

Prerequisite: One religion department course. *C. Farhadian.*

352 Judaism (3). * F A study of the major developments in Jewish history, thought, and practice beginning with the second temple era and extending to the contemporary period. Subjects studied will include rabbinic Judaism and its literature — the Mishnah and the Talmuds, medieval Jewish philosophy and mysticism, emancipation, Zionism, the Holocaust, and North American Judaism. The question of Jewish-Christian dialogue will also be considered. Prerequisite: One religion department course. *K. Pomykala.*

Seminars

359 Seminar in Principles of and Practices in Secondary Religion Teaching (3). S. A course in perspectives on and practices in the teaching of religion and theology on the secondary level. This course should be taken concurrently with Education 346. Before taking Religion 359, students must complete Education 301/303 and 307. *T. Thompson.*

379 Research Topics in Christian Worship (3). Participation in collaborative research on the theology, history, and practice of Christian worship. Topics are chosen in conjunction with the scholarly initiatives of the Calvin Institute of Christian Worship. Enrollment open to qualified juniors and seniors. Prerequisites: Biblical and Theological Foundations and permission of the instructor. *J. Witvliet.*

396 Religion Seminar (3). S. An advanced seminar for senior majors in religion and other qualified students. This course considers significant issues in biblical, theological, and religious studies and requires a major research paper. Prerequisites: Three electives in religion and for non-majors, permission of the instructor. *K. Pomykala, R. Plantinga.*

Graduate Courses

510 Theological and Philosophical Hermeneutics (3). This course is an intensive study of the theory and methods of biblical interpretation developed in the context of modern theology and philosophy. Questions about language and events, experience and significance, and authority and community comprise the core of this course. *Staff.*

580 Perspectives, Programs, and Practices in Bible and Religion Curriculum (3). A study of various approaches in the schools to curriculum and teaching in biblical studies, church history, Reformed thought, and world religions. Consideration is given to the way fundamental differences of perspective on biblical Christianity influence the selection and use of curriculum designs, materials, and teaching techniques. Course content is adapted to the various grade levels of particular interest to enrollees. *Staff.*

590 Independent Study. F, I, and S. *Staff.*

Sociology and Social Work

Professors C. Kreykes Brandsen (chair and director of Social Work), P. DeJong, B. Hugen (Social Work Practicum Coordinator), M. Loyd-Paige
Associate Professors F. De Jong, T. VandenBerg, K. Ver Beek
Assistant Professors K. Dougherty, M. Mulder, L. Schwander
Instructor S. Diepstra
Adjunct Instructor M. Baker

The department offers courses in sociology, criminal justice, social work, and anthropology. Sociology is the study of the principles of group relationships, social institutions, and the influence of the group on the individual. Social work is the study of theory and practice principles related to generalist, social work practice. Criminal justice is the study of the nature and treatment of crime in society and the interrelationships among crimi-

nal law, social order, and social justice. Anthropology is the study of the cultural values of peoples around the world and how these values become expressed in specific behavioral patterns. Programs in the department lead to a departmental major in sociology, a minor in sociology, a major in social work leading to a Bachelor of Social Work (B.S.W.) degree, and a minor in social work.

SOCIOLOGY MAJOR

Sociology 151
Sociology 255
Sociology 318
Sociology 320
Sociology 395
Six electives

SOCIOLOGY MINOR

Sociology 151
Six electives

SECONDARY EDUCATION

SOCIOLOGY MINOR

Sociology 151
Interdisciplinary 205
Sociology 253
Sociology 304
Psychology 310
One from Sociology 255 or 318
One other Sociology elective

Students who spend a semester at the Chicago Metropolitan Center may apply some of that work to a departmental major or minor.

For admission to the major program, a student must complete Sociology 151 with a minimum grade of “C” (2.0).

HONORS

Students wishing to graduate with honors in sociology must complete six honors courses with a minimum of three in sociology. They must also maintain a minimum GPA of 3.3 overall and 3.5 in sociology.

INTERNSHIPS

Sociology majors who have demonstrated ability in their sociology courses are invited to apply for an internship placement during their senior year. Sociology 380 offers a three-semester-hour credit experience in a professional setting delivering applied sociology or research services. Professional settings include agencies in the fields of criminal justice, cross-cultural development, family service, gerontology, mental

health, and urban planning. Internships can provide important background for later employment and graduate school. Interested students should contact M. Baker or C. Kreykes Brandsen.

SOCIAL WORK (B.S.W.)

The Bachelor of Social Work degree is designed for students who want to prepare for a career of Christian service as a professional generalist social worker. The program is carried out in the context of the mission of Calvin College, which is to offer a Christian education enriched by the insights of the Reformed heritage. Upon completion of the program, students are prepared for entry-level professional social work positions. The B.S.W. program is accredited by the Council on Social Work Education.

