

Registration: Interim

Interim 2015

Art

ART W10 Color Image, Marketing and Design. Colors are everywhere. Humans are surrounded by uncountable numbers of colors and influenced by those colors, often unconsciously. This course is designed to help students understand the diverse dimensions of color that are derived from color's physical and emotional aspects. This course also investigates the effective use of colors for marketing and design, as well as for works of art. Fee: \$150. *Y. Ahn.* 8:30 a.m. to noon.

~~**CANCELLED ART W40 Artist Book Production.** This course will introduce the design, production, and publication of Artist Books, concentrating on the book as an aesthetic object and a medium for content. Physical and conceptual elements of the artist book unfold through time and space. Aesthetic problem solving in bookmaking involves organizing conceptual, visual, physical, kinetic, and chronological transitions. Students will engage in developing content, three-dimensional construction and the integration of image and text. Course problems and solutions will result in the production of visually effective Artist Books. The study of hand made books from illustrated manuscripts to contemporary book art will introduce students to both traditional as well as innovative materials and binding techniques. Students will investigate both high and low technologies of reproducing imagery for the purpose of execution and publication. Bookmaking will occur both individually and collaboratively. The class will produce several limited edition publications. The majority of class time is spent in studio activity generating a minimum of eight artist books. Teaching methodology includes illustrated lectures, demonstrating materials and techniques, readings, critiques and field trips. An exhibition of works completed is anticipated. This course may fulfill an advance studio art course for Studio Art, BFA, & Art Education majors. This course may fulfill an elective for Art & Art History minors. Prerequisite: Arts 250 or permission of the instructor. Fee: \$175. *A. Greidanus.* 10:30 a.m. to noon and 2:00 p.m. to 5:00 p.m.~~

ART W41 Art and Fashion. Art and Fashion explores the points of overlap between the history of art and the history of fashion from the Renaissance to the present. Class readings and discussions will be centered around five major themes: the mediation of the body, gender representations, style, the history of taste, and performance. This course may fulfill an elective for the Art History program. *C. Hanson.* 2:00 p.m. to 5:00 p.m.

ART W42 African American Art. This course surveys the history of African American art. While this history is too broad and rich to be treated conclusively during Interim, we will cover four main historical periods: Slavery/Reconstruction; The Harlem Renaissance; the Evolution of a Modern Black Aesthetic in the 1960s and 70s; and Contemporary Concerns. Beginning with the arrival of Africans in the Americas through the trans-Atlantic Slave Trade and continuing to the present, we will examine the intersection of folk and fine art traditions, continuities from Africa, appropriations of new materials, techniques, and forms, and the influence of events and

movements like the Great Migration, the Civil Rights movement, and Pan-African Independence. Above all the course engages the role of the visual arts in constructing a vital, although by no means homogenous, cultural and politically resistant, voice and identity. This course may fulfill an elective in the Art History major. Fee: \$20. *E. Van Arragon*. 8:30 a.m. to noon.

CANCELLED ART W60 Photography in New York. As an international center for contemporary art, New York City offers a unique educational opportunity to study visual art. Through discussions and visits with contemporary photographers, museum curators, collectors, and critics, students will learn about the production, display, collection, and promotion of contemporary photography. This course will focus on photography as an art commodity in contemporary culture. For ten days, students will visit various photography professionals. The class will visit the studios of working photographers in the city and have the privilege of touring facilities and observing work in progress. Talks with photography critics such as A. D. Coleman and museum curators at the International Center for Photography and the Museum of Modern Art will complement the photographer studio visits. Meetings will also be arranged with galleries specializing in photography and photography collectors. Students will be required to read selected writings from curators and critics and keep a journal of their experiences. Students will also study photographers who have focused on New York as their subject matter. New York City has inspired and fascinated many artists, and students will have ample opportunity to explore, discover and study this great American city. In addition to providing a tour of the city, students will tour historical and contemporary New York via the wonderful collection of photographic imagery from various photographers at the Museum of the City of New York. In response to their New York experience, students will produce a body of photographic images. The instructor will provide individual critiques of both artwork and journal. Prerequisite: ARTS 256 or permission of the instructor. Course dates: January 7-27. Fee: \$2441. *J. Steensma Hoag*. Off campus.

ART W61 Problems & Solutions. The task of all creative visual communications is to interpret problems in a personal way while meeting the needs of other people. Using Adobe Illustrator's vector graphics in the classroom, innovative problems that dictate challenging solutions help students achieve this goal. Problems & Solutions consists of original visual communication problems which emphasize developing a conceptual approach to problem solving. The problems in this course encourage students to carefully examine the transition from conceptualization to execution. Emphasis will be on concept rather than on software dexterity with the intent of developing genuine interest in one's craft. These problems also encourage students to believe in their ability to successfully communicate with images in a rapidly changing technological context. Problems represent opportunities that allow for growth. Solutions represent an interpretation of a problem from an individual point of view at a particular stage of one's development. Focus will be on the integration of online resources, formal reference, positive/negative relationships and cropping techniques in order to engender innovative visual communication skills. Prerequisite: ENGL 101. *F. Speyers*. 8:30 a.m. to noon.

[IDIS W18 Japanese Art and Film.](#) Fee: \$50. *C. Plantinga, H. Luittikhuizen*. 2:00 p.m. to 5:00 p.m.

IDIS W42 Tourism, Migration and Development in Jamaica. Course dates: January 8-27. Fee: \$2977. A. Greidanus, L. Schwander, T. Vanden Berg. Off campus.

IDIS W52 Critical Approaches to Horror. Fee: \$10. A. Wolpa. 8:30 a.m. to noon.

IDIS 150 01 DCM: Artist Collaborative. D. Buursma, J. VanReeuwijk. 2:00 p.m. to 5:00 p.m.

Biology

BIOL W10 Fizzy, Fermented, and Funky. Typically, we try to avoid exposure to microorganisms whenever we can – equating them with sickness and disease. But do you enjoy Cheese? Chocolate? Coffee? Kefir? Pickles? Yogurt? Sourdough bread? Or, if you are of age, a taste of wine or sip of ale? All of these foods owe their very existence to microorganisms! In this course we will investigate how humans have harnessed microorganisms to make these foods by making these foods ourselves. Students will dig into the diversity of microorganisms used in making these foods, the nuanced metabolic processes that lend each food its particular flavor, and how changes in microbe community structure and function over time participates in the development of distinctiveness within a particular food (e.g. green tea vs. black tea). In addition, students will learn about the chemical/environmental drivers of these changes by performing hypothesis-driven experiments using different microorganisms, food components, and food preparation methods. These food-generating lab activities will be compared to industrialized processes, incorporating guided visits to West Michigan companies producing some of these foods. In addition we will consider the roles that microbes can play in food spoilage, safety and nutrition, evaluating these within historical and current contexts (the addition of food preservatives, probiotics, and the pro's and con's of pasteurization). Additionally, the rich cultural values and societal impacts associated with the long history of many of these foods will be discussed. Science and non-science majors are welcome; a science background is not assumed. Fee: \$100. *R. DeJong, J. Wertz.* 8:30 a.m. to noon.

BIOL W80 Ecotoxicology. Today's modern industrialized society uses approximately 60,000-80,000 different chemicals, including 1000-2000 new chemicals every year, in the form of pesticides, pharmaceuticals, personal care products, plastics, energy sources, and industrial chemicals and wastes. Some of these chemicals are significant environmental contaminants, presenting potential risks to individual organisms, including humans, and entire ecosystems. Ecotoxicology is the study of the effects of environmental contaminants on aquatic and terrestrial organisms, including relationships between chemical effects on the biochemical and physiological levels to impacts individuals, populations, and ecosystems. Ecotoxicology examines the local and global fate and transport of environmental contaminants as well as current approaches for assessing toxicity and chemical risks. Ecotoxicology provides important data to inform the development of environmental policies that promote safe and sustainable chemicals. Ecotoxicology is an important sub-discipline of environmental science and public health, and as such this course is intended to benefit students interested in these fields as well as ecology, natural resources, pharmacology, medicine, environmental chemistry, and environmental policy. This course will serve as an upper-level elective in the environmental science major, environmental studies minor, public health major and minor, biology major and minor, biotechnology major, and biochemistry major. Prerequisites: BIOL 224 or 225 and CHEM 253 or 261 or permission of the instructor. *K. Grasman.* 8:30 a.m. to noon.

STBR 310HA History of Science, Medicine and Religion: London. London, one of the world's foremost cities, is a treasure trove of the history of religion, science and medicine, as well as all facets of culture. Throughout the Scientific Revolution and beyond, most scientists were individuals of significant Christian faith who perceived their work as both discovering the Creator's handiwork and worshipping God. Many struggled with apparent tensions between

their discoveries and traditional teachings of the church. This course will utilize London and its surrounding environs to explore predominantly the history of British medicine, science, and religion but also British life and culture. On-site visits within greater London will include the British Museum, British Library, Buckingham Palace, Churchill Museum, Florence Nightingale Museum, Hunterian Museum, Imperial War Museum, London Museum, National Gallery, Natural History Museum, Royal Observatory, Royal Society, St. Paul's Cathedral, Tower of London, Victoria and Albert Museum, Westminster Abbey, and Windsor Castle. The course will include at least five day-long field trips to Stonehenge and Salisbury, Oxford, Cambridge, Downe, and Windsor. Class sessions will consist of lectures and discussions of assigned readings. This course will fulfill the CCE requirement. Prerequisites: One course in the Natural World and one course in Religion, Philosophy or History, or permission of the instructor. Honors course (will be graded). Course dates: January 6 - 29. Fee: \$4,110. *H. Bouma III*. Off campus.

IDIS W13 Exploring German-style games. *R. Bebej, J. Moes.* 2:00 p.m. to 5:00 p.m.

IDIS W20 Chinese Medicine and Culture. Fee: \$200. *A. Shen.* 2:00 p.m. to 5:00 p.m.

IDIS W41 Harness the Wind: Learn to Sail (3 hours + PER 140). Course dates: January 5-24. Cost: \$2937. *J. Ubels, S. Vander Linde.* Off campus.

IDIS W45 Galapagos Islands/Amazon Rainforest. Course dates: January 7 -27. Fee: \$5600. *C. Blankespoor, D. Proppe.* Off campus.

IDIS W62 Wildfire: Cultural Ecology. *R. VanDragt, D. Warners.* 8:30 a.m. to noon.

IDIS 211 Honors: Cancer: A Multidisciplinary Examination of a Complex Disease.. *A. Wilstermann.* 2:00 p.m. to 5:00 p.m.

IDIS 150 02 DCM: Population Growth and Food Security. *D. Dornbos.* 8:30 a.m. to noon.

IDIS 150 03 DCM: Societal Views on Drugs. *R. Nyhof.* 2:00 p.m. to 5:00 p.m.

IDIS 150 04 DCM: Local Food. Fee: \$100. *D. Koetje.* 8:30 a.m. to noon.

Business

BUS W80 Who Needs Quickbooks? Churches, charities, companies... Just about any small to medium sized organization is a candidate for Quickbooks accounting software because every organization needs to know where the money comes from and where it goes. Financial stewardship and accountability are essential for churches and other not-for-profits as well as for-profit entities. Good data is the basis for good decision-making, and millions of smaller organizations utilize Quickbooks accounting software to track transactions and help make decisions. Students in this course learn how to use Quickbooks to set up and operate a basic accounting system, as well as how to generate understandable reports. Anyone who anticipates being the financial point person for a small to medium sized organization can likely benefit from this course. A fundamental understanding of accounting is necessary to utilize the course software. This course may fulfill an elective in the accounting minor. Prerequisite: BUS 204. *M. Stansbury*. 1:00 p.m. to 4:00 p.m.

[IDIS W22 Entrepreneurship in the Arts. *S. Smartt, J. Risner*. 8:30 a.m. to noon.](#)

[IDIS W23 How to Change the World. *P. Snyder, R. Hoksbergen*. 8:30 a.m. to noon.](#)

[IDIS W24 Personal Finance. *E. Van Der Heide, D. Pruis*. 8:30 a.m. to noon.](#)

[IDIS W51 China, Business & Engineering. Course dates: January 7 - 28. Fee: \\$3800. *R. Tubergen, L. Van Drunen*. Off campus.](#)

[IDIS 150 05 DCM: Leadership, Character & Virtue. *B. Cawley, C. Jen*. 8:30 a.m. to noon.](#)

Communication Arts & Sciences

CANCELLED CAS W10 Filmmakers Under Censorship. This course examines 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, recent Indian filmmakers, 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 examine a variety of questions regarding this topic. Why in some situations (Cultural Revolution in China, Stalinism in Russia) does censorship produce propaganda movies while in other situations, filmmakers seem to blossom? What do these groups of censors (Catholic/Christian, Communist, and Hindi/Muslim) have in common? Why would they more or less censor the same things (sex, violence, material critical of the government) as many American Christians would? Does having limitations actually benefit artists in some ways? *P. Goetz*. 8:30 a.m. to noon.

CAS W11 Crime & Detective Fiction. This course involves close study of crime and detective fiction—mostly by American and British authors, though also by writers from Scandinavia. The course focuses on reading novels and short stories, but students also watch and analyze film and television adaptations. Learning objectives include an understanding of the history and development of the genre; an understanding of how crime and detective stories address cultural attitudes about crime and punishment, social problems, and human nature; an ability to engage in a close reading of literary and cinematic texts; and the ability to write a short piece of crime fiction. *G. Pauley*. 8:30 to noon.

CAS W40 Theatre in London and Stratford. London is known as one of the most important theatre cities in the world. On this interim, students will see a spectacular array of theatre performances from the Royal National, the Donmar Warehouse, West End productions and the Royal Shakespeare Theatre in Stratford. This course is a basic primer in theatre criticism. London theatre interim students will acquire specific information and basic critical skills relevant to a wide range of theatre performance and dramaturgical styles, which will sharpen students' critical awareness and introduce students to a unique cultural experience. During the three weeks abroad, students develop tools for criticism as they attend nightly theatre performances, workshops, tours and classroom discussions. This course may fulfill an elective in the Theatre major or minor. Optional CCE credit is also available if the student does an extra writing project that engages in cross-cultural learning. Course dates: Fee: \$4600. *D. Freeberg*. Off campus.

CAS W41 English Language By Rail (MAY). Students explore the dialects of the English Language within a historical context. While in the United Kingdom, students travel by rail through different regions, collecting samples of English, 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 the United Kingdom as well as in the United States. Students must complete readings on the linguistics of the regions, present on the features of the dialect samples they collect, and write three papers that summarize their readings, analyses of data, and interviews in each region. Students learn how to use the International Phonetic Alphabet to transcribe recorded samples. Students compare and contrast the speech sound features of common dialects in the United Kingdom such as British Received Pronunciation,

Cockney, Estuary, Scottish, Irish and Welsh. Students also compare and contrast lexical usage among the various dialects. They describe key historical factors in the rise of the English language as related to local events in the United Kingdom. This course may fulfill an elective in the SPAUD major. This course is a CCE optional course. Course dates: May 25-June 11. Fee: \$4685. *P. Goetz*. Off campus.

CAS 395 The Theatre of the Absurd. This course is a theatre production course where we will be studying the works of those playwrights considered to be writing in the style of the Absurd -- Samuel Beckett, Eugene Ionesco, Harold Pinter, Jean Genet, Tom Stoppard, Edward Albee, and András Visky. These writers have changed the course of literary and theatrical history by changing the nature of theatre itself, providing for entertainment that looked at some of the most haunting issues of human suffering and existence through the lens of physical comedy. In fact, Beckett and Ionesco are considered two of the comic geniuses of the modern age. We will study the works of these writers and then choose several of the plays to produce in an evening of Absurdist one acts. Students in this course will produce, direct, design and/or act in these plays. The production will run the first weekend of second semester, and students should expect to hold rehearsals during interim break. *S. Sandberg*. 2:00 p.m. to 5:00 p.m.

SPAUD 343 Principles of Human Neuroanatomy. This course attempts to engage students in exploring the structure and function of the brain and spinal cord and their link to various neurological and developmental disorders. Topics of study will include microscopic anatomy, blood supply to the brain and spinal cord, sensory systems, the cerebellum, and subcortical and cortical regions. Imaging techniques and discussion of neurological disorders, such as epilepsy and speech disorders, will also be covered. Students will gain an appreciation of the three dimensional structure of the brain and spinal cord as well as a basic understanding of its functional capacity. The course will consist of morning lectures and discussions. The student will complete an independent project. Field trips will allow exposure to brain imaging techniques and case studies in neuropathology. An assigned text is augmented by prepared handouts. Prerequisites include either Biology 115, 205, CAS 210 or Psychology 333 and consent of the instructors. Course is reserved for upper class Speech Pathology and Audiology concentrates. *E. Helder, P. Tigchelaar*. 8:30 a.m. to noon.

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

[IDIS W18 Japanese Art and Film.](#) Fee: \$50. *C. Plantinga, H. Luitikhuisen*. 2:00 pm. to 5:00 p.m.

IDIS W22 Entrepreneurship in the Arts. *S. Smartt, J. Risner.* 8:30 a.m. to noon.

****IDIS W49 Leadership in Africa.** Course dates: January 8-28. Fee: \$4584. *R. Crow, M. Fackler.* Off campus.

IDIS 150 06 DCM: The Creative Mind of the Maker. *D. Leugs.* 2:00 p.m. to 5:00 p.m

IDIS 150 28 DCM: Exploring the Theatre of the Absurd. *S. Sandberg.* 8:30 a.m. to noon.

Chemistry

CHEM W10 Sight, Sound, Flavor & Fragrance. Our senses provide more than simply a means of interacting with the world. They can inspire joy, provide warning of danger, and stir up old memories, or they can mislead us as with optical illusions. This course uses a hands-on approach to explore the ranges and limits of our senses. Through daily activities such as making and tasting salsas with a collection of spices, simulating multiple forms of color blindness, comparing the range of sounds that are perceived, tasting food without the benefit of smell or sight, and observing aromas used in sales and marketing, students learn to fully engage their senses. Students also gain an appreciation of the current chemical and biochemical understanding of their senses. Evaluation is based on class participation, daily blogs, and a final group project. This course assumes no prior knowledge of chemistry or biochemistry, though students who want to dig more deeply into the biochemistry of their senses will find plenty of resources to do so. *E. Arnoys*. 8:30 a.m. to noon.

~~**CANCELLED IDIS W10 Simplicity in Central America.** Course dates: January 5—26. Fee: \$3116. *J. Britton, D. Vander Griend, J. Witte*. Off campus.~~

IDIS W25 Bridge: a Card Game for Life. *D. Vander Griend*. 8:30 a.m. to noon.

