackler, G. Monsma.* [Off campus.](#)

W44 The Globalization of Christianity. Christianity has become the first truly global religion and its characteristics have been transformed. This course examines how this globalization of Christianity has taken place and who the key actors have been. It looks at global Christian reality today: who the Christians are now, what their social composition is, where they are located and what sorts of Christianity they practice. We then ask what these changes represent for Christianity today, especially in the areas of politics, missions and diasporas. 'Christian politics' today must refer as much to Lagos and Santiago as to London and Chicago. Christian missions are being transformed by a flood of missionaries from the global 'South'. And transnational migration is bringing huge Christian diasporas from the 'South' to Europe and North America. Students will be expected to become aware of the reality of Christianity as a global religion and to understand the processes which have led to the global spread of Christianity. To connect the global spread of Christianity to current processes of globalization. To become more aware of the presence of global Christianity within North America. To provide elements for thinking globally about the mission of the church and its public presence. To give historical and sociological perspectives for Christian reflection in a globalizing world. To appreciate the responsibility of a global community which transcends all the major divides of the world. Evaluation is through class participation and a seminar presentation. This course may fulfill an elective requirement in the Sociology major. *P. Freston.* 8:30 a.m. to noon.

W60 Applications of Fluorescence. Fluorescence is a very important and practical phenomenon in science and every-day use. The success of the Human Genome Project was due in part to the use of fluorescence for automated gene sequencing. Fluorescent materials have high visibility. Green fluorescent protein (GFP) has allowed the detection of gene expression in living organisms. Fluorescence has wide application in science and every day life. This course will give you a better understanding of what fluorescence is and how it is used. What kinds of substances are fluorescent, what colors do they emit, and how can they be used in practical applications? We will do hands-on activities studying a variety of aspects of fluorescence, with some class discussion and visits to local research labs that use fluorescence. Participants will get experience using a variety of scientific instrumentation, and they will also complete a fluorescence project of their own choosing. Students in science and engineering fields are encouraged to take this course. Student work will be evaluated based on lab and classroom participation, lab notebook/journal, project report and presentation. Prerequisite: Chemistry 103 or one college science major course or permission of instructor. *M. Muyskens.* 8:30 a.m. to noon.

W61 Independent Study at Swiss L'Abri. L'Abri Fellowship is a Christian study center situated in the French-speaking portion of the Swiss Alps. Founded in the 1950s by the Presbyterian missionary couple, Francis and Edith Schaeffer, it has become known as a place

where people with questions about the Christian faith can go for instruction and counsel. Instruction is based on the tutorial system. Typically, students spend half the day in study, the other half working in the community. Up to five Calvin students may spend the month of January at L'Abri in independent study for interim course credit. Students determine the course of their study with their tutors on site. Evaluation for the course is based on a daily journal of readings notes and reflections. This course will fulfill the CCE core requirement. Fee: \$2,000. [Off campus.](#)

W62 Spirituality & Religion in the Helping Professions. This course is designed to provide students (in social work, sociology, psychology, nursing, criminal justice, and ministry) with a broad knowledge of the role of spirituality and religion as relates to the helping professions. The course addresses the history of spirituality and religion in professional helping, current initiatives related to the role of faith in addressing contemporary social problems, and a variety of definitions and frameworks of spirituality and religion identified in the professional literature. Course content addresses spiritually sensitive practice models associated with a variety of different client populations/problems (i.e., persons with severe and persistent mental illness, end-of-life care, adolescents, addictions) along with learning spiritual and religious assessment strategies, interventions (i.e., forgiveness, prayer, meditation), and the importance and role of spiritual and religious ritual in key transitional life passages. Students are helped to understand the place of faith in faith-based human service programs and organizations, the impact of faith of congregational sponsored community ministry, and the effects of spirituality on health and coping. In addition, the role of faith in professional helping related to several differing faith traditions (i.e., Islam, Hinduism/Buddhism, Seventh-day Adventist, Mormonism, Native Peoples, and Judaism) is presented by guest speakers from these traditions. Students also attend a worship service of a different faith tradition. The course stresses the importance of the helper's awareness of their own spirituality. (Recommended junior/senior status and career goal in a helping profession). *B. Hugen.* 2:00 p.m. to 5:00 p.m.