Students who wish to pursue a B.S.W. will normally make application to the Director of Social Work by February 15 of their sophomore year. Decisions about admission to the program are made by the Social Work Program Committee and are based on the following criteria: 1) Students must have earned at least 35 semester hours of credit and either have completed or currently be enrolled in Biology 115, Economics 151 or 241, Psychology 151, Sociology 151, and Social Work 240 and 250; 2) Students must have a minimum grade point average of 2.5 and a minimum grade of “C-” in each of the courses just specified; 3) Students must have completed or be completing at least 50 hours of social work volunteer or paid service and must submit a letter of reference from an appropriate supervisor; and 4) Students must submit a written personal statement, which includes information about their commitment to social work as a vocation and their relative strengths and areas for development as potential professional social workers. Since enrollment in the community-based practicum is limited, admission to the program is also limited and, therefore, fulfillment of the admission requirements can-

not guarantee admission.

The B.S.W. is composed of a social work major of twelve courses and several core requirements. The social work major includes theory courses, social work practice courses, policy and research courses, and practicum courses in community agencies. Once admitted to the program, B.S.W. stu-

dents must make separate application to the practicum. The core requirements include liberal arts offerings required of all students, with the exception of a physical world reduction, and an additional SSNA cognate. Some core requirements are specified as can be seen from the following model program:

<i>First year</i>	<i>Semester hours</i>
English 101	3
History of the West/World Core	4
Religion 121 or 131	3
Biology 115	4
Psychology 151	3
Sociology 151	3
Language 101 and 102	8
Health and Fitness	1
RIT	1
Developing a Christian Mind Interim	4
 <i>Second year</i>	 <i>Semester hours</i>
Philosophical Foundations Core	3
Societal Structures in NA	3
Social Work 240	3
Social Work 250	3
Rhetoric in Culture	3
Language 201 and 202	8
Health and Fitness	1
The Arts	3
Interim Elective	3
 <i>Third year</i>	 <i>Semester hours</i>
Literature	3
Biblical/Theological Foundations II	3
Social Work 255	4
Global and Historical Studies	3
Social Work 320, 350, 360, and 370	13
Health and Fitness	1
Electives	3-6
 <i>Fourth year</i>	 <i>Semester hours</i>
Social Work 371, 372, 373, 380, and 381	24
Electives	3-6
Interim: Social Work 381	3

The social work courses are described on pages 234–235. A fuller description of the B.S.W. program is given in the *Social Work Handbook*, which can be obtained at the department office (Spoelhof Center 210).

HONORS

Students wishing to graduate with honors in social work must complete at least six honors courses of which at least three must be in social work. At least two courses must be chosen from Social Work 320, 350, or 360. The third course may be chosen from Social Work 255, 371, 372, or 373. Students must also maintain a minimum cumulative GPA of 3.3.

INTERNSHIPS

All social work students must complete a 400-hour internship during their senior year. Internships are completed in Western Michigan, through the Chicago Metropolitan Center, or in Honduras. For more information, contact the Social Work Practicum Coordinator. See Social Work 380 course description for further details.

SOCIAL WORK MAJOR

Social Work 240
 Social Work 250
 Social Work 255
 Social Work 320
 Social Work 350
 Social Work 360
 Social Work 370
 Social Work 371
 Social Work 372
 Social Work 373
 Social Work 380
 Social Work 381

SOCIAL WORK MINOR

Psychology 151 or Sociology 151
 Social Work 240
 Social Work 350
 Social Work 360
 Two from Social Work 250, 370, or Sociology offerings

COURSES

Sociology

151 Sociological Principles and Perspectives (3). F and S. This course is an introductory study of human social activity. The primary objectives of the course are: 1) To introduce students to origins, basic concepts, theories, and research methods of sociology, 2) to provide students with an overview of the structure, effects, promise, and limitations of our most basic social institutions, 3) to provide

students with an overview of the nature of social organization, 4) to encourage students to think analytically and critically about the society in which they live, and 5) to introduce students to the traditions of Christian reflection on social life. *K. Dougherty, M. Loyd-Paige, M. Mulder.*

153 Introduction to Cultural Anthropology (3). F and S. This course involves the study of cultural diversity around the globe, both historically and geographically. The course introduces the foundational elements of cultural anthropology including topics of field work, cultural relativism, ethnocentrism, participant observation, ethnography, ethnology as well as major anthropological theories. The course addresses the diversity, as well as commonality of cultural systems, both in time and space, through studying major components of cultural systems, such as kinship, religion, politics, and economics. Students are exposed to an awareness of their place within a particular cultural context, as well as their culture's place within a global and historical context. *T. Vanden Berg.*

210 The Criminal Justice System (3). F A survey and analysis of law enforcement, the courts, and corrections with special attention given to the ethical, legal, and social issues that must be confronted when these components of the traditional criminal justice system are expected to bring about social justice to offenders, victims, and society in general. Goals of restoration and moral accountability are also addressed. *Staff.*

250 Diversity and Inequality in the United States (3). F and S. This course analyzes the social meanings of our various identities (i.e., race-ethnicity, class, and gender); how these identities affect our self-concepts; and the impact of these identities upon our social and societal relationships. The primary objectives of this course are to study the social definitions of gender, race, and class; to examine the impact of these social constructs on human behavior, identity, and interactions with other persons; to develop a sociological understanding of the nature of structured inequality, and patterns of discrimination; to become familiar with social-scientific methods appropriate for the studying of diversity and inequality; and to understand the promise and challenge of biblical reconciliation for

seeing ourselves as image bearers of God and for easing the social tensions associated with diversity and inequality in the United States. *K. Dougherty, M. Loyd-Paige, M. Mulder.*