Classics

CLAS W40 Classical & Early Christian Greece. This course is a tour of the major sites of Greece, with special emphasis on the urban centers of classical and early Christian civilization. On-site experts introduce the class to topics of Greek history, religion, philosophy, literature and art. Evening lectures by the professors cover special topics on the relationship between classical and early Christian culture. The primary academic objective is to develop a first-hand understanding of the classical context within which the earliest Christian churches were established. Other goals include developing an understanding of the Orthodox tradition in Christianity and some familiarity with contemporary Greek culture. The itinerary includes Athens, Thessaloniki, Philippi, Berea, Pella, Delphi, Olympia, Nauplion, Mycenae, Epidaurus, and Corinth. This course may fulfill an elective in the Classical Studies, Classical Languages, Greek, and Latin majors. Prior course work in classical languages or culture is not required. Optional CCE credit is available. Course dates: January 9-27. Fee: \$4335. *Y. Kim, D. Noe.* Off campus.

Computer Science

CS W60 Christian Computing: Thailand. This course introduces students to the application of computing in a cross-cultural, Christian context. Students will travel to Chiang Mai, Thailand, and work with software engineers and linguists on the campus of Payap University - a key center for the development of software support tools for languages in Southeast Asia. Students will: develop support tools for cross-cultural, Christian work; participate in classroom sessions focused on cross-cultural computing and Thai culture; interact with local students from the English program at Payap University; participate in Thai cultural events including visits to Buddhist temples, Thai cooking exhibitions and Thai Christian church services. This course is designed for students with basic computing skills. This course will fulfill the CCE requirement. Prerequisite: CS 112 or consent of the instructors. Course dates: January 7-27. Fee: \$3291. *B. & K. VanderLinden.* Off campus.

Developing a Christian Mind (DCM)

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

IDIS 150 01 DCM: Artist Collaborative. This interim course is scheduled for the Arts Collaborative Cohort to fulfill their DCM requirement and as a pre-requisite to the interim abroad to Indonesia (January 2016). Students will engage in discovering what it means to be an artist and a leader in today's contemporary global society within the context of Developing A Christian Mind. Examples of topics include: "What does it mean to be a person of faith and a leader in the arts?" "How can artists do reconciliation work?" "Where are we called to see, respond, reflect and change?" "How can the arts explore healing and sanctuary building?" "How can Christians and the arts respond to local and global Issues such as sustainability?" The course will include panel discussions with local arts leaders as well as excursions to local entrepreneurial arts ventures. It will include readings and film. On the global level, students will also be preparing for interim 2016 to Indonesia focusing on the topics above. For students unable to travel to Indonesia an alternate out of state interim will be offered concentrating on the same topics. *D. Buursma, J. VanReeuwijk.* 2:00 p.m. to 5:00 p.m.

IDIS 150 02 DCM: Population Growth and Food Security. Genesis commands us to 'be fruitful and multiply'. Have we fulfilled this mandate? Is the earth already too full, the environment too degraded? Is there a positive way forward or was Sir Thomas Malthus correct that we should expect massive starvation in our lifetimes? Do we have the capacity to produce enough food for the growing global human population? Virtually all land suitable for food production is already in use. A warming global climate is reducing production by 10% for every one degree increase in temperature. Global population is increasing and urbanizing. The mantra among most global food security professionals is to increase food production system intensification. Yet, this approach is a key driver of environmental degradation and will undermine future production capacity. Problems like soil erosion, greenhouse gas emissions, eutrophication of fresh water and coastal aquatic systems, pesticide use and species extinctions challenge future production capacity. At the same time, global human population continues to increase—from 4 B in the 1960s, to 7.2 B today, and likely 9.5 B by 2050. After characterizing these challenges, students will evaluate a range of technological, social, nutrition and health, economic and political factors. Food security and production issues will be evaluated from the context of industrialized and developing perspectives by visiting a variety of farms in southwest Michigan and by evaluating approaches in developing countries, e.g., Cambodia. Through the analysis of these factors, students will gain clearer understanding of the options humanity has to reconcile agriculture. Students will understand that encouraging options do exist to provide ample quality food supplies for 10 B people, to improve the health of agricultural landscapes, to protect marginal natural areas and biodiversity, while simultaneously improving human health. *D. Dornbos.* 8:30 a.m. to noon.

IDIS 150 03 DCM: Societal Views on Drugs. The pharmaceutical industry and clandestine drug laboratories make available to us drugs that can have myriad effects. Drugs can lengthen lives, relieve pain, replace hormones, relieve anxiety, sharpen mental awareness, alter sensations, change our behavior, enhance performance, help us lose weight, or just make us feel good. In this course, students study the history of the legalization of drugs in the U.S. They determine how drugs currently are legally made available in the U.S. and what drug properties determine whether or not a drug is legal to purchase and use. Then, students consider when the use of drugs shifts from being a blessing from God to potentially harming our bodies and our minds. What use of drugs is appropriate? Is it appropriate for us as Christians to take insulin, aspirin, Ritalin®, coffee, tobacco, or marijuana? Readings taken from popular literature, government documents, and the Bible are used as a backdrop to assessing drug availability and use. Students reflect on, discuss, and write about drug use in various medical and social situations. *R. Nyhof.* 2:00 p.m. to 5:00 p.m.

IDIS 150 04 DCM: Local Food. For many different reasons, more and more people are opting to become locavores – those who eat primarily local foods. Some do so because they want foods that are fresher and more healthful. Others choose local foods because they are concerned about the environmental costs of the alternative: foods grown in the global industrial food system. Local gardens, farms, and processors also increase local food security – another reason why this movement is increasingly popular. In this course students explore the locavore movement, grapple with some of its challenges, and learn first-hand from local leaders how locavores are striving to make Michigan more food self-sufficient. They explore the health, lifestyle, and environmental implications of the typical American diet and contrast this with healthier local options. They also prepare, preserve, and eat wholesome foods – including some grown in the new Calvin Campus Garden. Field trips, participation in the Michigan Family Farms Conference, readings, class discussions, and hands-on activities highlight options for sustaining healthy bodies and resilient food networks. Grades are based on the quality of reflective writing and a final exam. Fee: \$100. *D. Koetje.* 8:30 a.m. to noon.

IDIS 150 05 DCM: Leadership, Character & Virtue. "...becoming a leader is synonymous with becoming yourself. It's precisely that simple, and it's also difficult. So let's get started." (Warren Bennis). There is a lot of talk about "character" but what does it actually mean and how can we relate it to the world in which we live, learn, and work? The Christian life we lead is in the present - but God also redeems our past and has plans for our future. If we are to understand this Christian life, with its responsibilities and particular callings, we must start by understanding ourselves - in Christ. What does it mean to "put on Christ"? Our character is a complex interaction between God's 'wiring' of our bodies and background, the contributions others make to our life, and our unique participation in co-writing our story with God. Leadership first rests on character and the importance of ethics and authenticity. In business, and in life, you can't lead others if you can't lead yourself. Students explore the scriptural basis and foundation for Christian "character" and "virtue." "Who" we are is critical in dictating our moment-by-moment actions and the impact we have on others. Following the study of current virtue taxonomies, students explore their Core Identity – starting with purpose and calling – and use new assessment tools and processes to assess, e.g., their personality, values, and character strengths. The course

culminates with the each student developing a Core Identity statement identifying their Virtues, Values, Passions, Strengths, Competencies (knowledge, skills, abilities, and personality), and Story. *B. Cawley, C. Jen.* 8:30 a.m. to noon.

IDIS 150 06 DCM: The Creative Mind of the Maker. In her book, *The Mind of the Maker*, Dorothy L. Sayers contends that the creative process in the arts works in ways that correspond to the dynamic relationship between the three persons of the Trinity, and that the activity of one necessarily illuminates the activity of the others. Through reading Sayers' book and other assigned readings, students in this course will engage with the act of creation on both theoretical and practical levels. Beginning with the work of the Triune God in the first creation act, mirrored by human response in creative acts of our own, students will engage with the three-fold nature of creation: the creative idea, the creative activity, and the creative interaction. Upon completion of this course, students will articulate a full working knowledge of the concepts of creation and creativity. Students will also develop their own creative skills through three guided creativity-building exercises. *D. Leugs.* 2:00 p.m. to 5:00 p.m

IDIS 150 07 DCM: Young Adults and the Church. Young Adults (a.k.a. “Gen Y,” “Millennials,” or “Mosaics”) represent the largest population surge in history. Their presence, as well as their absence, is forcing the Church to think strategically about its biblical mandate to pass on its faith to future generations. This class will review the historical and sociological factors that have shaped this generation, including the differences and similarities present across cultural and socio-economical lines. The spiritual profile of this generation will be surveyed through studies of the “none-ers,” those who are attempting to recreate the church, and those who see themselves living in exile from the church. Through discussions with pastors, church visits and case studies, the impact of this generation’s demands for diversity, flexibility, and innovation upon congregational life and worship will be explored. Students will develop an understanding of unique characteristics of faith development for this generation, as well as best ministry practices addressing these issues. *L. Barger Elliott.* 2:00 p.m. to 5:00 p.m.

IDIS 150 08 DCM: Learning from the Stranger. This course is for students who would like to deepen their ability to “learn from the stranger” when participating in cross-cultural missions or off-campus programs. It is also for those who would like to explore how to learn better from other students, staff or faculty at Calvin who seem to come from a “strange” cultural or social perspective. In fact, this course is for students who are willing to explore how they themselves can become better “strangers,” so that others can learn well from them. In this course, students deepen their cultural intelligence (CQ), that is, begin to develop the knowledge, skills, and virtues needed to understanding cultures, including their own. Lack of cultural intelligence can lead to several problems, from oppression by dominant cultures to simple misunderstandings between roommates. At a national level, this can lead to human suffering; at an individual level, to lost opportunities for growing through encounters with those different from us. Throughout the course, Calvin professor David Smith’s book, *Learning from the Stranger*, will humorously model how to deepen the virtues related to crossing cultures. Patty Lane’s book, *A Beginner’s Guide to Crossing Cultures*, helps students sharpen their cross-cultural skills and knowledge. Together, these provide a widened lens through which students encounter the core DCM text: *Engaging God’s World*. Student learning objectives include a heightened awareness of how cultural contexts and faith traditions impact human relationships; a deeper understanding of the

Reformed worldview and how it relates to other faith traditions; and increased listening and conflict resolution skills. *B. Haney*. 2:00 p.m. to 5:00 p.m.

IDIS 150 09H Honors DCM: Dramatic Families. This DCM section will explore “Dramatic Families: Dreams, Dysfunctions, and Occasional Solutions in Shakespeare and Modern Drama.” We will study a number of plays featuring families suffering from maladies such as death, abandonment, and betrayal; these same families have members who each have their own dreams, desires, and aspirations. We will ask such questions as: How do these families differ from what might be considered God’s design for families? What has brought about these problematic situations? How do characters’ dreams seek to rise above the dysfunction? How are they the cause of it? How is redemptive hope present (or absent) in the different families? How is all of this relevant to our own lives? How can the study of such material glorify God, draw us closer to Him and others as we become increasingly conformed to His image, and help advance His Kingdom? We will study *The Tempest* by William Shakespeare, *A Doll House* by Henrik Ibsen, *The Glass Menagerie* by Tennessee Williams, *Death of a Salesman* by Arthur Miller, and *A Raisin in the Sun* by Lorraine Hansberry. *D. Urban*. 8:30 a.m. to noon.

IDIS 150 10 DCM: Power & the Female Body. When Beyoncé’s performance at the MTV Video Music Awards in 2014 came to a crescendo, her message was hard to miss. Behind her the word “FEMINIST” stood emblazoned in stark white letters on a black background, with Queen Bey herself on the stage, the shape of her body dramatically silhouetted. Lady Gaga’s video for “Bad Romance” won a record-breaking seven Video Music Awards in 2010, a video that Gaga explains is about “how the entertainment industry can, in a metaphorical way, simulate human trafficking—products being sold, the woman perceived as a commodity.” But are Lady Gaga and Beyoncé right when they claim that they are modern day feminists—strong women unafraid to express their sexuality? Are their performances expressions of their strength and power as women or simply self-objectification? In what ways are Lady Gaga and Beyoncé doing something different from conventional sexualized performances that depict women as objects of pleasure for men, and how would we even know if they were? In this class we will explore the ways in which systems of power are attached to female bodies. We will do this through the analysis of fiction, non-fiction texts, music videos, and blog posts. Note: In this class we will be looking frankly at materials that some students might find challenging. *J.H. Williams*. 8:30 a.m. to noon.

IDIS 150 11 DCM: Understanding the Japanese Mindset. A visitor to any Japanese city might find life in modern Japan not much different from life in the US. However, Christians might get confused when they find out that many Japanese regularly participate in traditional rituals based on Shintoism, celebrate a wedding ceremony at a Christian church, then hold a funeral at a Buddhism temple. At the same time, those Japanese may profess that they have no religion. What does this mean? This course aims to introduce students to the fundamental values and principles that are ingrained in the Japanese mindset and identity and to explore how religious beliefs and rituals are integrated in life in modern Japan. We will do this through the study of non-fiction texts, documentary films, and feature films. We will reflect and discuss differences in notions of faith or religion and seek productive dialogue that can stimulate mutual, cross-cultural understandings between Christians and non-Christians in Japan. Examples of class discussion topics include: How does the Japanese mindset manifest the longing for God? How is

the Japanese belief of creation different from the Christian belief of creation? What are Japanese thoughts about evil in human nature? How is it possible nonetheless for us to do right? *K. Schau*. 8:30 a.m. to noon.

IDIS 150 12 DCM: Christianity and Democracy in Africa. This course examines the fascinating interplay between Christianity and democracy on the continent of Africa. Numerous studies point to the phenomenal growth of Christianity in Africa over the past century. At the same time, numerous African countries have experienced democratic transitions since the early 1990s. But what is the relationship between Christianity and democracy? This course will explore the resurgence of Christianity in Africa, the different expressions of Christianity, and the unique interaction between religion and politics on the continent. Engaging with a variety of articles, books and films, students will discuss questions of “Why, with so much religious vibrancy in Africa, the church is relatively quiet regarding politics?” and “What is an appropriate African Christian response to governance issues?” *T. Kuperus*. 8:30 a.m. to noon.

IDIS 150 13 DCM: Coaching Young Athletes. This course is designed to provide students with knowledge and practical experiences related to coaching young athletes. The focus is on knowledge, skills, strategies, and issues in youth sport. This course aims to develop insight and knowledge for a youth sport leader, primarily in the areas of philosophy, psychology, and pedagogy, and secondarily in physiology and risk management. Cultural norms involved in coaching the young athlete will be critiqued using a Reformed worldview in an attempt to expose the complicated demands of coaching and the necessary tools one should possess in order to be successful in coaching. *J. Bergsma*. 8:30 a.m. to noon.

IDIS 150 14 DCM: Mathematics and Beauty. Many mathematicians find aesthetic pleasure in their work and in mathematics more generally. Bertrand Russell said, “Mathematics, rightly viewed, possesses not only truth, but supreme beauty.” G.H. Hardy said, “Beauty is the first test: there is no permanent place in this world for ugly mathematics.” Some have connected their appreciation for mathematics with their understanding of God. Galileo is reported to have said, “Mathematics is the language with which God wrote the universe.” Even Paul Erdős, though an agnostic, spoke of an imaginary book in which God has written down all the most beautiful mathematical proofs. This course will survey beautiful topics from number theory, geometry, and analysis alongside the religious and mathematical perspectives of people working in these fields. No previous mathematical training is required for this course, but a willingness to learn the necessary mathematics is assumed. Besides learning some new mathematics, students will be expected to reflect on their own understanding of beauty and how it connects with our lives of faith. *M. Bolt*. 8:30 a.m. to noon.

IDIS 150 15 DCM: The Music of Joy. “It is a certain sound of joy without words, the expression of a mind poured forth in joy.” For St. Augustine, music—especially wordless singing—is a means through which joy becomes embodied in meaningful sound. This linkage of music and joy is deeply embedded in human culture from antiquity to the present day. And as for St. Augustine, for many such music is the expression of joy rooted in contemplation of God. But music can also trigger a response that might be described as an actual experience of joy itself. In this way it may produce what C. S. Lewis described as a “stab of joy:” an experience that may arise, unlooked for, at any time and in any circumstance. Such experiences can produce an

almost unbearable longing that finds its true object in Jesus Christ alone. Building on key passages in the Old and New Testaments, the task of this course is to assemble a framework for understanding joy and its relationship to the experience of music. We will consider how joy emerges even in the midst of sorrow, and how the experience of joy can lead to compulsive behaviors, even idolatry. Musical examples include chants by Hildegard of Bingen and the polyphonic organum of the medieval cathedral of Notre Dame in Paris; music by Bach, Mozart, Beethoven and other classical composers; the progressive rock of Yes, the jazz of John Coltrane, and film scores by Howard Shore (*The Lord of the Rings*) and Vangelis Papathanassiou (*Blade Runner*, *Chariots of Fire*). *T. Steele*. 8:30 a.m. to noon.

IDIS 150 16 DCM: Music, Manipulation, and the Mind of God. Why is music such a powerful force in people's lives? This course explores how music affects our emotions, identity, relationships, confidence, empathy, energy levels, purchasing decisions, attitudes toward race and gender, moral values, and faith—for good and for ill. All of these will be viewed in the context of God's plan for human flourishing, as laid out in the common material for "Developing a Christian Mind." *D. Fuentes*. 2:00 p.m. to 5:00 p.m.

IDIS 150 17 DCM: Music as Therapy in Everyday Life. Think of the myriad ways one engages with music through the course of a day. What needs in our lives does music fulfill? What needs in the world can be addressed by music? This course will explore the ways in which music can impact our lives, transforming us and reflecting God's redemption of the world. Through readings from contemporary musicology and the social sciences, films, and a variety of musical styles, students will explore the questions: (1) What is music? What are the possible roles of music within God's creation? (2) How does music make us human? (3) How might different musical forms and practices contribute to the restoration of a fallen world? and (4) How might music be part of a Christian's vocation, whether or not one is a professional musician? The field of music therapy will be looked at as a case study of these themes and concepts. No formal music training is required for this class, though students will have the opportunity to participate in group music-making experiences. Students will demonstrate the ability to examine critically the role of music in everyday life. Students will also gain an introduction to the field of music therapy, study its use with different client groups, and examine how this musical vocation may be part of God's redemption of the world. *E. Epp*. 8:30 a.m. to noon.