W80 Chinese Characters: Their Origins and Meaning. This course analyzes the entire Chinese writing system by studying the 100 most important "radicals" and the top 40 "phonetics" that are the principal building blocks of the Chinese and Japanese written languages. The etymology and resulting meanings of over 1000 characters are learned systematically. Much is also learned about the history and culture of China through the pictographs. Students read "Chinese Characters", which is a translation of the 1800-year-old "Shuowen, the famous Chinese classic of etymology. The fundamentals of calligraphy with a brush are also introduced. Extensive daily quizzes on the origins and current meanings of the 1000 most commonly used characters plus a final exam, along with attendance and class participation, provide the basis for evaluation. This course may fulfill an elective requirement in the Asian Studies Major, Asian Studies Minor, Chinese Group Studies Minor, and the Japanese Group Studies Minor. Prerequisite: a minimum of one semester of Chinese or Japanese language study, or its equivalent. Prerequisite will be waived for students from Korea. *L. Herzberg.* 2:00 p.m. to 5:00 p.m.

242 Global Eco-Sustainability. An introductory study of earth systems with emphasis on computer modeling as a way to provide insight into societal issues related to global sustainability. Examples of global issues pertinent to human society include climate change, the

ozone hole, the carbon cycle, biodiversity, spread of epidemics, water resources, etc. A primary purpose of the course is to introduce "systems thinking", and to show the web of connections between systems. Hence students will be able to comprehend at a deeper level the connections between molecular substances such as chlorofluorocarbons and ozone hole depletion, as well as how government policy affects the economy, and the relationship of population and energy use to various ecological issues. One of the ways to deepen understanding of these connections is through computer modeling. Computer applications such as STELLA will be employed, making use of a graphical user interface to build the necessary computer models. Assessment will be based upon quizzes on readings, class participation, computer modeling, and depth of understanding exhibited in a final written and oral project report. Not open to first year students. Prerequisites: Four years of high school mathematics or one college level mathematics or physics course. *R. DeKock, K. Piers*. 2:00 p.m. to 5:00 p.m.

306 Intro to Medieval Studies: A History of the Book . This course will explore the history and various aspects of books and book production in the Middle Ages, both in their material and intellectual context. It will explore issues of medieval literacy, the history of books collections and libraries (including a visit to a medieval manuscript collection), as well as provide some hand-on experience of medieval book production, in the making of paper, the cutting of pens, writing the text, and bookbinding. Although it is primarily intended as a capstone course for those students who have selected a minor in medieval studies, it will also be of interest to anyone with an interest in the Middle Ages. No prerequisites. *F. van Liere*. 8:30 a.m. to noon.

International Development Studies

Mathematics

W80 Infinite Series. The theory of infinite series is a fascinating area of mathematics due to its wealth of surprising results. At a basic level, the theory provides a logical basis for extending finite addition to “infinite addition.” The course will begin with the basic definitions, and with the various elementary tests for convergence, some of which are discussed in Calculus 2. We will then look at more sophisticated tests for convergence, such as those of Kummer and Raabe. Finally we will study the harmonic and alternating harmonic series, and closely related series. There will be daily assignments and a final project. The course meets the Interim course requirement for mathematics majors. Prerequisites: Math 162, and either Math 256 or a 300-level mathematics course in which proof is emphasized. *J. Ferdinands*. 2:00 p.m. to 5:00 p.m.

W81 Polyhedra. The study and properties of polyhedra have fascinated scholars for millennia. In particular, there are many areas of contemporary mathematics whose seeds can be found in the study of properties of polyhedra. Specifically, abstract algebra, geometry, and topology all have methods and currently active areas of research that can be traced back to the mathematics born out of the early of polyhedra. Furthermore, the study of polyhedra provides an opportunity to see algebra and geometry interact. Some of the topics we will explore in the course will include construction and classification of platonic and Archimedean polyhedral, Euler characteristic, group theory and the symmetries of polyhedral, higher dimensional polyhedral, tessellations of the euclidean and hyperbolic plane and the beginnings of combinatorial topology. Along the way, a Christian perspective of mathematics will be explored by looking at the historical and philosophical perspectives that have arisen from the study of polyhedra. Evaluation will be based on performance on written assignments, group projects, and an exam. This course satisfies the Interim course requirement for mathematics majors. Prerequisites: Mathematics 301 or Mathematics 351. *J. Turner*. 2:00 p.m. to 5:00 p.m.