IDIS 150 18 DCM: The New Urbanism. This course examines the current cultural debate over the way we build cities. After the Second World War, the US embarked on a historically unprecedented pattern of development: low-density, auto-oriented suburbs. As the limits of that pattern of development became apparent in the 1990s, the "New Urbanist" movement was spawned—a movement of architects, planners, environmentalists and citizen activists that has tried to recover more traditional ways of putting cities together, cities that are compact, walkable, transit-oriented and filled with mixed-use neighborhoods. Students will review the history of city-building in the West, in teams of four or five design a town for 30,000, and read articles and view DVDs that explore different aspects of the issue. Several guest speakers from the development and planning community of Grand Rapids will address the class. The overall goal of the class is to gain a deeper understanding of our built environment. *L. Hardy*. 2:00 p.m. to 5:00 p.m.

IDIS 150 19 DCM: Psychological Perspectives on Humor. Humor is an integral part of the human experience, yet we rarely talk about it in academic settings. This course explores the many facets of humor, including a growing body of psychological research that explores why humor exists and how it impacts our daily lives. The course follows three themes: (1) Why were we created to have humor? 2) How and why has humor been distorted and sometimes causes harm? (3) How can we be discerning with humor and use humor in the way it was intended? Specific topics include: psychological theories of humor (including recent evolutionary accounts), biblical portraits of humor, the way our brains process humor (including brain conditions where humor comprehension is diminished), how humor develops in children, adolescents and emerging adults, social and psychological effects of humor (i.e., dark humor, humor that stereotypes, etc.), and the relationship between humor and health. Considerable class time is devoted to critiquing and discussing examples of humor (e.g., comedy routines, movies, literature, sarcasm, jokes, etc.). *L. DeHaan, B. Riek, D. Tellinghuisen.* 8:30 a.m. to noon.

IDIS 150 20 DCM: Interpersonal Relationships. Students investigate the psychology of interpersonal relationships – particularly one-to-one relationships – by examining their initiation, development, and patterns of interaction. Discussion includes topics such as roles, motives, aspirations, expectations, communication, self-disclosure, and resolution of problems. Classes consist of lectures, small-group discussions, analysis of case studies, films, and videos. The psychological aspects will build on the religious foundations of why we believe and what we believe as Reformed Christians. The initiation, breaking, and restoration of relationships is an example of the creation/fall/redemption theme that will be developed in this course. *A. Shoemaker.* 2:00 p.m. to 5:00 p.m.

IDIS 150 21 DCM: The Cross of Christ. All Christians believe that the cross of Jesus Christ plays a crucial role in the achievement of salvation. But precisely how the cross of Christ achieves salvation is a surprisingly difficult question to answer. How does the cross of Christ achieve the reconciliation of God and the universe? How does the cross of Christ "atone" for the sins of humanity? "Atonement theory" is the area of theological investigation that seeks answers to these central questions of the Christian faith. This course will examine the strengths and weaknesses of various theories of the atonement and will provide biblical and theological guidelines that seek clarification of the role of the cross of Christ in salvation. This course will also draw out the implications of atonement theories for the familiar "creation-fall-redemption" paradigm so frequently employed at Calvin College and in DCM. *A. Griffioen.* 8:30 a.m. to noon.

IDIS 150 22 DCM: Theology in Movies and Music. This course examines the expression of theological themes in select musical works and films. Compositions studied include works by Haydn (*The Creation*), Bach (*St. John Passion*), and Mozart (*Requiem*). Films analyzed include *Babette's Feast*, *The Mission*, *The Seventh Seal*, and *Amadeus*. Where possible, the relevant libretto or screenplay is read prior to listening to or viewing the work in question. *R. Plantinga.* 2:00 p.m. to 5:00 p.m.

IDIS 150 23 DCM: Let's Talk about Health. What is the role of health and health care in overall well-being? In what ways can we promote quality of life among those living with a chronic illness? This class explores concepts of person in environment, showing the interactions

between physiological health and psycho-social-spiritual well-being. Students explore these interactions as they learn about the interactions between chronic illness and quality of life. The course focuses specifically on health disparities and models/interventions that seek to reduce these disparities among those with chronic illnesses (i.e. cancer, heart disease, diabetes). Readings and class discussions explore how systematic oppression and structural barriers contribute to poorer health outcomes, particularly in the area of chronic disease, among vulnerable populations. By the end of the course students will be able to describe the interactions between chronic disease and quality of life, recognize how discrimination and chronic stress contribute to health disparities among people with chronic illnesses, discuss Christian roles and responsibilities in health care access and delivery, and identify psychosocial interventions that address these health disparities. *K. Admiraal*. 8:30 a.m. to noon.

IDIS 150 24 DCM: Catholic Reformers & the Hispanic Spiritual Tradition. As Christians, we are called to sharpen our understanding of our own practices and points of view through hospitable analysis of ideas, cultures and peoples other than our own. In this course we begin by studying the founders and legacy of one of the principal “rivals” to the Protestant Reformation from which Calvin College takes its bearings: the Catholic Reformation of the 16th century. We engage with such spiritual giants as Saint Ignatius of Loyola and Saint Teresa of Avila as they explore the interconnections between spiritual devotion, faith and doctrine. We then investigate through text and film how heirs of the Catholic Reformation throughout the centuries have also responded to issues that are important to Calvin College today. For example, we see how the Spanish Enlightenment priest Benito Jerónimo Feijoo speaks to issues raised in the “creation” chapter of *Engaging God’s World*, and use the Hollywood hit film *Romero* and Guatemala-centered documentary *Reparando* to explore Christianity’s counter-cultural mission: its calling to pursue political and social justice as this resonates both on the current Latin American scene and with the idea of Kingdom consummation in Plantinga. We discuss where, why, and how Catholic reformers and their heirs might converge with or separate from Calvinists on some important matters of theology, faith and spiritual practice, but with an eye towards open dialogue and in the spirit of learning from Catholic Christian brothers and sisters. Two main factors vitalize and inform this exchange, as we recognize that we are considering the religious background and potential spiritual perspectives of our Hispanic neighbors in North America and as we accept a unique opportunity to share our own perspectives from within a potentially new context. *A. Tigchelaar*. 8:30 a.m. to noon.

IDIS 150 25 DCM: Jewish Thought and Culture. Christianity arose from a Jewish context, but many Christians are unfamiliar with Jewish culture. The Jewish people have developed traditions that are frequently different from those found in Christianity. Yet many Christians find that studying Jewish culture can yield unexpected insights into our own faith. This course aims to improve students’ understanding and appreciation of Jewish thought and culture (from ancient times until the present). Through this process, this course aims to encourage a greater understanding of the Reformed tradition of Christianity. We will study the lives and writings of several important Jewish thinkers. We will also explore creative and artistic works, looking for insight into Jewish culture and Jewish experiences. *D. Billings*. 2:00 p.m. to 5:00 p.m

IDIS 150 26 DCM: Finding you Voice & Letting your Life Speak. One of the annoying questions of college years—especially when tuition bills are accumulating and external pressures

are mounting—is ‘what are you going to do with your life?’ Not a bad question per se, but often annoying, because so often the answer is a resounding I DON’T KNOW! But what if that question shifted to these: *what makes you, you? What experiences, passions, gifts, dreams, personality traits, etc. shape you? What wounds, insecurities, memories, and fears threaten to silence you? How do you see God’s redeeming work extend to even the areas of pain and suffering?* Through reading, journaling, excursions into the biology laboratory, art, music, personality assessments, strength-finders tests, guest speakers, movies, and class discussions we will explore the various ways in which God speaks into and shapes our lives in the context of the larger drama of Creation, Fall, Redemption, & Vocation. The class will culminate in a final project that asks students to look for key themes and threads in their life and represent them in a medium of their choosing (memoir, music, painting, poetry, etc.). *J. Bonnema*. 8:30 a.m. to noon.

IDIS 150 27 DCM: The Local Church in the 21st Century. Few institutions have undergone more change in the past twenty-five years than the local Christian church. Changes in worship style, music, the visual arts, and the role of lay leadership have driven some of these changes. Still deeper, the very nature and mission of the church are also being reexamined. Many are asking, “What exactly is God’s purpose for the church? What is the role of the local church in the Kingdom of God?” Additionally the church in North America is being challenged by a society that is rapidly becoming more pluralistic, more secular, and more materialistic. Local churches must be ready to respond and speak clearly to these and other issues. This course will challenge students to think carefully about the nature and mission of the local church within a broad Kingdom context, and about their own personal roles within in it. Please note: Students will be expected to visit local churches each Sunday of interim. *R.S. Greenway*. 2:00 p.m. to 5:00 p.m.

IDIS 150 28 DCM: Exploring the Theatre of the Absurd. In this course we will engage with key issues of faith and culture by studying and producing works from the Theatre of the Absurd. The plays of Samuel Beckett, Eugene Ionesco, Jean Tardieu, Tom Stoppard, Harold Pinter and others force us to face issues such as human suffering, death and dying, longing for fulfilling relationships, abuse and power, racism and sexism, the basis of our own sense of truth, and ultimately the meaning of human existence. All these bear upon our sense of who we are and what might be our vocation as Christians. We will persistently reflect on these questions as we read, discuss, and produce plays together. *S. Sandberg*. 8:30 a.m. to noon.

IDIS 150 29 DCM: Books from the Kingdom's Edge. Many of us were raised to color within the lines—especially, when it comes to religion, inside the lines of “correct” orthodoxy. Yet it’s important for college students, who are learning to make faith their own, to read books that ask hard questions and present different perspectives—particularly when they come from inside the circle of those who consider themselves Christ followers. In this course we will do just that. Our reading will come from books that have all been written in the last ten years and that seek to reimagine what the truths of Christianity finally come to, what the Kingdom of God is really about in our current and likely future circumstances. Our list includes *Velvet Elvis*, by Rob Bell; *Traveling Mercies*, by Anne Lamott; *Radical: Taking Back Your Faith from the American Dream*, by David Pratt; *Irresistible Revolution*, by Shane Claiborne; *UnChristian*, by Gabe Lyons; *Everything Belongs*, by Richard Rohr; and *The New Christians: Dispatches from the Emergent Frontier*, by Tony Jones. Reading these against the backdrop of our own training and

the assigned text for DCM, *Engaging God's World*, by Neal Plantinga, we will engage in a dialogue that pushes us to find an authentic, more dynamic faith. *A. De Jong*. 2:00 p.m. to 5:00 p.m.

IDIS 150 30 DCM: DisAbility - Beyond Suffering. Students in this course will investigate a faith-filled view of disability. They will explore stereotypes of disability, definitions of disability, and historical responses to disability. In addition, course participants will develop a theology of disability and will describe a response to disability for both schools and worship communities. This course is open to all students who wish to explore society's and their own perspectives and responses to individuals who live with identified disabilities. Following completion of this course, students will demonstrate understanding of what it means to be identified with a disability, society's typical view and response to disability, schools' and churches' response to individuals with disabilities, ethical considerations of one's response to individuals who live with disabilities. Readings, media presentations, interacting with those who live with disabilities and class discussions will form the primary course format. *P. Stegink*. 8:30 a.m. to noon

IDIS 150 31 DCM: The Good Life: Home Economics in the Kingdom of God. What does the Kingdom of God look like when it's lived out in the stuff of everyday life—the food we eat, the clothes we wear, the cars we drive, the homes and neighborhoods we live in? This course will explore the theological, philosophical and practical sides of these basic questions within a Reformed context, as well as the answers being offered by a competing vision of life that is dominant in the twenty-first century: global consumerism. This course uses *Colossians Remixed* (Brian Walsh & Sylvia Keesmaat), *Engaging God's World* (Cornelius Plantinga Jr.) and additional resources to explore the role of fully awake Christians seeking to live faithfully in today's world. Interwoven with practical examples drawn from the wide realm of home economics, the course material touches on theological and philosophical concepts such as truth, storytelling, imagination, hope, modernism and postmodernism. Through reading, film viewing, discussion, guest speakers and special projects, students explore the problem of evil, but they are also encouraged to find hope in the Kingdom of God, rooted in individual practices and communal rituals. Course evaluation consists of reading responses, group projects, online conversation with other students in the class, as well as a final project that allows students to apply the theological framework presented in the course to a particular area of home economics. Students will emerge from the course with the ability to apply a comprehensive Reformed worldview to our ordinary daily practices, an awareness of the systems and powers that influence human culture, and a sense of hope rooted in the promises of God's Kingdom. *R. Vander Giessen-Reitsma*. 2:00 p.m. to 5:00 p.m.

IDIS 150 32 DCM: Perspectives in Education Reform. The course presents controversies in education reform by reviewing the major reforms in the U.S. public education since the publication of "A Nation at Risk" in 1983. These reforms include standardized testing, charter schools and other forms of "school choice," and No Child Left Behind (NCLB). Students in this course also assess the fate of NCLB and consider future policies in reforming public education in the United States. This course also examines the relationship between education and the larger socioeconomic environment in the U.S. Specific dimensions of the current education policy debate will be explored, including standardized testing as a measurement of learning outcomes,

equity in school funding, and education policies from other countries. The last week of this course consists of site visits in Grand Rapids, MI, Chicago, IL and Lansing, MI, in which the class will listen to the perspectives of education practitioners, reformers, administrators and policy decision-makers. Fee: \$50. *M. Pelz*. 8:30 a.m. to noon.

IDIS 150 33 DCM: Inequality and U.S. Democracy. Political equality is a core value of American democracy, enshrined in the concepts of “one person-one vote” and equal representation. While this value has a long history in American government, concerns about the impact of economic inequality on equal representation have existed from the start. As economic inequality has grown in the United States in recent years, observers have questioned whether the increased resources of the rich will further tilt policy towards the preferences of the affluent as opposed to the poor. This course addresses the origins of this unequal representation along with its implications for policy. It also asks whether the rising inequality of recent years is merely an unfortunate societal development, or a fundamental threat to the successful functioning of our democratic system. Students will explore the topic in a variety of ways, including a major simulation and written reflection on inequality and citizenship from a Christian point of view. *K. Pyle*. 2:00 p.m. to 5:00 p.m.

IDIS 150 34 DCM: Urban Education. There is a great deal of concern in society today about failing schools, low student achievement, and educational inequality. In particular, schools located in urban communities are often subject to criticism and scrutiny because of their high drop-out rate and low test scores. Efforts to improve urban schools have highlighted both the challenges faced by urban students and teachers and the role that schools can play in increasing the educational opportunities available to their students. This course is designed to provide students with a greater understanding of the opportunities and challenges associated with teaching in an urban environment and to provide students with a foundation of knowledge, skills, and dispositions that will prepare them to be effective teachers in an urban setting. The course will involve readings, activities, videos, group projects, and class discussions. Students will also visit several urban schools and spend several days working in an urban classroom. Students will engage in learning activities designed to promote understanding and exploration of equity, social justice, urban schools and communities, school structure and organization, curriculum, teaching, and learning. *J. Walcott*. 8:30 a.m. to noon.

IDIS 150 35 DCM: Faith, Evidence, and the Holy Spirit. This course explores prominent perspectives in “religious epistemology,” seeking to understand what makes it right and proper to believe—and even claim to know—the things that mature Christians do typically believe, claim to know, and know (and, in their witness, enjoin others to believe and come to know). We will look at arguments—from William Lane Craig, Richard Swinburne, and others—that there is more than ample “objective evidence” to support the key proclamations of Christianity. We will also look at arguments of Reformed philosophers (Alvin Plantinga, Nicholas Wolterstorff, William Alston, and others) that Christian belief and knowing rests on distinctive sources like an innate “sensus divinitatus” and the internal work of the Holy Spirit attesting to divine revelation. Some attention will also be given to post-modernist approaches to these topics. Students will evaluate how these current accounts of “Christian knowing”—and the underlying general theories of evidence, rationality, and knowledge that they reflect—fit with their ongoing personal

journeys and with the historical Christian communities that have been formative for their journeys. *S. Wykstra*. 2:00 p.m. to 5:00 p.m.

IDIS 150 36 DCM: 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 include two books by Elie Wiesel and various films about the Holocaust and its significance. *K. Pomykala*. 2:00 p.m. to 5:00 p.m.

Dutch

IDIS W43 Dutch Landscapes. Course dates: January 6-30 integrated through this period are 7 open days for personal travel. Fee: \$3666. *H. De Vries, R. Hoeksema.* Off campus.

Economics

~~ECON W40 Social Entrepreneurship. R. Hoksbergen.~~

Note: This course is now listed as IDIS-W23 (below), and taught by both R. Hoksbergen and P. Snyder.

IDIS W23 How to Change the World. Injustice, social breakdown, and ecological dangers are ever-present and all around. Illiteracy, poverty, maternal mortality, malnutrition, joblessness, conflict, habitat loss, and pollution are all examples. Government programs and charity can help, but they don't always work, and they are not enough. This course will introduce students to social entrepreneurship, the new and increasingly appreciated strategy for bringing constructive changes to social and ecological problem areas. Social entrepreneurs develop social enterprises, organizations that marshal resources and people to make changes that set the world on a more positive course. These can be either for-profit or not-for-profit organizations, but their primary mission will be to address social or ecological needs in powerful and sustainable ways. In this experientially-based class, students will be introduced to the experiences of successful social entrepreneurs, both international and domestic, as they learn how to build a social enterprise. Students will then work in teams to identify a particular area of need, research their area of interest, imagine solutions, and design start-up social enterprises that move rapidly toward financial sustainability. To supplement the experiential learning, students will learn basic business and organizational tools, read stories of successful social entrepreneurs, visit local social enterprises, skype with international social entrepreneurs, engage with guest speakers, listen to TED talks, and more. This course may fulfill an elective in the IDS major or minor. *P. Snyder and R. Hoksbergen. 8:30 a.m. to noon.*

Note: This course description has been modified since first published in the printed Interim-2015 course catalog.

~~CANCELLED IDIS W12 Arabic Language and Culture. A. Abadeer.~~

IDIS W24 Personal Finance. E. Van Der Heide, D. Pruis. 8:30 a.m. to noon.

IDIS W41 Harness the Wind: Learn to Sail (3 hours + PER 140). Course dates: January 5-24. Cost: \$2937. J. Ubels, S. Vander Linde. Off campus.

IDIS 150 08 DCM: Learning from the Stranger. B. Haney. 2:00 p.m. to 5:00 p.m.

Education

EDUC W10 Urban Education. There is a great deal of concern in society today about failing schools, low student achievement, and educational inequality. In particular, schools located in urban communities are often subject to criticism and scrutiny because of their high drop-out rate and low test scores. Efforts to improve urban schools have highlighted both the challenges faced by urban students and teachers and the role that schools can play in increasing the educational opportunities available to their students. This course is designed to provide students with a greater understanding of the opportunities and challenges associated with teaching in an urban environment and to provide students with a foundation of knowledge, skills, and dispositions that will prepare them to be effective teachers in an urban setting. The course will involve readings, activities, videos, group projects, and class discussions. Students will also visit several urban schools and spend several days working in an urban classroom. Students will engage in learning activities designed to promote understanding and exploration of equity, social justice, urban schools and communities, school structure and organization, curriculum, teaching, and learning. *J. Walcott.* 8:30 a.m. to noon.

EDUC 343 Preschool Field Experience. Students participate in a six-week full-time student teaching experience in an inclusive preschool setting that meets state requirements for the Early Childhood (ZS) Endorsement. It provides for analysis of developmentally appropriate practice in curriculum, teaching methods, assessment, and classroom management as they relate to the early childhood setting. Prerequisites: 202, 236, 238, 312, 335, 337, 339, SPAUD 311, and SOC 304. *S. Verwys.* Off campus.

[**IDIS W16 The Beatles and the Sixties.** *R. Keeley.* 8:30 a.m. to noon.](#)

[**IDIS W28 Storytelling.** *J. Kuyvenhoven.* 2:00 p.m. to 5:00 p.m.](#)

[**IDIS W61 Neuroscience & Education.** *C. Joldersma.* 2:00 p.m. to 5:00 p.m.](#)

[**IDIS 150 01 DCM: Artist Collaborative.** *D. Buursma, J. VanReeuwijk.* 2:00 p.m. to 5:00 p.m.](#)

[**IDIS 150 30 DCM: DisAbility - Beyond Suffering.** *P. Stegink.* 8:30 a.m. to noon](#)

[**IDIS 150 34 DCM: Urban Education.** *J. Walcott.* 8:30 a.m. to noon.](#)

English

ENGL W40 War and Peace. This course will consist of an intensive investigation of Tolstoy's great novel, including attention to historical context, philosophical themes, major critical studies of the book, and various film adaptations. The reading load will be demanding (approximately 70 pages per class session), and students will be asked to read a portion of the novel over the Christmas break, but no previous experience with Russian literature is required. Class time will consist primarily of guided discussion, and students will be evaluated on regular quizzes, brief written assignments, and a final exam. The course may fulfill an elective for the Literature or Linguistics major. *C. Engbers.* 2:00 p.m. to 5:00 p.m.

ENGL W41 Writing Books for Children. In this workshop students write short books for children in a number of genres—poetry; realistic, fantastic, or historical fiction; and nonfiction. Students read many examples of all of these genres as well as a number of essays about writing by established writers for children. Students are expected to write extensively, to critique each other's work, and to make at least one presentation. Students should come with a willingness to take risks, to accept criticism, and to work hard. The course will include a trip to a children's literature museum in Ohio. This course may fulfill an elective in the writing major or minor and in the Language Arts major or minor. Fee: \$85. *D. Hettinga, G. Schmidt.* 8:30 a.m. to noon.

ENGL W42 Meta-Movies: Film as Interpretation. Movies give us some of the most compelling stories of our time—but how do we know how to interpret them? And what can they teach us about interpretation more generally? Film often foregrounds the act of interpretation, giving us models for analyzing narrative, as in *The Usual Suspects* or *Stranger than Fiction*, but it also dramatizes the limits of interpretation, as in *Inception* or *Tree of Life*. Students in this interim, then, will examine film in order to hone their skills in interpretation and discernment. This course may fulfill an elective for English majors. *J. Holdberg, J. Zwart.* 2:00 p.m. to 5:00 p.m.

ENGL W43 Human Creativity & The Literary Arts. This course is designed for, but not limited to, writers interested in exploring the creative process as well as looking for inspiration for their art. Throughout the course, students investigate answers to a variety of questions: What is the source of human creativity and how do writers tap into it? What can be learned from pioneers in and outside the literary arts—their methods, their studios, their habits of thought? What does creativity have to do with godliness? The primary text for the course is Peter Turchi's *Maps of the Imagination: The Writer as Cartographer*, but students watch and discuss documentaries of various artists reflecting on their art—architects such as Frank Gehry, musicians such as Les Paul, photographers such as Annie Liebovitz, and others. The course approaches creativity in a multi-sensory, multimedia way. Class periods not only provide opportunities for the mind to roam in conversation but also hands-on exercises, mini-field trips, and invitations to play. Throughout the course, students reflect, dabble, scheme, and dream in a sketchbook—blank pages for their observations, questions, and creative responses, including the rough beginnings of stories, poems, or compositions. The course counts as an elective in the Writing Minor. With consultation of the student's faculty advisor, the student may choose to substitute this interim for a class that fulfills a line in the Writing Major. *L. Klatt.* 8:30 a.m. to noon.

ENGL 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 wordprocessing 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.

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

[IDIS W19 Inside the January Series.](#) *K. Saupe.* 8:30 a.m. to 11:30 a.m. and 12:15 p.m. to 1:30 p.m.

[IDIS 150 09 DCM: Dramatic Families.](#) *D. Urban.* 8:30 a.m. to noon.

[IDIS 150 10 DCM: Power & the Female Body.](#) *J.H. Williams.* 8:30 a.m. to noon.

Engineering

ENGR W80 Sustainable Energy Systems. Renewable and sustainable energy systems are providing increasingly large fractions of the energy mix worldwide. In this course, students consider fundamental engineering principles, economic factors, and Energy Return On Investment (EROI) for a wide variety of renewable and sustainable energy technologies. Special focus is given to performance and design of wind and solar systems, and data from demonstration systems at Calvin College are analyzed extensively. Several software packages that aid renewable energy system design are introduced. This course will fulfill a requirement for Mechanical Engineering majors. Prerequisite: Engineering 333 or permission of the instructor. *G. Ermer, M. Heun.* 8:30 a.m. to noon.

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

ENGR W82 Site Development and Design. This course focuses on civil engineering site development and design (SDD). The objectives of this course are for students to; know the key elements used in the design of a civil engineering projects (e.g., topographical analysis and earth balances, infrastructure documentation and linkage, regulations and permitting, and integration of built and natural systems; Understand and apply various land measurement applications (e.g., surveying, global positioning systems, and geographic information systems) that are typically used for SDD; and learn sustainable SDD practices (e.g., LID and LEED) by integrating these into course design projects. This course will fulfill an elective in the Engineering major. Prerequisites for this course include Engr 306, Engr 320, and Engr 326, or permission of the instructor. *B. Masselink, D. Wunder.* 8:30 a.m. to noon.

ENGR W83 Advanced Chemical Engineering. This course addresses essential advanced topics for design. Topics build on the foundational concepts from several earlier engineering courses. The course includes advanced topics from separations, heat transfer, and non-elementary kinetics. An introduction to mathematical modeling for advanced transport is considered. In addition, fundamental concepts of environmental, health, and safety issues, as well as corrosion and materials of construction for design, are presented. This course will fulfill an elective in the Chemical Engineering major. Prerequisites: Engineering 330, 331, 335, and senior standing. *J. & J. Van Antwerp.* 8:30 a.m. to noon.

IDIS W43 Dutch Landscapes. Course dates: January 6-30 integrated through this period are 7 open days for personal travel. Fee: \$3666. *H. De Vries, R. Hoeksema.* Off campus.

IDIS W44 Business, Engineering & Religion in the European Context. Course dates: January 2-24. Fee: \$4700. *R. Brouwer, R. Plaisier.* Off campus.

IDIS W51 China, Business & Engineering. Course dates: January 7 - 28. Fee: \$3800. *R. Tubergen, L. Van Drunen.* Off campus.

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

French

CANCELLED FREN W80 Interim in Quebec. In this course students live in Montreal with French-speaking host families that provide bed, breakfast, and dinner. Classes are held in downtown Montreal in space provided by the Farel Reformed Theological Seminary (near the University of Montreal). Over the three weeks of class, students examine current events in Quebec. They also study a novel, shorts stories, and films set in Montreal. In the afternoons, the group visits the neighborhoods described in these works and have various activities, ranging from museum visits, plays, concerts, and walking tours to service learning, tubing, skating, skiing, and (if possible) a Canadiens hockey game. Invited speakers offer seminars covering potential topics such as the differences between Quebecois French and "standard French," urban planning in Montreal, and the religious history of Quebec. Excursions include a weekend trip to Quebec City and a trip to the Laurentian Mountains north of Montreal for a day of winter activities. This course may fulfill an elective in the French major or minor. This course will fulfill the CCE requirement. Prerequisite: French 201. Course dates: January 3-24. Fee: \$3173. *O. Selles.* Off campus.

FREN 112 Multisensory Structured French II. 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. Prerequisites: The course is open to students who are continuing from French 111 and expect to complete through the French 113 level. *J. Vos-Camy.* 9:00 a.m. to noon.

FREN 132 Intermediate French. This is the second course in a closely integrated sequence of language study involving two semesters and the interim. The course is open to students continuing from French 131 as well as students wishing to brush up on their French skills. Students in this sequence complete their world language requirement with French 202. *V. De Vries.* 8:30 a.m. to noon.

Geology, Geography & Environmental Studies

ENST W40 The Changing Great Lakes. This course will review the geography and geology of the North American Great Lakes region; the ecology and biota of its waters; native terrestrial biomes; aboriginal human inhabitants; the history of natural resource exploitation during the past 400 years, including logging, mining, and fisheries; and recent threats caused by shoreline and canal engineering, pollution and introduced non-native species. The course will consistently rely on good background in high-school biology and chemistry. A college course in biology and/or geology would be helpful. This course may fulfill an elective in the Environmental Studies and Geography major and minor. *R. Stearley*. 2:00 p.m. to 5:00 p.m.

ENST 395 Seminar in Environmental Studies. This course aims to develop a Christian philosophy of the environment and environmental management. Issues, problems, and controversies in environmental ethics are explored. Environmental thought is explored historically, through the perspectives of contemporary environmental movements, and finally from a Reformed, Christian perspective. These topics are studied in a seminar format with extensive readings, student reports, and discussion. Prerequisites: Environmental Studies 210 and 302 or permission of the instructor. This course fulfills the Integrative Studies core requirement. Course dates: January 7 - 27. Fee: \$1490. *J. Skillen*. Off campus.

GEOL W40 Hawaii: Volcanoes in the Sea. This course explores the natural and cultural history of the four major islands of the Hawaiian archipelago: Hawaii, Maui, Kauai, and Oahu. Hawaii is the best location in the world to study volcanoes and supports a fragile, tropical ecosystem. The course examines the active and extinct volcanoes and other geologic features of the islands. Students investigate Hawaii's marine (reef) environment, the diverse land ecology, and the human history of settlement and development of the islands. Students will view ongoing eruptions, if possible, and hike to study fresh lava flows and associated volcanic features. Instruction will take place on daily field trips to significant geological, oceanographic, ecological, cultural, and geographic sites. Daily activities include light to moderate hiking and occasional snorkeling. In rainy weather, hiking can be strenuous. Each student is responsible for reading the assigned history of Hawaii and discussing an aspect of the Hawaiian Islands or culture in an on-site class presentation. This course may fulfill an elective in the Geology, Geography, and Environmental Studies programs. Optional CCE credit is available. Course dates: January 7 - 27. Fee: \$3746. *G. Van Kooten, M. Bjelland*. Off campus.

GEOL 112 Earth Science for Educators (MAY) (4 semester hours). An introductory study of physical systems and historical and contemporary processes that shape the surface of Earth. Topics include 1) the physical nature of Earth's surface based on composition of earth materials and the forces that create landforms, 2) weather and climatic systems and their effect on the global distribution of soils and ecological communities, and 3) the Earth/sun/moon system. Understanding of Earth systems is applied to concepts of stewardship, resources use, and energy consumption. Laboratory, multiple field trips. Not open to students who have completed Geology 151 or Geography/Geology 120. This course is designed for students in the education program. NOTE: This 2-week Interim in May course begins immediately after spring commencement, and includes 4 on-campus, Thursday evening sessions (6-8pm) in April. Course dates: May 25 - June 8. Fee \$1300. *K. Bergwerff*. Off campus.

GEOL 153 Big Sky Geology: Montana (MAY) (4 semester hours). This course in geology is based in southwest Montana. Southwest Montana offers superb field exposures and is within driving distance of outstanding geological localities including Yellowstone National Park and Craters of the Moon National Monument. This course fulfills the physical science core requirement, and emphasizes outdoor, field-based investigation and learning. Students will be introduced to the breadth of geological study leading to responsible Christian appreciation and stewardship of Earth, including rocks and minerals, landforms and surficial processes, geological hazards, and natural resources. Field activities are an important part of each day and the field experience will complement morning lecture and lab activities. As a graded course, exams will cover lecture and text, and students will be required to complete lab assignments, construct a written field log, and choose a special field project. Not open to students who have completed Geology/Geography 120, Geology 151 or Geology 112. NOTE: This 2-week Interim in May course begins immediately after spring commencement, and includes 4 on-campus, Thursday evening sessions (6-8pm) in April. Course dates: May 25 - June 8. Fee \$1300. *G. Van Kooten*. Off campus.

Germanic & Asian Languages

GERM W80 German Interim Abroad. Participants engage with and improve their knowledge of the German language and culture on this study experience, which includes stays in Schleswig-Holstein, Berlin, former East Germany, and southern former West Germany. Activities include four home stays, lectures, discussions, interviews, tours, and attendance at cultural and social events. Course participants choose where they will travel independently during the last five days. Course goals include active participation in course activities, growth in intercultural sensitivity, gains in mastery of the language, and increased understanding of various religious, political, and broadly cultural phenomena of Germany. Students will be assessed on their individual vocabulary acquisition, submission of an examination of a current issue in German society based on two interviews, and submission of at least two analytic journal entries. This course satisfies departmental concentration. Prerequisites: German 301 and permission of the instructor. Course dates: December 29, 2014 – January 29, 2015. Fee: \$2980 and up to \$650 for personal and final-week costs. *M. Buteyn.* Off campus.

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

[IDIS W43 Dutch Landscapes.](#) Course dates: January 6-30 integrated through this period are 7 open days for personal travel. Fee: \$3666. *H. De Vries, R. Hoeksema.* Off campus.

[IDIS 150 11 DCM: Understanding the Japanese Mindset.](#) *K. Schau.* 8:30 a.m. to noon.

Greek

History

HIST W10 Turkey Ancient and Modern. Few places in the world today combine the ancient and modern world in quite the same measure of complexity and ambiguity as Turkey. European and Asian, secular and sacred, Christian and Muslim, this land embodies all these. It preserved and advanced the legacy of the Graeco-Roman world for almost a thousand years in the Byzantine commonwealth where the fundamental creeds of Christendom were debated, composed, and ultimately confessed as orthodoxy. Later, it became an important site for the development of the modern Islamic tradition. Today, Turkey is a model of a predominantly Muslim state governed by secular democratic traditions. This course explores the rich history of Turkey, deepens understanding of classical antiquity and the medieval transition from Greek to Turkish rule, and challenges misconceptions of historic Muslim-Christian relations. The course examines both famous and lesser known locations such as Nicaea/Iznik, Assos/Behramkale, and several of the "Seven Churches of Asia," including Ephesus and Pergamum, culminating in several days study of the old city of Constantinople/Istanbul. Particular attention is paid to areas where Muslim and Christian sacred space is in close proximity. Period readings include well-known classics such as Procopius's *Secret History* and the *Travels of Ibn Battuta*, as well as significant but virtually unknown works such as Saint Gregory Palamas's "Letter to the Thessalonians" and records of Ottoman court proceedings. On site lectures and discussions explore the theme of historical preservation and the experience of living among ancient ruins. This course will fulfill the CCE requirement. Course dates: January 7-27. Fee: \$4310. *D. Howard, W. Lee.* Off campus.

HIST W11 Sports & Masculinity. In 2013, Miami Dolphins player Jonathan Martin quit his team over verbal abuse from a teammate. In response, retired and active players and media commentators blasted Martin for not "taking care of business" and handling the episode in the locker-room "like a man." Over one hundred-fifty years earlier, in his book *Tom Brown's Schooldays*, English author Thomas Hughes described the brutal games of football at Rugby school as a way for boys to learn pluck and manliness. From the "muscular Christianity" of the 19th century to the sports-saturated culture of today, many norms of what it means to be a man are rooted in playing, watching, and talking about sports. As both participants and fans, boys learn ways of behaving, speaking, and interacting from their fathers, brothers, peers, and adult coaches. Meanwhile, for males who don't like sports, as well as for females, even female athletes, these sports-centered behaviors set up lines of exclusion. This course looks at the ways that sports participation and fandom mold relationships among males (as well as relationships between women and male relatives and friends) and how these sports-centered relationships instill normative ideas about masculinity. It also will examine how masculinity intersects with race, class, and religion. Furthermore, it will analyze how ideas of masculinity are expressed in sporting culture and sports media, from sports-talk radio to films like *Raging Bull*, *Remember the Titans* and *Miracle*. The instructors are historians who have experience playing, coaching, officiating, and studying sports. They're also fans. But this class will not be a discussion of favorite teams and games. Rather, it will take a critical look at the roles that sports and sports media play in our culture. The course will be based on scholarship in sports history as well as other disciplines, including sociology, gender studies, and philosophy. *B. Berglund, W. Katerberg.* 8:30 a.m. to noon.

CANCELLED HIST W80 American History on Film: 1960-80. This course uses Hollywood feature films to explore American culture and society from the assassination of John Kennedy to the inauguration of Ronald Reagan. This was both one of the most tumultuous periods in American history and one of the most creative periods in the history of American film (the “Hollywood Renaissance”). Significant changes in the film industry opened the screen to reflect the challenges that developments in the 1960s and ‘70s posed to core assumptions about American life: that the United States was a land of liberty, equality, opportunity, and prosperity, a can-do cooperative at home and a unique force for good in the world. The result was some of the best movies Hollywood has ever made. Through lectures, discussions, readings, and daily film screenings, we analyze the core developments of this era: the climax and crisis of Cold War liberalism, the evolution and radicalization of the Civil Rights movement, the rebirth of feminism, the Vietnam War and its impact on the home front, the economic upheaval that began the erosion of the working class, the culture war started by *Roe v. Wade*, and the ironies of “born-again” politics as manifest in the presidency of Jimmy Carter. In the background was the rise of a youth culture of protest which produced the sights and sounds that still serve as iconic images of the age. At the same time these years saw the resurgence of the American Right, which would triumph by the end of this period in the election of Ronald Reagan. This course may serve as an elective for History majors and minors. Prerequisite: HIST 152 or permission of the instructor. *J. Bratt*. 2:00 p.m. to 5:00 p.m.