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

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

Music

W40 Liturgical Instrumental Music. A combined performance preparation and historical study of instrumental music written specifically for the liturgical context. Designed for student orchestral and keyboard (piano/organ) performers, but open to non-performers as well, this course will examine the historical contexts, liturgical traditions, composers and application of instrumental music written for Christian worship from ancient to modern times. Students will develop an understanding of the history of instrumental music used in worship and the skills to apply what they learn in a live worship context. Class sessions will be equally divided into lecture and instrumental rehearsal. Student performers will be organized into ensembles to prepare specific works for performance in worship services. Non-performers will participate in liturgy research and preparation working on specific projects for presentation relating to use of musical instruments in the worship context. This course may fulfill an elective requirement in the Music major. Prerequisite: i) solid high school level performance level on orchestral instrument or keyboard (piano/organ), or ii) participation in a Calvin instrumental ensemble or iii) permission of the instructor. *R. Nordling*. 2:00 p.m. to 5:00 p.m.

W41 Music Theory Fundamentals. This course introduces the student to the rudiments of music theory: rhythm, scales, key signatures, intervals, melody, chords and tonality. These rudiments are learned by extensive drill, both in and out of class, for the purpose of developing an understanding of and facility in using the fundamental building blocks of tonal music. Drill includes singing, playing at the keyboard, analyzing, writing musical notation, ear training, and computer lab drill. Progress is evaluated by daily recitations, daily written assignments, music lab practice sessions, quizzes and a final examination. Class size is limited with priority given to those requiring the course for their program of study. Prerequisite: ability to read notation in either the treble or bass clef. *J. Varineau*. 2:00 p.m. to 5:00 p.m.

Nursing

W61 Health Care in the Dominican Republic. This interim to the Dominican Republic provides those interested in faith-based health care the opportunity to explore the health care system and health needs of the warm and hospitable yet needy people of the country. Students work with both national and U.S. physicians and nurses in health care sites in the capital city of Santo Domingo, in hospitals and clinics in small towns and in traveling clinics in remote and extremely poor areas in the interior of the island. Students learn how the Dominicans care for orphaned children, those with mental illness and the elderly. They are introduced to voodoo as practiced especially by the Haitians. They interact with development workers who bring clean water and safe sewage systems to rural areas. They see faith based medical missions in a variety of contexts. Issues of justice and compassion challenge students as they encounter the unique health care problems of a developing country. Field trips to historical sites, museums, and tourist locations round out the experience. Evaluation is based on directed reflections in journals, participation and investment. This course will fulfill the CCE core requirement. Prerequisites: Minimum of sophomore standing and permission of the instructor. Knowledge of Spanish is helpful. Preference will be given to beginning health care professionals. One recommendation is required. The date for this course are January 3 - 22, 2008. Fee: \$2,400. *C. Feenstra.* [Off campus.](#)

IDIS W11 Ethiopia: Community of Hope. *Dr. Tibebe, M. VanderWal .*

Philosophy

W10 Peaceable Kingdom. Though stewardship of the animal kingdom is one of the primary responsibilities accorded to human beings in the Christian creation narrative, the question of how best to respect and to honor the creatures under our care is one that Christians too often neglect to ask. This omission is especially tragic, given the overwhelming evidence of fallenness in the social and commercial practices that presently govern our relationships to animals. While large-scale agribusiness has increased consumer convenience, this convenience has come at a high cost, and not just to animals; factory farming has had negative effects on the environment, on local and global commerce and agriculture in both rural and urban communities, and on public health. In view of these considerations, the purpose of this course is two-fold: first, to gain insight into the problem through a survey of the philosophical, ethical, environmental, and socio-economic issues surrounding the treatment of animals and the allocation of natural and human resources by contemporary agribusiness and other industries that exploit non-human animals; and second, to take the initial steps toward becoming agents of renewal by workshopping an array of concrete approaches to addressing these problems (e.g., supporting sustainable food systems, community supported agriculture, cooking and eating lower on the food chain, exploring vegetarianism and veganism, animal rights advocacy, etc.). Students will be graded on journal assignments and participation in class discussion, events, and field trips. *M. Halteman.* 2:00 p.m. to 5:00 p.m.