HIST 294 Research Methods in History (2 hours). This course, required for majors in history, and optional for minors, offers an introduction to historical sources, bibliography, and research techniques, giving particular attention to the different genres of history writing, the mechanics of professional notation, and critical use of print and electronic research data bases. The course is intended as preparation for 300-level courses. This class also focuses on the role of the Christian historian as a professional and a person of faith. Prerequisite: one course in history or permission of the instructor. *K. van Liere*. 8:30 a.m. to noon.

[IDIS 206 Introduction to Medieval Studies.](#) Fee: \$25. *F. van Liere*. 8:30 a.m. to noon.

[IDIS 375 Methods and Pedagogies for Social Studies.](#) *R. Schoone-Jongen*. 8:30 a.m. to noon.

Interdisciplinary (IDIS)

CANCELLED IDIS W10 Simplicity in Central America. In this wilderness adventure course, students challenge themselves physically, emotionally, and spiritually as they develop new outdoor skills. As they live intentionally together in a variety of rustic settings, the focus is on the ideas of simplicity and contentment. Students will develop a deeper awareness of self, a better understanding of Godly relationships, and a greater appreciation of God's world as reflected in the indigenous people, cultures, and environment of remote and extraordinary Central American locales. This 22-day wilderness adventure features hiking, scuba diving, surfing, and white-water rafting in Costa Rica and Panama. Students also interact extensively with local guides, families, and churches through a variety of joint projects and intercultural activities. Students study and experience the spiritual discipline of simplicity; participate in extended solitude and reflection as a means of personal and spiritual growth; are challenged to learn to surf, raft and SCUBA; and experience God through His creation and the diversity of His people. This course will fulfill the CCE requirement. Course dates: January 5–26. Fee: \$3116. *J. Britton, D. Vander Griend, J. Witte.* Off campus.

IDIS W11 L'Abri Switzerland. L'Abri Fellowship is a Christian study center situated in the French-speaking portion of the Swiss Alps. Founded in the 1950s by Presbyterian missionary couple Francis and Edith Schaeffer, L'Abri has become known as a place where people with questions about the Christian faith can go for instruction and counsel. This type of instruction is based on the tutorial system and is conducted in English. Typically, students spend half the day in study and the other half working in the community. Students determine the course of their study with their tutors on site. This course is a CCE optional course. Course dates: January 6–31. Fee: \$2152. *L. Hardy.* Off campus.

CANCELLED IDIS W12 Arabic Language and Culture. This course is for students who have had no prior formal exposure to modern standard Arabic. It provides students with the essentials of standard Arabic as used in public communications throughout the Arab World. The first part of the course will focus on oral and conversational practice while introducing the students to the writing and reading systems. The second part emphasizes fundamentals of Arabic grammar, vocabulary building and writing at the sentence and paragraph level. *A. Abadeer.*

IDIS W13 Exploring German-style games. Traditional board games have been played by children (Chutes and Ladders), intellectuals (Trivial Pursuit), and at social gatherings (Taboo!) for many years. An emerging genre of games, frequently called German-style board games, has gained popularity in the United States in the past decade. These strategic games range in complexity from basic resource games such as Settlers of Catan and Seven Wonders to more complex games like Race for the Galaxy. These games enhance strategic development, critical thinking, spatial learning, creativity, risk assessment, conflict management, and collaboration, as well as the social skills associated with communal game play. Students in this course will learn how to play several different types of German-style games and analyze the underlying concepts essential for game play. Students will write several game reviews, in which they will evaluate and critique different aspects of the gaming experience. The course will culminate with students applying their knowledge towards the design of a new game or expansion of an existing game.

Students will be required to purchase or provide a copy of a game from a specified list in lieu of any books. *R. Bebej, J. Moes.* 2:00 p.m. to 5:00 p.m.

IDIS W14 I Long. Therefore, I Am. Probably by this point in your life you have experienced a sense of deep yearning or longing or unquenchable desire or ache or existential restlessness. You might yearn for a time, a place, a person, an experience, who knows what. Maybe you've never identified it as yearning or longing. Maybe you've never dwelt upon it or with it. Or maybe you feel like you spend too much time dwelling on it. Whatever your situation, it is this fundamental aspect of human existence the Germans call "sehnsucht" that this interim course is all about. Students will explore this feature of the human condition through both film and literature. Students will read the novel "The History of Love," by Jewish writer Nicole Krauss and the non-fiction work "Surprised by Joy," by C.S. Lewis. Among the films we'll watch are: *Her, Before Sunrise, Before Sunset, Hook, The Notebook*, etc.... *K. Corcoran.* 8:30 a.m. to noon.

IDIS W15 Art and History of Quilting. An introduction to the art and history of quilts. The course examines the various styles of quilting (Scrap quilts, Amish quilts, Applique, Whole-cloth quilts and so on), the historical development and importance of quilting as an art form, the social and communal context of quilting in American history, and the significance of various styles of quilt-making. It also considers the integration of quilting into faith communities, the theological significance of particular types of quilts, and the aesthetic quality of quilting as an expression of God's image in human life. In addition to this theoretical knowledge, students will also learn the basics of making a quilt, starting with design, piecing, machine-quilting, and binding. In addition to the textbook, students will need a sewing machine, and will need to provide basic sewing notions such as thread, needles, and scissors. Students will need to purchase their own fabric and quilt batting. *R. Groenhout.* 2:00 p.m. to 5:00 p.m.

IDIS W16 The Beatles and the Sixties. In this course the students get an overview of the career of perhaps the most important artists in 20th century popular music. They study the Beatles in their musical and historical settings as well as other important music and culture of the era. The course includes an analysis of the Beatles recordings and films, videos, and concert recordings. Readings include recent books and articles that give context to their music and their careers. There is an emphasis on understanding the music in the context of the career path of the artist, other music of the time, and other things going on in the world that both influenced and were influenced by their art. Christian engagement with the music of the Beatles and the culture of the sixties is an important part of the discussions. *R. Keeley.* 8:30 a.m. to noon.

IDIS W17 Tolkien's "The Lord of the Rings". Part of the power of J.R.R. Tolkien's epic story *The Lord of the Rings* is the fully developed mythological world of Middle Earth in which it is set. Its development began long before *The Lord of the Rings* was written, and was an intentional vehicle through which Tolkien could work out complex ideas about creation and art, evil and suffering, death, stewardship, service, friendship, and hope. Evidence of the power of the (nonallegorical) story is the degree to which readers find it an insightful commentary on current issues of faith, politics, and more. Students in this course read *The Lord of the Rings* in its entirety, as well as portions of *The Silmarillion*. Occasional lectures illuminate the biographical and literary contexts for Tolkien's work. Most class time, however, is devoted to discussion of the daily readings, with the themes and applications that arise from them. In the final week, the

Peter Jackson film adaptations are viewed, accompanied by discussion of how the themes from the book are treated. The work load for this course is heavy: reading assignments typically exceed 100 pages per day. Students registered for the course should read *The Hobbit* over the break and expect an extensive quiz on the first day. *L. Molnar*. 8:30 a.m. to noon.

IDIS W18 Japanese Art and Film. A study of Japanese art and film, including an introduction to Japanese history and culture as a context for art and film appreciation. The first half of the course surveys Japanese history, using illustrative art works and films as supplements. The second half of the course surveys contemporary Japanese art and film. Topics to be covered include the Kamakura and Heian periods of art, Buddhism and Shintoism, the tea ceremony, Bushido and the Samurai, anime, and the films of Ozu, Kurosawa, and Miyazaki. Readings may include *Traditional Japanese Arts and Culture*, *A Hundred Years of Japanese Film*, *Silence* (by Endo), and parts of Paul Schrader's *Transcendental Style in Film*. Students will be introduced to works of Japanese art in the Calvin art collection, and some films will be screened in class. Guest speakers will talk about Japanese art and film. Students will be taken on at least one field trip, perhaps to the unfinished Japanese garden at Meijer Gardens and/or to the Art Institute of Chicago to view and discuss its extensive collection of Japanese art. Fee: \$50. *C. Plantinga, H. Luittikhuisen*. 2:00 p.m. to 5:00 p.m.

IDIS W19 Inside the January Series. The Award-winning January Series brings world-class authorities in their fields to Calvin to speak on a range of topics. Participants in this course encounter a diversity of issues and perspectives by attending the January Series programs. Students enjoy additional opportunities to interact with the speakers during our morning class sessions. In response to the values and ideas they encounter with each speaker, students are challenged to clarify and articulate their own worldviews and to find ways to put their values into action. Attendance at all January Series events is mandatory. *K. Saupe*. 8:30 a.m. to 11:15 a.m. and 12:15 p.m. to 1:30 p.m.

IDIS W20 Chinese Medicine and Culture. Traditional Chinese medicine (TCM) with its practice in acupuncture and herbal remedies is becoming more and more recognized and popular in western societies including the US and Europe. With a holistic approach, TCM focuses more on improving the body's natural ways of healing rather than combating germs directly. Therefore it is very effective in dealing with chronic conditions such as migraine, asthma, depression and infertility. It has also been used to complement the use of western medicine (for example alleviating the side effects of Chemotherapy). Knowledge about and familiarity with TCM has increasing values for future healthcare professionals. In this course the students learn the theory and practice of TCM and observe patient treatments in local clinics. We will also discuss Chinese history, philosophy and culture in this class, as Chinese medicine is based on a wider cultural background of the Chinese people. Through instructions by native Chinese instructors, as well as field trips to Chinese restaurants, stores, churches and Chicago Chinatown, students will have first-hand experience of Chinese culture. The course consists of lectures, discussions, exercises, independent projects and field trips. An all-day field trip on Jan 17, 2015 is required. This course will fulfill the CCE core requirement. Fee: \$200. *A. Shen*. 2:00 p.m. to 5:00 p.m.

~~CANCELLED IDIS W21 Reading Don Quixote.~~ ~~The Impossible Dream: Reading Don Quijote. More than 400 years since the publication of the first volume of Don Quixote, the~~

Spanish knight is one of the best-known fictional characters ever created. For many he is the dreamer of the impossible dream or a noble figure questing after an ideal love. Some see him as tragic, while for others he is essentially comic. Cervantes' work has been read and interpreted in many ways at different times and places. Nevertheless, many English speakers know only the eccentric gentleman of the Broadway musical. There is much more! This class will plumb the depths of what it means to be a reader: a reader of texts of course, but also a reader of life. Don Quixote, the basis of our discussions, is perhaps the most representative text as far as this theme goes. After all, Don Quixote begins with Cervantes addressing the reader, the protagonist is an obsessive reader, the main characters of the second part are readers of the first part, and so on. Throughout the novel, Cervantes shows that history is something constructed by others and that everything depends on point of view. With that as a jumping-off point, students will examine how our point of view—our worldview—affects and influences our own histories/stories. Don Quixote lived his life by the book—the book of chivalry. Christians too are people of the book—the Bible. Having seen how Don Quixote viewed his entire world through the lens of novels of chivalry, students will reflect on how their lives are fashioned by the lenses through which they see the world. Students will read Edith Grossman's translation of Don Quijote de la Mancha and explore some of the books, films, and art that have been inspired by Cervantes' masterpiece. *C. Slaughter*. 8:30 a.m. to noon.

IDIS W22 Entrepreneurship in the Arts. Many students in the creative arts hope their craft will become more than a hobby after graduation. Often, however, these students struggle to see how they might use their artistic skills in concrete ways to sustain a fulfilling career. This course provides participants with tools to help them apply entrepreneurial models to their interests in the creative arts. Students with an interest in visual arts, architecture, poetry and creative writing, music, dance, theater, film, digital media production, and design explore their own passions and how they can be translated to successful careers. Throughout the course students engage with local creative arts institutions and talk with individuals who have successfully followed their calling into the arts. Topics that are covered include: steps to finding employment in the arts, funding sources for the arts, the legal organization of arts institutions, business plans and their key elements, a brief introduction to budgets and taxes, how to discern vocation in the arts, how to determine the value of a graduate degree in the arts, what it takes to be an entrepreneur in the arts, and the economic impact of the arts on society. The course involves field trips to local arts organizations. Through course activities and discussions, students formulate and articulate an understanding of how their unique skill set can be used to further God's kingdom, both as a sustainable personal vocation and a contribution to the common good. *S. Smartt, J. Risner*. 8:30 a.m. to noon.

IDIS W23 How to Change the World. Injustice, social breakdown, and ecological dangers are ever-present and all around. Illiteracy, poverty, maternal mortality, malnutrition, joblessness, conflict, habitat loss, and pollution are all examples. Government programs and charity can help, but they don't always work, and they are not enough. This course will introduce students to social entrepreneurship, the new and increasingly appreciated strategy for bringing constructive changes to social and ecological problem areas. Social entrepreneurs develop social enterprises, organizations that marshal resources and people to make changes that set the world on a more positive course. These can be either for-profit or not-for-profit organizations, but their primary mission will be to address social or ecological needs in powerful and sustainable ways. In this

experientially-based class, students will be introduced to the experiences of successful social entrepreneurs, both international and domestic, as they learn how to build a social enterprise. Students will then work in teams to identify a particular area of need, research their area of interest, imagine solutions, and design start-up social enterprises that move rapidly toward financial sustainability. To supplement the experiential learning, students will learn basic business and organizational tools, read stories of successful social entrepreneurs, visit local social enterprises, skype with international social entrepreneurs, engage with guest speakers, listen to TED talks, and more. This course may fulfill an elective in the IDS major or minor. *P. Snyder and R. Hoksbergen*. 8:30 a.m. to noon.

Note: This course description has been modified since first published in the printed Interim-2015 course catalog.

IDIS W24 Personal Finance. All of us have been forced to make decisions that impact our future economic well-being. What is the best type of loan to finance college? Can I afford to study abroad next semester? How will I pay for a car to get to my job? Personal finance is a specialized area of study focusing on individual and household financial decisions: How much should I save? How much should I spend? Do I need life and health insurance when I get out of college? What type would be best for me? Financial planning is a process of setting financial goals and organizing assets and making decisions to achieve these goals, in an environment of risk. This class will consider financial goals for Christians and will provide information and techniques to help students be good caretakers of what God entrusts to them. Topics covered will include: financial planning tools, goal setting and budgeting, tax planning, cash management, consumption and credit strategies, automobile and housing decisions, insurance needs, concepts of investing, and retirement planning. Class sessions will include lectures, presentations by finance professionals, video, and group discussion. *E. Van Der Heide, D. Pruis*. 8:30 a.m. to noon.

IDIS W25 Bridge: a Card Game for Life. Bridge is arguably one of the best games ever, combining unmasterably complex strategy (like chess) with teamwork, analysis, and a very small dose of quantifiable luck, all with just 52 cards. Students who study this surprisingly challenging yet social game through this course learn to play the game, including the bidding and scoring. They become well-versed in common bidding conventions (not unlike learning a new language) and ultimately adapt their own as partnerships. They learn the etiquette and variations associated with tournament play. Ultimately, members of the class play at the official Grand Rapids Bridge Club and possibly begin to earn Masterpoints. To begin to master the game, students train their problem solving, decision making, and partnership building skills. More importantly, students develop an appreciation for a mentally invigorating game that they will enjoy for the rest of their communal lives. Students will also get a chance to join the nearly 700,000 member World Bridge Federation. *D. Vander Griend*. 8:30 a.m. to noon.

IDIS W26 Preparing for the Semester in Britain. The aim of the course will be to introduce historical and cultural context that will prepare students for living in York, studying at York St. John University, and living in Yorkshire, England. We will do that by (1) reading and discussing general English history, (2) focusing on particular interpretations of major periods and events in English history, (3) preparing for specific excursions in England and Scotland, and (4) discuss a series of topics on practical living—everything from food to manners, to churches. Students will

read a general text in English history, watch parts or all of various video series on England, read a selection of essays pertinent to Yorkshire history and culture, and write informal responses to these. Students will also, in small groups, conduct research to prepare them to host (and provide guidebook materials for) excursions. *D. Ward*. 2:00 p.m. to 5:00 p.m.

IDIS W27 Spiritual Strength Training. Do you want to build your spiritual strength and be strong in the Lord? Do you want to deepen your relationship with God through the power of the Holy Spirit? This course is designed for students who desire to have a dynamic, intimate relationship with Jesus, and who long to cooperate with the Holy Spirit in all aspects of life. The third person of the Trinity is often the least known, yet it is He who makes Jesus Christ known to us. Special emphasis is placed on teaching students about the Holy Spirit to understand how one may be transformed and empowered to live as Christ leads, rather than charting one's own course and asking God to bless it. Course topics include: historical overview of the church's understanding of the Holy Spirit; overview of Spirit-led waves of revival beginning in the 18th, through the 21st century; theological and historical reasons why many traditions have resisted emphasis on the Holy Spirit; what the Bible teaches about the divine personhood, and inward and outward works of the Holy Spirit; how to receive guidance from, cooperate with, and be empowered by the Holy Spirit; how to discern and develop one's gifts from the Holy Spirit; and what the Bible teaches about the healing ministry of Jesus as it relates to spiritual, emotional, relational and physical healing. Students are regularly provided with opportunities for the practical application of theological and theoretical topics via the incorporation of in-class exercises; opportunities to pray with classmates; opportunities to dialogue with, and receive personal prayer from spiritual trainers; and participation in a 2-½ day on-campus Dunamis Project conference (1/22/15-1/24/15), sponsored by Presbyterian Reformed Ministries International. *J. Kraak, N. Van Noord*. 2:00 p.m. to 5:00 p.m.

IDIS W28 Storytelling. This course offers an introduction to traditionally oral stories and the art of storytelling. Participants learn about the qualities of oral narratives as these contrast with written literature. Although the class depends on textual collections to survey the main genres of cultural oral expressions, students will tell and listen to each other story tell, riddle, share fables, tell tall tales, and share folktales. Participants consider the significance of Jesus' use of storytelling to teach. What may have been lost in the shift from the message told and heard, to a message received in text? Throughout the course, participants will consider storytelling as a spiritual activity of Koinonia, community building. The realization that Christians are called to be tellers of the Story, supplies urgency for growing abilities to listen, tell and make meaning with storytelling. Other emphases include the social-cultural root of stories as well as issues of voice and appropriation; the relationships of teller and listener as these elaborate narrative words into present relationships; storytelling as the development of a learning community; and storytelling as verbal art. *J. Kuyvenhoven*. 2:00 p.m. to 5:00 p.m.

IDIS W40 Disney, Culture, and Progress. Walt Disney World projects a vision of global progress in cross-cultural engagement, scientific and technological innovation, environmental sustainability, and global citizenship. But this message of progress is often contested, and such a singular presentation raises a multitude of questions: Have we really progressed when there is so much violence, inequality, interethnic hostility and discrimination, environmental deterioration, and misuse of technology? How can we reconcile ideas of progress with the reality of a fallen

world? Can we identify a global vision of progress, or are these ideas merely a veiled presentation of the “American dream?” This course equips students to explore cross-cultural understandings of progress. Students will learn about theories of progress from development literature, and then assess how we understand progress across cultural contexts in light of these theories. A significant portion of the class will take place off-campus at Walt Disney World in Orlando, Florida, where students will explore representations of human progress in science, technology, cross-cultural engagement, environmental protection, and global citizenship. During this visit we will reflect on some key questions: What does it take to progress towards a more sustainable future? Are we called to be global citizens or rooted in our local communities? Is progress a Western, liberal concept, or can we understand progress within our own cultural communities? How does our understanding of progress impact the way we engage across cultures? Most importantly, are there particular visions of progress that Christians should or should not endorse? This class may fulfill an elective in the Political Science and IDS programs. This course will fulfill the CCE requirement. Course dates: January 7-27. Fee: \$2380. *R. McBride*. Off campus.

IDIS W41 Harness the Wind: Learn to Sail (3 hours + PER 140). For thousands of years people have taken to the water in boats propelled by wind and sails. Whether for business or pleasure, sailors have had to learn the skills needed to meet the challenges of sailing. In this course students learn to sail on 26-30 foot sailboats using the facilities of Eckerd College on Boca Ciega Bay in St. Petersburg, FL. Students progress from beginning to advanced levels of sailing skill and are introduced to a lifetime activity that can be enjoyed at various levels. During onboard instruction students explore the ways in which wind, water, sails and hulls interact to efficiently send a boat on its way. Leadership development, team building, cooperative learning, and an introduction to sailboat racing are integral to the sailing experience. In addition to extensive on-the-water instruction, the course includes classroom presentations, readings, projects and discussions on techniques and physics of sailing, sailboat design, navigation, meteorology and history. Excursions to observe marine environments and wildlife are included in the course. No boating experience is required. Students must have the physical ability to operate a sailboat and pass a 150 yard swimming test. This course may fulfill an elective in the Recreation major or minor. Course dates: January 5-24. Cost: \$2937. *J. Ubels, S. Vander Linde*. Off campus.

IDIS W42 Tourism, Migration and Development in Jamaica. Jamaica with its vibrant multi-national urban centers, attractive tourist destinations and rural countryside, provides the backdrop for examining issues facing developing countries in an increasingly globalized economy. This interim exposes students to Jamaican culture and history, including the African diaspora, Jamaica's colonial experience, Jamaica's contemporary identity as well as Jamaican migration patterns. Through readings, classroom discussions, and engaging lectures by faculty from Calvin and the University of West Indies, students examine the social and economic challenges facing Jamaicans today including political unrest, gangs, debt, remittances, tourism, sustainability, migration, and the influence of the United States on Jamaican affairs. Students travel through both the interior and the coast of Jamaica matching classroom content with participant observation and fieldwork. Field trips are also used to examine the various political, social, economic and international trends that have shaped the island and impacted its potential for successful development. This course may fulfill an elective in the Sociology, Social Work,

International Development studies and Africa and the African Diaspora Studies programs. This course will fulfill the CCE requirement. Course dates: January 8-27. Fee: \$2977. A. Greidanus. L. Schwander, T. Vanden Berg. Off campus.

IDIS W43 Dutch Landscapes. Few countries exist where human activities have exerted greater influence in the shaping of the land than the Netherlands. With daily field excursions, students will learn about this country's richly varied and historically layered cultural landscapes. Many of the excursions will focus on land reclamation, water management, and environmental preservation technologies which have been used over many centuries. These technologies are important for understanding the complex interrelationships between society, technology and land. Students will also learn about Dutch society and culture via visits to museums, churches, and political institutions as well as readings and direct engagement with people of this country. Students stay in a group accommodation facility about 10 miles north of Amsterdam. The primary mode of instruction is field excursion to locations throughout the country. These daily trips are guided by briefings the night before, interpretation en route, presentation made by local experts, and study sheet assignments. Additionally, each student spends part of one weekend with a Dutch family. This course may fulfill an elective in the Geography, Environmental Studies, Dutch and Engineering programs. This course will fulfill the CCE requirement. Course dates: January 6-30 integrated through this period are 7 open days for personal travel. Fee: \$3666. H. De Vries, R. Hoeksema. Off campus.

IDIS W44 Business, Engineering & Religion in the European Context. In today's global economy, business practices, engineering design, product development, and product marketing must take the international market into account. This course introduces the students to the business practices and product development in the international market, focusing on business and R & D in Europe. Students will learn how the languages, history, culture, economics, regulations, and policies of Europe shape the business and design process through tours of businesses, engineering research facilities, manufacturing facilities, as well as discussion sessions with leading business executives and research engineers in Europe. A second theme of the course reviews the history of the reformation with visits to Wittenberg, Heidelberg, and more. Locations will include Amsterdam, Brugge, Paris, Strasbourg, Munich, Nurnberg, Prague, Leipzig, Berlin, and Bremen. Additional religious and cultural locations will include visits to the Begijnhof, The Hague, Versailles, Notre Dame Cathedral, Reims, Dachau, Neuschwanstein, St. Vitas Cathedral, and more. This course qualifies towards the Engineering department's International Designation program. This course will fulfill the CCE requirement. Course dates: January 2-24. Fee: \$4700. R. Brouwer, R. Plaisier. Off campus.

IDIS W45 Galapagos Islands/Amazon Rainforest. 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 ecosystems are 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 seven days on the

Galapagos archipelago and six days living within the Amazon jungle. Daily excursions include hiking, canoeing, and snorkeling. This course may fulfill an elective in the IDS program. This course will fulfill the CCE requirement. Course dates: January 7 -27. Fee: \$5600. C. *Blankespoor, D. Proppe.* Off campus.

IDIS W46 Ethiopia: Community of Hope. This course travels to Addis Ababa, Ethiopia. This third world city of 6 million people is situated on a plateau 6,000 feet above sea level just north of the equator. Students from any discipline are encouraged to participate. We immerse ourselves in the Ethiopian culture, including exposure to economics, health care, religion, and educational systems. Opportunities exist for exploration and involvement in education, social work, nursing, development, international studies, and medical missions. There are also opportunities for volunteer work in health care settings. Optimally, students experience both urban and rural sites and are able to compare/contrast these sub-cultures. The reality of HIV-AIDS in Africa and current treatments and services available in Ethiopia are discussed. Visits are made to various hospitals, orphanages and clinics dealing with the impacts of HIV/AIDS as well as international relief organizations. Team discussions, guest speakers, and informal lectures share ideas for hope, community, and faith in the face of poverty and disease take place. Ethiopia has many beautiful natural attractions with abundant African wildlife. Field trips may include mountain resorts and national parks. Students should be prepared to be personally challenged as the complex realities of Ethiopia are explored. This course may fulfill an elective in the IDS program. This course will fulfill the CCE requirement. Junior status or above required. Course dates: January 5-25. Fee: \$4135. C. *Feenstra.* Off campus.

****IDIS W47 Exploring Honduras Coast to Coast.** This course provides students the opportunity to dig deep and see the many sides of Honduras. Students participate with dozens of Honduran cyclists in an 8-day trek from Honduras' Atlantic coast in the North to the Pacific coast in the South. Traveling through 8 cities, students have the opportunity to learn about the issues of education in Honduras, to meet its best students and to hear what the Transform Honduras movement is doing to improve education around the country. Students also spend time immersed in Honduras' history in the Mayan city of Copan, experience snorkeling in its beautiful coral reefs, spend a week living with Honduran families in a small town outside the capital, and hear from Honduran leaders in the nation's capital to learn about the tough issues this Honduras is facing and what is being done to bring about change. This course may fulfill an elective in the IDS program. This course will fulfill the CCE requirement. Prerequisites: students will be required to have a complete physical exam and will need to demonstrate a high level of physical conditioning prior to being accepted for the course. Course dates: January 3-27. Fee: \$2947. K. *Ver Beek.* Off campus.

~~CANCELLED IDIS W48 Living Like Jesus Under Occupation.~~ ~~This course will expose students to Palestinian life under Israeli occupation in the West Bank and East Jerusalem. Students will learn about the complex historical relationships between Judaism, Christianity and Islam in the land of Palestine. This history will include the rise of modern day Zionism, the establishment of the state of Israel, the current construction of the Separation Wall and continuing Palestinian resistance to Western colonization. Regular day trips will include visits to Jerusalem, Ramallah, Hebron, Galilee, the Jordan Valley and several Palestinian refugee camps. Students will visit with the leaders of several local institutions working for the~~

~~implementation of a just peace and reconciliation in the region. Leadership, classroom lectures and field instruction will be from local professors provided by Dar al-Kalima College (Bethlehem) and Bir Zeit University (Ramallah) as well as Prof. Crump (Calvin College). Seeing and experiencing these circumstances first hand will facilitate discussion and reflection on the ethical responsibilities incumbent upon American Christians as well as US foreign policy makers as two of the principal facilitators of Israel's ongoing violation of Palestinian human rights. This course may fulfill an elective in the IDS program. Course dates: January 7-27. Fee: \$3676. D. Crump. Off campus.~~

****IDIS W49 Leadership in Africa.** This course is held in Kenya. Students meet African leaders in health, education, government, media, church, environment, and development. Students spend one week in Nairobi, and then travel to visit rural Maasai people who welcome students into their homes, schools, and church. Students visit the Masai Mara, Africa's premier game reserve. Rural living situations may not include Western conveniences. Students hike, talk, discuss, participate in worship, visit local markets, and learn currency, history, and some Swahili while meeting nightly for debriefing. This course may fulfill an elective in the IDS program. This course will fulfill the CCE requirement. Course dates: January 8-28. Fee: \$4584. R. Crow, M. Fackler. Off campus.

IDIS W50 Brazil for Beginners. Students will spend three weeks immersed in Brazilian culture, history and language, particularly of the Northeast. Two weeks of the Interim will be spent in Recife, the capital and largest city (ca. 3.75 million inhabitants) of the Northeastern state of Pernambuco, as well as the center Nieuw Holland (Dutch colonial Brazil, 1630-1654). Students will live with middle-class Brazilian families and take local excursions. Students will be able to study a country that is important to any discussion and research on Latin America and the African Diaspora. During the two weeks in Recife the students will have language classes and historical / cultural conferences at a local cultural center. The final week will be spent in Salvador, the capital of colonial Brazil (ca. 3.5 million inhabitants) and Rio de Janeiro, former capital and second largest city in Brazil (ca. 6.3 million inhabitants). Students will visit points of cultural interest, historical landmarks, museums, art exhibits and churches in Recife, Salvador, and Rio. This course may fulfill an elective credit for minors in Latin American Studies, African and African Diaspora Studies, and International Development. This course will fulfill the CCE requirement. Course dates: January 4-26. Fee: \$3740. D. TenHuisen. Off Campus.

IDIS W51 China, Business & Engineering. China's emerging economy has a large impact on today's world, especially in business and engineering. During this interim, students spend three weeks in China meeting with business and engineering professionals who are part of this reshaping of the global economy. The course includes major cultural and economic centers of China: Beijing, Shanghai, Xiamen, Shenzhen and Hong Kong. Students engage with professionals at approximately thirteen companies. Additionally, many important historic and cultural sites are explored including the Great Wall and the Forbidden City. Students learn why China has a comparative advantage in many types of manufacturing and how some US firms have responded to that. Students learn what type of engineering is done well in China as well as the environmental impacts of China's rapid growth. Students also learn how Chinese Christians shape their life, work, and business with their faith. Finally, students learn about the history and

culture of China and how this has shaped modern events. Students are challenged to consider what China means for their future careers in business and engineering. Preference given to students majoring in the business or engineering departments. This course may fulfill the Engineering department International Designation program. This course will fulfill the CCE requirement. Course dates: January 7 - 28. Fee: \$3800. *R. Tubergen, L. Van Drunen*. Off campus.

IDIS W52 Critical Approaches to Horror. This course addresses issues of the Gothic in contemporary art and media, paying specific attention to the aesthetics and cultural ramifications of horror, the sublime, and the abject body. Through the exploration of film, literature, music, and visual art, students are encouraged to understand the paradigmatic relationship between pagan and Christian, innocence and corruption, and the living and the dead. Philosophical and critical readings from the fields of cultural studies, media studies, contemporary art, and gender studies are used to explore theological implications of these genres. This course may fulfill an elective for the Film and Media major as well as the Studio Art major. Fee: \$10. *A. Wolpa*. 8:30 a.m. to noon.

IDIS W53 Women's Health. This course focuses on decision making in many dimensions of health. We investigate, explore and share health topics related to spiritual health, social health, physical health, psychological health and financial health. Community experts, personal life stories, and videos add to the learning experience. This course may fulfill an elective for Gender studies and Health minors. *D. Bakker*. 8:30 a.m. to noon.

IDIS W54 Dancing the Elementary Curriculum. This course explores the use of creative movement as a tool for teaching elementary curriculum. Students "dance" through elementary math, Bible, social studies, science and language arts by designing movement-based lessons and playing movement games. Students visit local elementary classrooms, discuss curriculum with teachers and custom-design movement lessons for their classes. In pairs or trios, students teach their lessons to elementary children. Students are evaluated upon the following: in-class movement exploration, a test upon lecture and readings, writing assignments, peer-teaching activities, creative game design, written lesson-planning and in-classroom teaching. No previous dance experience required. This course is recommended to Elementary Education students for fulfilling their dance component. *E. Van't Hof*. 8:30 a.m. to noon.

IDIS W55 Music and Politics. This course explores the complex relationship between music and politics: how governments, institutions and special interests groups have influenced the kinds of music made (or not made) in a given context, the variety of ways music has been used to meet political objectives, and the many different ways music has been understood to carry political meaning. The course will introduce case studies drawn from the twentieth century onwards to illuminate these various relationships, including worker's music from the North American labor movement (1920s and 30s), music in Nazi Germany and the Holocaust, Soviet music during the Cold War, the civil rights movement and urban folk revival in North America, music during and after Apartheid in South Africa, censorship and regulation of popular music in the US (especially the Parents Music Resource Council), and uses for music by American soldiers in the Global War on Terror. These diverse political contexts for music will highlight the extent to which music is implicated in questions of power and justice, and used as a political tool

or weapon by political collectives of many places, eras, and ideologies. No musical training required. This class may be used as an elective towards a music major or minor but is open to students from all disciplines. *B. Wolters-Fredlund*. 8:30 a.m. to noon.

IDIS W60 The Book of Revelation. No writing in the Bible has been subject to a wider range of interpretations than the Book of Revelation. Many Protestant evangelicals understand John's apocalypse to offer a script for the end of the world and therefore seek to correlate passages in the book with contemporary events. But many Christian churches, including those in the Reformed tradition, recognize the highly symbolic nature of the book. This course begins by using a two-part documentary film on Revelation that devotes significance attention to the variety of ways in which the book has been interpreted through the centuries in Church history. The film also touches on the book's impact on secular culture through the ages. Most class sessions will be devoted to working carefully through the text of Revelation section by section, with a focus on what the book would have meant to Revelation's first audience: Christians in first-century Roman Asia Minor. Through group and general class discussion, however, attention is also given to the theological challenges raised by Revelation and to its relevance for Christian faith today. Prerequisite: one course in Religion. *D. Harlow*. 2:00 p.m. to 5:00 p.m.

IDIS W61 Neuroscience & Education. The field of neuroscience is exploding with information about the brain. Largely because of novel technologies that can non-invasively monitor the brain in its active functioning in real time, an astonishingly large body of knowledge is accumulating about how the brain works. In this course, students will become aware of and understand the basics of neuroscience. This will also include salient features of recent developments and discoveries in neuroscience. Students will also become aware of and understand applications of neuroscience to the theory and practice of education, including learning and teaching. This will include examining commercial products and other successful and popular programs that apply brain research to education. And students will develop critical perspectives on neuroscience and its applications to education, exploring ways in which this fits with the faith-based mission of Calvin College and the Education Program. This will include learning how to judge current claims of neuroscience's applications to education, including popular neuromyths and excessive claims by commercial products. Students will be invited to examine the burgeoning body of literature in education at the intersection of neuroscience and educational research and practice. The goal is to situate educational practitioners better in their understanding of neuroscience and neuroscience's place in teaching and learning. Prerequisite: EDUC 202 or Psych 151, or permission from the instructor. *C. Joldersma*. 2:00 p.m. to 5:00 p.m.

IDIS W62 Wildfire: Cultural Ecology. Grassland and forest fires are widely viewed today as threatening intrusions into natural and domesticated landscapes. Yet for millennia fire has played a major role in shaping Earth's human and ecological communities. This course traces the ecology and cultural applications of fire through three historical periods dominated successively by 1) naturally occurring fire, 2) fire use by native human populations, and 3) fire control under European-style land settlement. The course will examine adaptations of organisms to fire, ways in which fire structures biological communities in different biomes, and how humans use of fire may have shaped the signature natural landscapes of North America and other continents. The place of fire and fire policy in the sustainable stewardship of public lands like national parks and wilderness areas will be studied. The use of fire in managing and restoring ecosystems will also

be explored. The course will include lectures, laboratory exercises, videos and at least one field trip. Prerequisite: One course in Biology. *R. VanDragt, D. Warners*. 8:30 a.m. to noon.

IDIS W63 Leadership & Emotional Resilience. This course explores the role of emotional health in the life of an effective Christian leader. Based on the fields of positive psychology, neuroscience, neuropsychology, leadership studies, economics, and sociology, students learn the nuts and bolts of psychological well-being as a prerequisite for effective leadership. A variety of practical exercises provide students with the opportunity for personal growth and insight, providing resources for living “the good life”—a life full of purpose and meaning. Open to Perkins Leadership Fellows only. *C. Edmondson*. 8:30 a.m. to noon.

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

IDIS 206 Introduction to Medieval Studies. 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. Fee: \$25. *F. van Liere*. 8:30 a.m. to noon.