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

W60 Conversing with Augustine. In this class we will study and discuss Augustine's Confessions, in connection with study of a small number of shorter works, including his On Free Choice of the Will. We will give special attention to Augustine's evolving understanding of sin, love, and grace--of God's grace wooing a soul that was changed from "looking for love in all the wrong places." In the Confessions, Augustine unfolds his ideas in narrative: the narrative shows the power of these ideas to illuminate the twisting paths of his life and his friends' lives. In On Free Choice, he uses logical argument and analysis to show how the concepts cohere with each other, with Scripture, and with our experience of the world. We will divide class time between

both approaches. Our work will be textually focused, but with some attention to Augustine's cultural context, to the role of dualistic philosophies (Manicheanism and Platonism) in his pilgrimage, and to whether, through him, an unbiblical dualism may have entered Christian theology, including Calvinist theology. In evaluating this we will study writings some current reformed thinkers like Cornelius Plantinga (*Engaging God's World*), Nicholas Wolterstorff, ("The Wounds of God," "Suffering Love," and *Lament for a Son*). Ideally, this class will be conducted in a seminar style, with a stress on writing textual explications. The course is best suited for students who enjoy reading and writing, have had at least one philosophy course, and can give at least 3 hours a day to class preparation. Prerequisite: PHIL 153. *S. Wykstra*. 2:00 p.m. to 5:00 p.m.

IDIS W14 Pubs, Clubs, & Alternative Worship. *K. Corcoran*.

IDIS W19 War & Violence: Context, Cause, Cure. *D. Hoekema*.

IDIS W32 Elementary, My Dear Watson. *D. Ratzsch*.

IDIS W61 L'abri Fellowship - Switzerland. *L. Hardy*.

Physics

IDIS W24 Biophysics. *P. Harper*

Political Science

IDIS W18 Knitting. *S. Goi, D. Vander Pol.*

Psychology

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

W41 Interpersonal Relationships. This class investigates interpersonal relationships—particularly one-to-one relationships—by examining their initiation, development, and patterns of interaction. Questions that will guide our inquiry include: How honest are we with others about who we really are? Why do we hesitate to let others know us at a deeper level? How can we most effectively listen to others? How does one's self-esteem impact relationship skills? How important are first impressions? Are some approaches to dating more "Christian" than others? How do we know if we are truly in love? How can we heal broken relationships? The initiation, breaking, and restoration of relationships is an example of the Creation/Fall/Redemption theme that will be developed in this course. Evaluation is based upon quizzes, journals, and class participation. This course may fulfill an elective requirement in the Psychology major. *A. Shoemaker.* 2:00 p.m. to 5:00 p.m.

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

W81 Helping Skills. This course presents fundamental skills and strategies that underlie many psychotherapies. In reviewing the theory and research on therapy and helping relationships, the course identifies basic principles of problem management, communication, listening, and helping. A workshop format is used to teach and practice helping skills. Students develop skills in practice interviews and small group exercises. Appropriate for students in psychology as well as social work, pastoral counseling, or management fields. Course requirements include a text, journal articles, evaluated interviews, and a presentation. This course may fulfill an elective requirement in the Psychology major. Prerequisite: Psychology 151. *J. DeBoe.* 8:30 a.m. to noon.

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

W83 The Meaning of Childhood. How do we view children in our society? Are they to be indulgently pampered with Disney Cruises and given trophies "just for showing up", or are they seen as an impediment to adult happiness and self-fulfillment? Does our definition of childhood impact how they are treated? Views of children throughout history will first be examined, including examples of societal attempts to exploit children (for example, Nazi Germany, the Salem witchcraft trials, and Lowell Mill girls) will be explored. We will also examine the meaning of childhood at different times in the Christian tradition. We will also consider modern perspectives and views on children, including the legal definitions of childhood. We will also consider children as the important consumer group that they have become. Values regarding children implicit in parenting literature (both Christian and non-Christian) will be critically examined, in order to gain a richer understanding of what childhood means to current society. Evaluation is based on discussion of required reading, one exam and a brief group project. This course may fulfill an elective requirement in the Psychology major. Prerequisite: Psych 201, Psych 204, or Sociology 350, or consent of the instructor. *L. De Haan.* 8:30 a.m. to noon.