IDIS 211 Honors: Cancer: A Multidisciplinary Examination of a Complex Disease. Current reports indicate that cancer affects one out of every three Americans. As such, accurate diagnosis and effective treatment of cancer patients has become a priority for scientists, public health officials, and health care providers. However, cancer is complex, as is our current medical system. Providing high-quality, effective, affordable, and equitable care for cancer patients will require collaboration among those with varied expertise. In this course, students use a multidisciplinary approach to study cancer drawing on insights from cell biology, genetics, public health, sociology, economics, ethics and others. Discussions with health care professionals and scientists, and visits to health care facilities and research centers highlight the value of collaborative bench to bedside treatment strategies. Meetings with cancer patients and survivors provide insights into current successes and challenges in patient care. A final project challenges students to develop a multidisciplinary strategy for improving cancer care. This graded course is intended for Honors students from all disciplines. Individuals completing the course receive honors credit. Pre-course reading and attendance at one meeting in December are required. *A. Wilstermann*. 2:00 p.m. to 5:00 p.m.

IDIS 375 Methods and Pedagogies for Social Studies. This course introduces prospective teachers to important curricular and pedagogical issues related to teaching history and social studies at the middle and high school level. It examines the links between a Christian

understanding of human nature, pedagogy, curricular standards, lesson planning and curriculum construction, teaching resources, classroom methods, and assessment instruments. *R. Schoone-Jongen.*

International Development Studies

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

~~ECON W40 Social Entrepreneurship~~ *R. Hoksbergen.*

Note: This course is now listed as IDIS-W23 (below), and taught by both R. Hoksbergen and P. Snyder.

IDIS W23 How to Change the World. Injustice, social breakdown, and ecological dangers are ever-present and all around. Illiteracy, poverty, maternal mortality, malnutrition, joblessness, conflict, habitat loss, and pollution are all examples. Government programs and charity can help, but they don't always work, and they are not enough. This course will introduce students to social entrepreneurship, the new and increasingly appreciated strategy for bringing constructive changes to social and ecological problem areas. Social entrepreneurs develop social enterprises, organizations that marshal resources and people to make changes that set the world on a more positive course. These can be either for-profit or not-for-profit organizations, but their primary mission will be to address social or ecological needs in powerful and sustainable ways. In this experientially-based class, students will be introduced to the experiences of successful social entrepreneurs, both international and domestic, as they learn how to build a social enterprise. Students will then work in teams to identify a particular area of need, research their area of interest, imagine solutions, and design start-up social enterprises that move rapidly toward financial sustainability. To supplement the experiential learning, students will learn basic business and organizational tools, read stories of successful social entrepreneurs, visit local social enterprises, skype with international social entrepreneurs, engage with guest speakers, listen to TED talks, and more. This course may fulfill an elective in the IDS major or minor. *P. Snyder and R. Hoksbergen.* 8:30 a.m. to noon.

Note: This course description has been modified since first published in the printed Interim-2015 course catalog.

IDIS W40 Disney, Culture, and Progress. Walt Disney World projects a vision of global progress in cross-cultural engagement, scientific and technological innovation, environmental sustainability, and global citizenship. But this message of progress is often contested, and such a singular presentation raises a multitude of questions: Have we really progressed when there is so much violence, inequality, interethnic hostility and discrimination, environmental deterioration, and misuse of technology? How can we reconcile ideas of progress with the reality of a fallen world? Can we identify a global vision of progress, or are these ideas merely a veiled presentation of the "American dream?" This course equips students to explore cross-cultural understandings of progress. Students will learn about theories of progress from development literature, and then assess how we understand progress across cultural contexts in light of these theories. A significant portion of the class will take place off-campus at Walt Disney World in Orlando, Florida, where students will explore representations of human progress in science, technology, cross-cultural engagement, environmental protection, and global citizenship. During this visit we will reflect on some key questions: What does it take to progress towards a more sustainable future? Are we called to be global citizens or rooted in our local communities? Is progress a Western, liberal concept, or can we understand progress within our own cultural

communities? How does our understanding of progress impact the way we engage across cultures? Most importantly, are there particular visions of progress that Christians should or should not endorse? This class may fulfill an elective in the Political Science and IDS programs. This course will fulfill the CCE requirement. Course dates: January 7-27. Fee: \$2380. *R. McBride*. Off campus.

IDIS W42 Tourism, Migration and Development in Jamaica. Jamaica with its vibrant multi-national urban centers, attractive tourist destinations and rural countryside, provides the backdrop for examining issues facing developing countries in an increasingly globalized economy. This interim exposes students to Jamaican culture and history, including the African diaspora, Jamaica's colonial experience, Jamaica's contemporary identity as well as Jamaican migration patterns. Through readings, classroom discussions, and engaging lectures by faculty from Calvin and the University of West Indies, students examine the social and economic challenges facing Jamaicans today including political unrest, gangs, debt, remittances, tourism, sustainability, migration, and the influence of the United States on Jamaican affairs. Students travel through both the interior and the coast of Jamaica matching classroom content with participant observation and fieldwork. Field trips are also used to examine the various political, social, economic and international trends that have shaped the island and impacted its potential for successful development. This course may fulfill an elective in the Sociology, Social Work, International Development studies and Africa and the African Diaspora Studies programs. This course will fulfill the CCE requirement. Course dates: January 8-27. Fee: \$2584. *L. Schwander, T. Vanden Berg*. Off campus.

IDIS W45 Galapagos Islands/Amazon Rainforest. 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 ecosystems are 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 seven days on the Galapagos archipelago and six days living within the Amazon jungle. Daily excursions include hiking, canoeing, and snorkeling. This course may fulfill an elective in the IDS program. This course will fulfill the CCE requirement. Course dates: January 7 -27. Fee: \$5600. *C. Blankespoor, D. Proppe*. Off campus.

IDIS W46 Ethiopia: Community of Hope. This course travels to Addis Ababa, Ethiopia. This third world city of 6 million people is situated on a plateau 6,000 feet above sea level just north of the equator. Students from any discipline are encouraged to participate. We immerse ourselves in the Ethiopian culture, including exposure to economics, health care, religion, and educational systems. Opportunities exist for exploration and involvement in education, social work, nursing, development, international studies, and medical missions. There are also opportunities for volunteer work in health care settings. Optimally, students experience both urban and rural sites and are able to compare/contrast these sub-cultures. The reality of HIV-AIDS in Africa and current treatments and services available in Ethiopia are discussed. Visits

are made to various hospitals, orphanages and clinics dealing with the impacts of HIV/AIDS as well as international relief organizations. Team discussions, guest speakers, and informal lectures share ideas for hope, community, and faith in the face of poverty and disease take place. Ethiopia has many beautiful natural attractions with abundant African wildlife. Field trips may include mountain resorts and national parks. Students should be prepared to be personally challenged as the complex realities of Ethiopia are explored. This course may fulfill an elective in the IDS program. This course will fulfill the CCE requirement. Junior status or above required. Course dates: January 5-25. Fee: \$4135. *C. Feenstra*. Off campus.

IDIS W47 Exploring Honduras Coast to Coast. This course provides students the opportunity to dig deep and see the many sides of Honduras. Students participate with dozens of Honduran cyclists in an 8-day trek from Honduras' Atlantic coast in the North to the Pacific coast in the South. Traveling through 8 cities, students have the opportunity to learn about the issues of education in Honduras, to meet its best students and to hear what the Transform Honduras movement is doing to improve education around the country. Students also spend time immersed in Honduras' history in the Mayan city of Copan, experience snorkeling in its beautiful coral reefs, spend a week living with Honduran families in a small town outside the capital, and hear from Honduran leaders in the nation's capital to learn about the tough issues this Honduras is facing and what is being done to bring about change. This course may fulfill an elective in the IDS program. This course will fulfill the CCE requirement. Prerequisites: students will be required to have a complete physical exam and will need to demonstrate a high level of physical conditioning prior to being accepted for the course. Course dates: January 3-27. Fee: \$2947. *K. Ver Beek*. Off campus.

IDIS W49 Leadership in Africa. This course is held in Kenya. Students meet African leaders in health, education, government, media, church, environment, and development. Students spend one week in Nairobi, and then travel to visit rural Maasai people who welcome students into their homes, schools, and church. Students visit the Masai Mara, Africa's premier game reserve. Rural living situations may not include Western conveniences. Students hike, talk, discuss, participate in worship, visit local markets, and learn currency, history, and some Swahili while meeting nightly for debriefing. This course may fulfill an elective in the IDS program. This course will fulfill the CCE requirement. Course dates: January 8-28. Fee: \$4690. *R. Crow, M. Fackler*. Off campus.

IDIS W50 Brazil for Beginners. Students will spend three weeks immersed in Brazilian culture, history and language, particularly of the Northeast. Two weeks of the Interim will be spent in Recife, the capital and largest city (ca. 3.75 million inhabitants) of the Northeastern state of Pernambuco, as well as the center Nieuw Holland (Dutch colonial Brazil, 1630-1654). Students will live with middle-class Brazilian families and take local excursions. Students will be able to study a country that is important to any discussion and research on Latin America and the African Diaspora. During the two weeks in Recife the students will have language classes and historical / cultural conferences at a local cultural center. The final week will be spent in Salvador, the capital of colonial Brazil (ca. 3.5 million inhabitants) and Rio de Janeiro, former capital and second largest city in Brazil (ca. 6.3 million inhabitants). Students will visit points of cultural interest, historical landmarks, museums, art exhibits and churches in Recife, Salvador, and Rio. This course may fulfill an elective credit for

minors in Latin American Studies, African and African Diaspora Studies, and International Development. This course will fulfill the CCE requirement. Course dates: January 4-26. Fee: \$3740. *D. TenHuisen*. Off Campus.

NURS W80 Belize: A Nursing Experience. Immerse yourself in the health issues and nursing care of the people of the small developing country of Belize, Central America. Belize is both geographically and culturally diverse with mountains, rainforests and the largest coral reef in this hemisphere! Explore health concerns and care strategies for a culturally, socially and economically varied nation of seven distinct groups including Creole, Mayan, Taiwanese, Garifuna and others. Nursing students have the opportunity to serve in community clinics, private hospitals, struggling government hospitals, mental health half-way houses and orphanages. Students learn from local herbalists, traditional midwives and folk healers. Students take an excursion to Guatemala for 3 days to explore the contrast in health care and culture of these two developing countries. Students will also have the opportunity to live in a Mayan village absorbing the culture firsthand. Students learn about village health needs and the role of the traditional birthing assistant. This course may fulfill an elective in the IDS program. Prerequisites: Satisfactory completion of at least one semester of nursing courses and permission of the instructor. Course dates: January 7-27. Fee: \$2990. *R. Boss Potts*. Off campus.

SPAN W80 Spanish in Yucatan. In this course Students spend three weeks immersed in Mexican culture and Spanish language in Merida, the capital of the state of Yucatan. Merida has a population of one million and offers a colonial past, strong Mayan influence in the present, and intensive globalization as it faces the future. It hosts two universities and several mission organizations. Students live with Mexican families and attend lecture and discussion classes focusing on aspects of Mexican culture such as Mexican and Mayan history, the history of Catholicism and Protestantism in Mexico, and the current political and economic context. Students also participate in excursions to Mayan ruins and attend religious and cultural events. Student learning objectives are to 1) improve comprehension and fluency in the Spanish language, 2) increase understanding of various cultural and religious phenomena of Mexico and particularly of Yucatan, and 3) grow in personal maturity and awareness of cultural differences. This course may fulfill an elective in the Spanish and IDS programs. This course will fulfill the CCE requirement. Prerequisites: Spanish 201 and permission of instructor. This course has a CCE integral component. Course dates: January 7-28. Fee: \$2191. *S. Lamanna*. Off campus.

[IDIS 150 12 DCM: Christianity and Democracy in Africa. T. Kuperus. 8:30 a.m. to noon.](#)

Kinesiology

CANCELLED KIN W10 Sport and the Media. Sport and media have become increasingly prominent in contemporary society and their symbiotic relationship has created a monster that seems to grow stronger everyday. This course examines the changing landscape of sport media from the late 1800's to its current state. Students investigate the role of sport movies, print media (newspapers, magazines), electronic (radio, network television, cable television), new media (Twitter, Facebook, Instagram) and sport media's role in defining the entertainment value and perceived importance of sport at all levels. Topics include the roles of media planners, producers, sports information directors, sports journalists, and specialized media-related companies dedicated to marketing, producing, and disseminating commercialized sport around the world. Finally, the students critically examine the relationship between sport media and issues such as race, gender, sexuality, nationalism, capitalism/consumerism, and violence from a Reformed Christian perspective. *B. Bolt, J. Timmer.* 8:30 a.m. to noon.

KIN W40 Grand Canyon Outdoor Educator. This wilderness based learning experience is designed for students interested in developing wilderness leadership skills and advanced skills in expeditionary leadership, backcountry medicine, and rock climbing instruction and site management. The course begins at Calvin College with a 9 day Wilderness First Responder certification course sponsored by the Wilderness Medical Institute of the National Outdoor Leadership School (NOLS). Two groups of 10 students will then travel to Grand Canyon National Park for a six day winter backpacking trip deep into the heart of the Grand Canyon. Here, students will gain skills in wilderness leadership, backcountry living and travel, risk management, outdoor education, and group development. During this phase, students will cover the Wilderness Education Association (WEA) backcountry curriculum. Students will then travel to Joshua Tree National Park to complete 7 day rock climbing instructor and site management course. During the 25 day interim, students will also be exposed to the following topics related to outdoor education and leadership; group dynamics, conflict management and resolution, expedition planning, models of facilitation, land management agencies, Leave No Trace ethics, regional natural history, and environmental ethics and stewardship. This course may fulfill an elective in the Recreation major and minor. Course dates: January 5-29. Fee: \$1956. *R. Rooks, K. Heys.* Off campus.

PER Activities Courses (1 semester hour)

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

PER 137 B Bowling#+. J. Sparks. 1:30 p.m. to 3:20 p.m. (MW).

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

PER 174 A Volleyball I. J. Kim. 8:30 a.m. to 9:50 a.m. (MWF).

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

Fee required.

+ Class will meet off-campus.

IDIS W27 Spiritual Strength Training. *J. Kraak, N. Van Noord.* 2:00 p.m. to 5:00 p.m.

IDIS W53 Women's Health. *D. Bakker.* 8:30 a.m. to noon.

IDIS W54 Dancing the Elementary Curriculum. *E. Van't Hof.* 8:30 a.m. to noon.

IDIS 150 13 DCM: Coaching Young Athletes. *J. Bergsma.* 8:30 a.m. to noon.

Mathematics

MATH W80 Learning from Data. Our world is inundated with data, much of it not fully explored for the wealth of information it contains. The focus in this course will be tools from statistics and mathematics for uncovering knowledge and the implementation of such tools, their practical application, usually to large datasets. While the specific selection of topics may depend on student ability and interest, a sample list includes model building, machine learning, clustering, visualization, classification, regression, principal component analysis, dimensionality reduction, support vector machines, neural networks, Bayesian decision theory, and hidden Markov models. This course may fulfill an elective in the Math major. Prerequisite: One course from Math 231 or Math 256, one from Math 143, Math 145, Math 241, Math 243 or Math 343, and one from CS 104, CS 106 or CS 108, or permission of instructor. *T. Scofield*. 8:30 a.m. to noon.

MATH W81 Geometry through Symmetry. In the wake of the revolution in axiomatic geometry, during the 19th century, with the discovery of non-Euclidean models, Felix Klein developed his Erlanger program designed to characterize the various geometries via their internal symmetries through the concept of planar transformations. In this course, the aim will be to understand and characterize the concept of transformation, as well as, analyze its relevance to geometry. In particular, the main concept of isometry will be explored and classified via reflections, rotations and translations by analyzing their effect on geometric figures, such as points, lines, triangles, circles, etc. Similarity transformations will also be investigated. Along the way, certain applications to geometry will be given. This course may fulfill an elective in the Math major. Prerequisite: Math 256, or a 300-level mathematics course that emphasizes proof. Math 301 is helpful but not required. *J. Turner*. 2:00 p.m. to 5:00 p.m.

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

MATH 170 Elementary Functions and Calculus. This course is a continuation of Mathematics 159. Topics include applications of derivatives, integrals, the fundamental theorem of calculus, and applications of integrals. Prerequisite: Mathematics 169. *Staff*. 8:30 a.m. to noon and 2:00 p.m. to 5:00 p.m.

MATH 323 Teaching Mathematics in K-8. A discussion of the methods, pedagogy, and strategies for teaching mathematics in the elementary/ middle school. Curricular issues, including discussion of various materials and the use of technology, will be tied to criteria for evaluation of such. Topics of assessment, state and national standards, and lesson development will be examined. The relationship of mathematics teaching and the Christian worldview will be discussed. Field experiences will allow students the opportunity to see the issues raised in the course in the setting of a school. Prerequisites: Mathematics 221, 222, Education 302. *J. Koop*. 8:30 a.m. to noon and 2:00 p.m. to 5:00 p.m. (TTH).

[IDIS 150 14 DCM: Mathematics and Beauty. M. Bolt. 8:30 a.m. to noon.](#)

Music

MUSC W40 Cross-Training for Musicians. Do you struggle with anxiety when taking an audition, performing on stage or leading worship? Do you tend to avoid solo opportunities? Is your music-making hindered by physical weakness, perhaps having already led to chronic pain? Do you feel like your performances are stiff and do not communicate the full expressiveness of the music to your audience? Are you bored with your normal music routine and want to try something new? If you answered yes to any of these questions, this Interim course might be for you. Borrowing principles from athletic training, sports psychology, theater, the Alexander Technique and other sources, the class will explore methods to enhance musical performance in the context of a team (community). Students will explore a variety of concepts and activities - from theatric role play to training logs to water aerobics - and then apply those principles to performance in their own medium (instrumental or vocal). The course will include daily performance laboratory experiences for students to experiment with these ideas, culminating in the development of a personal performance model that is applied to a final concert. Participants need not be music majors or currently participating in a music ensemble at Calvin, but simply have a performance medium and want to grow in health, confidence, effectiveness and sense of purpose in doing so. This course may fulfill an elective in the Music major. *D. Reimer*. 2:00 p.m. to 5:00 p.m.

MUSC W60 Canta Brasil! (MAY) Members of the Calvin Women's Chorale participate in worship services, present concerts, and participate in workshops in the area of choral music in various cities in Brazil. The course is taught by the instructor through performance and by being a clinician in workshop settings. The instructor also leads group discussions with the ensemble and facilitates interaction with local musicians and church members. Students experience worship in a cross-cultural context and communion with other members of the Body of Christ through fellowship and song. The choir experiences collaboration with other local choirs via a choral festival under the joint direction of the class instructor and Maria Guinand, pre-eminent South American and world renowned choral conductor. Evaluations will be based on daily participation through performances, group discussions, individual presentations and a daily journal. The course will begin with intensive rehearsals and lectures on campus, followed by a twelve-day trip to Brazil. The sessions prior to the trip will include talks on global worship, the culture and choral music of Brazil, and the larger context of South America. This course will fulfill the CCE requirement. Prerequisite: Fall or spring enrollment in MUSC 191. Course dates: May 27-June 9. Fee: \$4912. *P. Shangkuan, L. Hoisington*. Off campus.

MUSC W80 Teaching Music in Urban Schools. Students in this course explore and experience teaching music in urban school settings. In addition to course lecture, readings, journal entries, and assignments, participants work in a Grand Rapids Public School where they assist the music teacher(s) in working with general, instrumental, and/or choral music instruction. Through this course, students develop an understanding of the unique challenges associated with urban education, examine classroom management strategies used in urban schools, and learn to overcome obstacles to teaching music with limited resources and facilities. Students also reflect on the Christian music educator's role in acting as an agent of change in challenging educational settings while exploring the possibility of using their musical gifts to teach in an urban school setting. All assignments must be completed in order to earn a grade in this course. Professional

behavior related to dress, attitude, and attendance is expected. This course may fulfill an elective in the Music major or minor and the Fine Arts minor. Prerequisite: Enrollment is limited to music education majors (BME), music majors and minors (BA), elementary fine arts minors (BA) or those with permission of the instructor. *P. Hash*. 8:30 a.m. to noon.

IDIS W55 Music and Politics. *B. Wolters-Fredlund*. 8:30 a.m. to noon.

IDIS 150 15 DCM: The Music of Joy. *T. Steele*. 8:30 a.m. to noon.

IDIS 150 16 DCM: Music, Manipulation, and the Mind of God. *D. Fuentes*. 2:00 p.m. to 5:00 p.m.

IDIS 150 17 DCM: Music as Therapy in Everyday Life. *E. Epp*. 8:30 a.m. to noon.

Nursing

NURS W80 Belize: A Nursing Experience. Immerse yourself in the health issues and nursing care of the people of the small developing country of Belize, Central America. Belize is both geographically and culturally diverse with mountains, rainforests and the largest coral reef in this hemisphere! Explore health concerns and care strategies for a culturally, socially and economically varied nation of seven distinct groups including Creole, Mayan, Taiwanese, Garifuna and others. Nursing students have the opportunity to serve in community clinics, private hospitals, struggling government hospitals, mental health half-way houses and orphanages. Students learn from local herbalists, traditional midwives and folk healers. Students take an excursion to Guatemala for 3 days to explore the contrast in health care and culture of these two developing countries. Students will also have the opportunity to live in a Mayan village absorbing the culture firsthand. Students learn about village health needs and the role of the traditional birthing assistant. This course may fulfill an elective in the IDS program. Prerequisites: Satisfactory completion of at least one semester of nursing courses and permission of the instructor. Course dates: January 7-27. Fee: \$2990. *R. Boss Potts*. Off campus.

[**IDIS W13 Exploring German-style games. *R. Bebej, J. Moes*. 2:00 p.m. to 5:00 p.m.**](#)

[**IDIS W46 Ethiopia: Community of Hope. Course dates: January 5-25. Fee: \\$4135. *C. Feenstra*. Off campus.**](#)

Philosophy

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

PHIL W11 Moral Expectation in Film. This course focuses on moral expectation and its relation to other moral concepts such as moral duty, moral responsibility, supererogation, collective responsibility, and moral virtue. About eight motion pictures will be shown illustrating these moral concepts. These concepts will also be examined in the context of the Christian life. Learning objectives include knowledge of moral expectation and its relationship to these other concepts and the ability to analyze and identify their presence in the plots of motion pictures and, by extension, how they function in the lives of human moral agents. One previous course in Philosophy is recommended but not required. *G. Mellema*. 8:30 a.m. to noon.

PHIL W12 Faith, Evidence, and the Holy Spirit. This course explores prominent perspectives in “religious epistemology,” seeking to understand what makes it right and proper to believe—and even claim to know—the things that mature Christians do typically believe, claim to know, and know (and, in their witness, enjoin others to believe and come to know). We will look at arguments—from William Lane Craig, Richard Swinburne, and others—that there is more than ample “objective evidence” to support the key proclamations of Christianity. We will also look at arguments of Reformed philosophers (Alvin Plantinga, Nicholas Wolterstorff, William Alston, and others) that Christian belief and knowing rests on distinctive sources like an innate “sensus divinitatus” and the internal work of the Holy Spirit attesting to divine revelation. Some attention will also be given to post-modernist approaches to these topics. Students will evaluate how these current accounts of “Christian knowing”—and the underlying general theories of evidence, rationality, and knowledge that they reflect—fit with their ongoing personal journeys and with the historical Christian communities that have been formative for their journeys. *S. Wykstra*. 2:00 p.m. to 5:00 p.m.

[IDIS W11 L’Abri Switzerland.](#) Course dates: January 6-31. Fee: \$2152. *L. Hardy*. Off campus.

IDIS W14 I Long. Therefore, I Am. *K. Corcoran.* 8:30 a.m. to noon.

IDIS W15 Art and History of Quilting. *R. Groenhout.* 2:00 p.m. to 5:00 p.m.

IDIS 150 18 DCM: The New Urbanism. *L. Hardy.* 2:00 p.m. to 5:00 p.m.

IDIS 150 25 DCM: Jewish Thought and Culture. *D. Billings.* 2:00 p.m. to 5:00 p.m.

IDIS 150 35 DCM: Faith, Evidence, and the Holy Spirit. *S. Wykstra.* 2:00 p.m. to 5:00 p.m.

Physics

[IDIS W17 Tolkien's "The Lord of the Rings". *L. Molnar*. 8:30 a.m. to noon.](#)

Political Science

POLS W40 Perspectives in Education Reform. The course presents controversies in education reform by reviewing the major reforms in the U.S. public education since the publication of "A Nation at Risk" in 1983. These reforms include standardized testing, charter schools and other forms of "school choice," and No Child Left Behind (NCLB). Students in this course also assess the fate of NCLB and consider future policies in reforming public education in the United States. This course also examines the relationship between education and the larger socioeconomic environment in the U.S. Specific dimensions of the current education policy debate will be explored, including standardized testing as a measurement of learning outcomes, equity in school funding, and education policies from other countries. The last week of this course consists of site visits in Grand Rapids, MI, Chicago, IL and Lansing, MI, in which the class will listen to the perspectives of education practitioners, reformers, administrators and policy decision-makers. Fee: \$50. *M. Pelz.* 8:30 a.m. to noon.

POLS W41 Inequality and U.S. Democracy. Political equality is a core value of American democracy, enshrined in the concepts of "one person-one vote" and equal representation. While this value has a long history in American government, concerns about the impact of economic inequality on equal representation have existed from the start. As economic inequality has grown in the United States in recent years, observers have questioned whether the increased resources of the rich will further tilt policy towards the preferences of the affluent as opposed to the poor. This course addresses the origins of this unequal representation along with its implications for policy. It also asks whether the rising inequality of recent years is merely an unfortunate societal development, or a fundamental threat to the successful functioning of our democratic system. Students will explore the topic in a variety of ways, including a major simulation and written reflection on inequality and citizenship from a Christian point of view. *K. Pyle.* 2:00 p.m. to 5:00 p.m.

[IDIS W40 Disney, Culture, and Progress.](#) Course dates: January 7-27. Fee: \$2380. *R. McBride.* Off campus.

[IDIS 150 32 DCM: Perspectives in Education Reform.](#) Fee: \$50. *M. Pelz.* 8:30 a.m. to noon.

[IDIS 150 33 DCM: Inequality and U.S. Democracy.](#) *K. Pyle.* 2:00 p.m. to 5:00 p.m.

Psychology

PSYC W10 Psychology and the Law. This course explores the connections between psychological principles and the legal system. Participants of this course will have the opportunity to learn directly from legal practitioners, who will highlight the connections and the conflicts that arise between psychology and the legal system. Students will participate in class lectures and discussions, which will incorporate learning from legal professionals, viewing Hollywood movies, and studying criminal cases. Specific topics may include courtroom persuasion, jury decision making, interrogations and confessions, and police lineups. Through this process, students will be introduced to basic psychological processes that are applicable to the law and to important legal concepts and concerns. Students will be required to actively participate in class discussions and to complete writing assignments that ask students to analyze the connections between psychology and the law. This course is perfect for students interested in law school, forensic psychology, or law enforcement, or for those students who are just fascinated with the legal system. *E. Jones*. 2:00 p.m. to 5:00 p.m.

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

PSYC W61 Mental Illness and the Movies. From silent film: *The Cabinet of Dr. Caligari*, to *The Snake Pit*, to *Good Will Hunting* through various movies in a variety of genres, movies have attempted to capture the essence of the affect, behavior, and cognition associated with various forms of mental illness. This course traces concepts of psychopathology as presented in the movies. The focus of the course is on the changing perspectives of mental illness and treatment over the past one hundred years. Additionally the focus of this course is on the ways in which specific emotional disorders are presented in modern films, particularly in terms of symptoms and perspectives of causation. Students view a variety of films from the early 20th century to the early 21st century, documenting and critiquing changes in perspectives of mental illness and of the mentally ill over the past one hundred years. Additionally, students view a variety of films that each attempt to portray a person or persons with specific emotional disorders. Students document and critique these films in terms of accuracy and realism. Students also participate in a small group class presentation and critique of a film selected by the group. Prerequisite: Psychology 212. *R. S. Stehouwer*. 8:30 a.m. to noon.

~~**CANCELLED PSYC W62 Addictions: What, How, Why.** This course explores not only the rapidly expanding knowledge of addictions but also how this knowledge is informing identification and treatment of addicted individuals with subsequent impact on society and the Christian community. Specific topics include biological, psychological and societal contributors to addiction and treatment modalities. Through the use of "The Addiction Project" film, selected readings, class discussions, projects and guest speakers, this course hopes to demystify the problems of addiction and our Christian responsibility toward individuals with addictions. The~~

~~course will include an in-depth investigation of alcoholism through the use of a first person account, “Smashed, Story of a Drunken Girlhood”, a visit to an AA meeting, and examination of Christian perspectives concerning addiction as discussed in the book, “Alcohol, Addiction and Christian Ethics. This course is recommended for students who are interested in clinical or counseling psychology, ministry, and medical/health professions. Prerequisite: Psychology 151. J. Yonker.~~

IDIS 150 19 DCM: Psychological Perspectives on Humor. B. Riek, D. Tellinghuisen. 8:30 a.m. to noon.

IDIS 150 20 DCM: Interpersonal Relationships. A. Shoemaker. 2:00 p.m. to 5:00 p.m.

Religion

CANCELLED REL W40 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. This course may fulfill an elective in the Religion major or minor. Fee: \$400. *K. Pomykala*. 2:00 p.m. to 5:00 p.m.

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

REL W42 Birth, Sex, Death in Biblical World. Why is sexual intercourse “unclean” according to Lev 15:18? If the body is in the grave, where is the “person” after death? In recent years, anthropologists and other social scientists have begun to examine more closely the ways in which human cultures conceptualize and organize the ordinary events of the human life cycle. Biblical scholars, too, have begun to consider these things by using the Bible, not as a theological textbook, but as a window into the lives of ordinary people in ancient Israel and the early Church. This course looks at various aspects of the human life cycle as they are described or discussed in the Bible. Material from other ancient Near Eastern cultures is also used to illuminate the thought world of the Bible. Some of the aspects of the life cycle covered are the reasons why people wanted to have children, theories of conception and fetal development, birth and the postpartum period, the female reproductive cycle, the structure of marriage, raising children, sexual activity and restrictions, celibacy, old age, death, and the afterlife. Students get to 1) study biblical texts as reflections of a particular moment in human culture; 2) look at and interpret various biblical texts for themselves; 3) think about how various biblical texts might

apply today. Students write a paper which is based on the material covered in class. This course may count as an elective in the Religion major and minor. *R. Whitekettle*. 8:30 a.m. to noon.

CANCELLED REL W43 One Bible, Many Readings. This course examines the emergence, development, and practice of non-Western-centered biblical hermeneutics. Special attention is given to the phenomenon of biblical interpretation in Asia: how the Bible, a Semitic book formed in an entirely different geographic, historical, and cultural context, and interpreted for so many centuries by the West, can and should be interpreted in Asia by Asian Christians for their own people. In what way does biblical authority help Asian Christians confess Christ in a multi-scriptural content? Through engaging in meaningful dialogue with others, students learn a balanced attitude toward diverse readings of biblical texts. This course may fulfill an elective in the Religion major and minor and also the Asian Studies major or minor. This course will fulfill the CCE requirement. *W. Lee*. 8:30 a.m. to noon.

HIST W10 Turkey Ancient and Modern. Course dates: January 7-27. Fee: \$4310. *D. Howard, W. Lee*. Off campus.

IDIS W60 The Book of Revelation. *D. Harlow*. 2:00 p.m. to 5:00 p.m.

~~**CANCELLED IDIS W48 Living Like Jesus Under Occupation.** Course dates: January 7-27. Fee: \$3676. *D. Crump*. Off campus.~~

IDIS 150 21 DCM: The Cross of Christ. *A. Griffioen*. 8:30 a.m. to noon.

IDIS 150 22 DCM: Theology in Movies and Music. *R. Plantinga*. 2:00 p.m. to 5:00 p.m.

IDIS 150 36 DCM: Anti-Semitism and the Holocaust. *K. Pomykala*. 2:00 p.m. to 5:00 p.m.

Science Education Studies

SCES 214 Communication & Learning in Science. 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. *J. Jadrich*. 8:30 a.m. to noon.

SCES 312 Teaching Science in Grades K-8. 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. This course fulfills all the same requirements as SCES 313. Prerequisites: Education 302 and at least one science course. *K. Bergwerff*. 8:30 a.m. to noon and 2:00 p.m. to 5:00 p.m. (TTH).

Sociology & Social Work

SOC W40 Ripped from the Headlines. This course uses a critical sociological perspective to examine contemporary controversies through their fictional portrayal in a primetime drama. Stand-your-ground laws, hate speech, and racial bias in the death penalty are a few of the topics that will be explored. Students will consider the sociological aspects and data relevant to popular debates as well as ideological and practical implications of individual and organizational decisions and actions. This course may fulfill an elective in the Sociology major. *E. Marr.* 8:30 a.m. to noon.

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

IDIS W42 Tourism, Migration and Development in Jamaica. Course dates: January 8-27. Fee: \$2977. *A. Greidanus, L. Schwander, T. Vanden Berg.* Off campus.

****IDIS W47 Exploring Honduras Coast to Coast.** Course dates: January 3-27. Fee: \$2947. *K. Ver Beek.* Off campus.

IDIS 150 23 DCM: Let's Talk about Health. *K. Admiraal.* 8:30 a.m. to noon.

Spanish

****SPAN W80 Spanish in Yucatan.** In this course Students spend three weeks (January 7-28, 2015) immersed in Mexican culture and Spanish language in Merida, the capital of the state of Yucatan. Merida has a population of one million and offers a colonial past, strong Mayan influence in the present, and intensive globalization as it faces the future. It hosts two universities and several mission organizations. Students live with Mexican families and attend lecture and discussion classes focusing on aspects of Mexican culture such as Mexican and Mayan history, the history of Catholicism and Protestantism in Mexico, and the current political and economic context. Students also participate in excursions to Mayan ruins and attend religious and cultural events. Student learning objectives are to 1) improve comprehension and fluency in the Spanish language, 2) increase understanding of various cultural and religious phenomena of Mexico and particularly of Yucatan, and 3) grow in personal maturity and awareness of cultural differences. This course may fulfill an elective in the Spanish and IDS programs. This course will fulfill the CCE requirement. Prerequisites: Spanish 201 and permission of instructor. This course has a CCE integral component. Course dates: January 7-28. Fee: \$2191. *S. Lamanna, M. Pyper.* Off campus.

~~**CANCELLED SPAN W81 Biblical Themes in Spanish.** In spite of the preponderance of secularism in the modern world, biblical themes and characters have continually inspired writers, directors and artists—whether religious or otherwise—in their restless search for the meaning of the universe and our own existence. Their creative appropriations of biblical themes and characters take different forms: a commentary, a critique, a questioning, an expression of awe and wonder, a dialogue or a re-writing. This course will introduce students to a variety of cultural artifacts which deal with familiar (although at times estranged) biblical themes and characters in the works of 19th-21st century Spanish, Spanish American and U.S. Hispanic writers, directors and artists in order to consider the relationship between biblical principles and cultural values which these creators advance. Among the questions with which we will grapple are the following: Why to appropriate biblical themes and characters for cultural production in the first place? Is it a good idea to use biblical stories in order to present one's own view of the world? What is our role as Christian consumers of such cultural artifacts? We will analyze the work of Carlos Saura, Emilia Pardo Bazán, Jorge Luis Borges, Rubén Darío, Miguel Mihura, Salvador Dalí, Pablo Picasso, Frida Kahlo, and Fernando Botero, among others. This course may fulfill an elective in the Spanish major and minor. Prerequisites: Spanish 301 or consent of the professor. *O. Shkatulo.* 2:00 p.m. to 5:00 p.m.~~

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

Prerequisites: Spanish 202 or 203 (or higher) or permission of instructor. *D. Zandstra*. 8:30 a.m. to noon.

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

SPAN 358 Aiding in the Spanish Classroom. Students plan and facilitate small group sessions for Spanish 122. Morning activities include meeting with other aides and the professor, observing master teachers, and aiding master teachers in teaching. Afternoon activities include leading sessions with Spanish 122 students and planning lessons, materials, and activities under the supervision of the professor. Students will be evaluated based on their competency in the Spanish language, professional evaluations of teaching sessions and lesson plans/materials, participation in class discussions, daily journals, and an oral presentation. Prerequisite: Spanish 302 with a grade of B+ or better. *P. Villalta*. 8:30 a.m. to noon and 2:00 p.m. to 5:00 p.m.

CANCELLED ~~IDIS W21 Reading Don Quixote.~~ *C. Slagter.*

IDIS W50 Brazil for Beginners. Course dates: January 4-26. Fee: \$3740. *D. TenHuisen*. Off Campus.

IDIS 150 24 DCM: Catholic Reformers & the Hispanic Spiritual Tradition. *A. Tigchelaar*. 8:30 a.m. to noon.