Religion

W40 Traditions of Worship in Japan. The goal of this off-campus course is to provide an introduction to Shinto, Buddhist, and Christian traditions of worship in Japan through a lecture/discussion/travel experience. The itinerary of this interim course is a rare one, taking students to some of Japan's most sacred pilgrimage sites on the islands of Shikoku and Kyushu, as well as Honshu. Along these famed pilgrimage routes of Japan, there will be exceptional opportunities for students to experience the beauty of Japan's mountainous, island terrain, along with hot springs. Each day of the course will allow time for textbook reading, class lecture provided by the Calvin College professor, first-hand visits to significant worship sites, and group discussion of same. Student cumulative learning in the course will be evaluated in on active engagement in daily group discussion of required reading, lecture, and site visit, four short, reflection papers, one for each of the major regions visited and an oral final examination for one half hour with the Calvin College professor. This course may fulfill an elective requirement in the Religion major and Missions minor. NOTE: The course dates are May 20 - June 11, 2008. Fee: \$3,500. *D. Obenchain*. Off campus.

W41 Urban Missions in New York City. Urban Missions and race relations are inseparable dynamics of modern life. To understand one demands knowledge of the other. This course examines the overlap of urban living and human diversity by critically analyzing: 1) demographic trends, 2) the sociology of American race relations, 3) historical and 'modern' missiological strategies, 4) anti-racist strategies for urban living, and 5) a Reformed-Christian perspective on urban missions, the multi-ethnic and multi cultural church and race relations. Classroom learning will be supplemented by travel to New York City to experience urban missions and race relations. Students will critically examine the history of CRC missions in New York City, visit contemporary urban churches, study the complexity of ethnically diverse neighborhoods and the challenge of ministry in such neighborhoods. The students will write a reflective journal of this experience and give a class presentation addressing a specific issue or aspect of urban missions and race relations. Fee: \$1,103. *J. Kooreman*. Off campus.

W42 Anti-Semitism and the Holocaust. This course explores the historical, moral, and theological dimensions of the Nazi Holocaust. Students study the history of anti-Semitism that culminated in Hitler's persecution of the Jews, the historical account of the Holocaust itself, and the moral and theological issues raised by it. Resources used in this class are books on the history of anti-semitism and the Holocaust, two books by Elie Wiesel, and various films about the Holocaust and its significance. The course also includes a four-day field trip to the United States Holocaust Memorial Museum in Washington, D.C. Evaluation is based on class discussion, a short written report, and a final exam. This course may fulfill an elective requirement in the Religion major. Fee: \$275 (approximate) for the field trip. *K. Pomykala*. 2:00 p.m. to 5:00 p.m.

W43 Learning to Pray Like Jesus. What does the New Testament teach about prayer, and how does that translate into real life? This course will explore the place of prayer in the New Testament, including the Jewish roots of Christian practice, and how the ancient church eventually developed its own monastic traditions through the Desert Fathers. Delving into the practical dimensions of the practice of prayer will include a look at the traditional spiritual disciplines of fasting and meditation. We will also investigate some of the theological questions

raised by prayer: Can God be influenced? Does God change his mind? Does prayer make a difference in the world? Student evaluation will be based upon a book review, class participation and the keeping of a personal prayer journal. The final goal of this course will be for each student to cultivate of a more deeply personal, theologically informed, and historically aware, life of prayer. There are no fees or prerequisites for enrolling in this course. This course may fulfill an elective requirement in the Religion major. *D. Crump*. 8:30 a.m. to noon.

Science Education Studies

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

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

Sociology & Social Work

W40 Where It's At: A Sociological/Anthropological Analysis of Modern Cultural Participation. In this interim course an interdisciplinary approach considers contemporary cultural issues in historical and cross-cultural perspectives. Topics include issues especially pertinent to contemporary North American youth culture. Sociological and anthropological perspectives inform the cultural theory and analysis. In an effort to engage the theory and apply the analysis we scrutinize the following popular cultural phenomena: sport, leisure, food, alcohol, anime, sex, contemporary communication forms (internet, email), music, shopping, and gambling. By deconstructing some of these issues using both sociological and anthropological perspectives, students better understand the meanings of mass society and culture. Students' grades are derived from participation, journals, a research paper, and a presentation. There are no prerequisites. This course may fulfill an elective requirement in the Sociology major. *M. Mulder, T. Vanden Berg.* 8:30 a.m. to noon.

W41 Crime Scene Investigation. This course is a study in the theories and techniques related to the discovery and preservation of physical evidence as applied to the criminal justice process. Attention focuses on the legal admissibility of evidence under Michigan law. Students also examine the relationship of science, religion, and faith as applied to the criminal justice process. The course is structured around lectures, off-campus local visits, and a study of an actual criminal investigation, which utilizes the scientific process of forensics and traditional investigative methods. Student evaluation is based on a journal regarding daily lectures and site visits, along with a final examination. This course may fulfill an elective requirement in the Sociology major. *C. Buquet.* 2:00 p.m. to 5:00 p.m.

W42 Wonder Woman. This course explores the wonders of the female body using a medical sociological perspective. It begins with a socio-historic examination of the female body, followed by an examination of each phase of the female life course. Topics include gender socialization, pre-pubescence, the beauty mandate, eating and cutting disorders, pregnancy and childbirth, middle-age, menopause, and the women of age. Objectives of this course are to raise the awareness of the wonders of the female body, study the female life course from a medical sociological perspective, identify social injustices that impact it, and inform participants of the realities of each life phase. Class sessions include lectures, videos, guest speakers, and student discussion. Students will be evaluated on the basis of daily participation, comprehensive readings, class presentations, and a journal that encompasses both academic resources and personal reflection. This course may fulfill an elective requirement in the Sociology major. *S. Bluhm.* 2:00 p.m. to 5:00 p.m.

CANCELED W43 Forming the Hollywood Indian. Forming the Hollywood Indian traces the image of the American Indian in cinema since 1960. Students examine the image and the role that American Indians play in the films. Students are introduced to the fundamentals of sociology and learn to use the sociological imagination to deconstruct film image and meaning. Students are evaluated through weekly response papers and one final paper in which students analyze two movies using the readings from the course. There are no prerequisites for this class. This course may fulfill an elective requirement in the Sociology major. *K. Huyser.* 2:00 p.m. to 5:00 p.m.

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

IDIS W44 Globalization of Christianity. *P. Freston*.

IDIS W62 Spirituality & Religion in the Helping Professions. *B. Hugen*.

Spanish

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

W81 Spanish Grammar Through Translation. Translation is an activity that combines the intellectual with the practical. As advanced students acquire more language skills they often are able to avoid difficult vocabulary and grammar structures, leading to gaps in knowledge and accuracy. This course asks students to observe and then translate characteristic Spanish words and structures. Through observation students will become aware of details in what they hear and read, and through translation they will practice manipulating what they have observed. The goal of this course is to use translation to provide advanced Spanish students with hands-on manipulation of grammatical, lexical, and cultural detail. Using a wide variety of texts and exercises, we will focus on lexical and grammatical detail in order to produce acceptable translations. This course will not produce professional translators but will make students aware of grammar details they did not know and it will provide them with interesting opportunities to improve their Spanish. The focus will be on written translation. Evaluation is based on daily written translations and a final exam. This course may fulfill an elective requirement in the Spanish major. Prerequisite: Spanish 301. *C. Slagter*. 8:30 a.m. to noon.

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

320 Business Spanish. An introduction to the terminology and standard forms of oral and written communication in Spanish relating to the fields of business and economics. This course

also considers the cultural and economic context of business practices in the Hispanic world. Designed for advanced students of Spanish. Prerequisite: Spanish 301. *S. Clevenger*. 2:00 p.m. to 5:00 p.m.

356 Language Education in the Elementary School. Theory and practice of world language teaching in the elementary school. Study of language skill development, second language acquisition, methodologies, curricula, and programs. Off-campus school observations and aiding experience required. Should be taken in junior or senior year, prior to student teaching. Required for elementary certification or K-12 endorsement in world languages, including ESL, and the K-12 secondary major. Prerequisite: completion of Education 302/303. *M. Rodriguez*. 8:30 a.m. to 10:00 a.m.

358 Aiding in the Foreign Language Classroom. The goal of this course is to give advanced students of Spanish the opportunity to experience first hand the teaching of foreign language and to develop their oral skills by leading small-group practice sessions completely in Spanish. Students enrolled in this class are an essential part of the successful teaching of Spanish 122. Morning activities include meeting with other aides and program director, observing master teachers, and preparing class plans, materials, and activities. During the afternoon aides lead their own practice groups and tutor students with problems. A daily journal, an activity card file, lesson plans, prepared material and quizzes, and classroom techniques are used to evaluate a student's competency in oral and written Spanish and in pedagogical skills. In addition, students are evaluated twice by the students in their small groups, and they are regularly observed by the instructor of Spanish 358. Prerequisites: Spanish 301 with a grade of B or better and permission of the instructor. *L. Rodriguez*. 8:30 a.m. to noon and 1:30 p.m. to 5:00 p.m.