253 Intercultural Communication (3). F and S. An examination of the anthropological principles relating to cross-cultural communication. This examination requires an extensive comparison of the components of cultural systems and the nature of cultural dynamics. The areas of application include government, business, peace corps, development, and mission work, with special emphasis on the last two. Special topics include developing an appropriate attitude regarding indigenous cultures and the management of culture shock. Also cross-listed Communication Arts and Sciences 253. *T. Vanden Berg.*

255 Statistics and Research Design (4). F and S. This course is an introduction to statistics and computer application in one of the social sciences. Concepts and procedures taught include levels of measurement, measures of central tendency, correlation techniques, probability theory, and hypothesis tests. This course is intended to meet the core Mathematics requirement for Psychology majors and minors and students with declared majors in Sociology, Social Work, and Criminal Justice. Psychology students typically take this course in the sophomore year. Sociology, Social Work, and Criminal Justice majors usually take this course in the sophomore or junior year. Prerequisites: An introductory course in one of the social sciences (e.g., Sociology 151 or Psychology 151) and meeting the Calvin admission requirement in Mathematics. *F De Jong.*

302 Urban Sociology (3). * S. This course is an introduction to the purposes, problems, and prospects of cities in the United States and in other parts of the world. The theoretical portion of the course will introduce basic concepts of urban ecology and urban political economy. In the applied portion, functionalism and conflict theory will be addressed to help students to understand the interaction of social factors that produce change in cities and suburbs. The transformational theology of Abraham Kuyper will be used to focus Christian perspective. *M. Mulder.*

303 Anthropology of Religion (3). *. This course takes a comparative approach to the

study of religion — focusing on the universal characteristics of religious beliefs such as myth, ritual, and the sacred. Students will develop a critical understanding of the approach anthropology takes to the study of religion and will be encouraged to develop a critical understanding of that approach particularly from a faith perspective. Emphasis will also be given to grappling with the reality of personal faith in a global context of religious diversity, including the diversity in expression of Christianity. Not offered 2002-03. *T. Vanden Berg.*

304 The Family (3). F and S. An intensive culturally comparative and historical analysis of the family as an institution. The contemporary courtship, marriage, and divorce patterns of the American family are also discussed. *C. Kreykes Brandsen.*

308 Demography and World Population Problems (3). S. This introduction to demographic analysis of society includes a consideration of the major demographic theories of population growth and how these contribute to an understanding of population explosion; a review of how the socio-cultural dimension of human society affects major sources of population growth (fertility, mortality, migration, and how variations in these reciprocally affect society); and an analysis of the causes and consequences of population size, distribution, and composition for human society. *M. Loyd-Paige.*

311 Religion and Society (3). *. The course will focus on recognizing the social aspect of religion and thinking critically about what influences the ways in which people practice their faith and what role faith plays in shaping human behavior. Particular attention is paid to the North American experience of Christianity. We will examine beliefs, practices, organizations, and cultures from a sociological perspective, looking as well at the historical and philosophical underpinnings of the perspective and what that means for our study of religion. Not offered 2002-03. *K. Dougherty.*

314 Contemporary Social Problems (3). F and S. The course will begin with a theoretical examination of social problems generally. Various contemporary social problems will be discussed with one selected for major emphasis. Not offered 2002-03. *Staff.*

315 **Sociology of Sport** (3). * S. A study of the social and social-psychological dynamics of sports in modern society. Areas receiving special attention are youth sports, interscholastic sports, and professional sports. Emphasis is put on describing and understanding sports participants and observers and the relationship of sport as an institution to the rest of social structure. Not offered 2002-03. *Staff*.

316 **Social Gerontology** (3). S. A cross-cultural examination of how various societies react toward the elderly. Specific substantive issues included are: Discrimination against the elderly, familial relationships, social security, nursing home services, housing needs, and employment opportunities. There is an analysis of proposed changes in American society which would give assistance to senior citizens. *C. Kreykes Brandsen*.

317 **Death, Dying, and Bereavement** (3). *. This course investigates death-related behavior in America and cross-culturally through the lens of various sociological perspectives, seeking to understand patterns of social interaction surrounding and giving meaning to dying, death, and bereavement. Topics include: Death meanings and anxiety, religion and death-related customs, the dying process, hospice as a social movement, bioethical and legal issues, the funeral industry and death rituals, and social understandings of the bereavement process. Not offered 2002-03. *C. Kreykes Brandsen*.

318 **Sociological Theory** (3). F. An assessment of sociological theory in terms of its historical development and current role in understanding human behavior. Particular attention is given to the function of theory in the research process. Direction is given to the student in the formulation of sociological hypotheses from data. Prerequisite: Sociology 151. *Staff*.

319 **Special Problems and Current Issues in Criminal Justice** (3). F and S. Concerted attention will be paid to a major criminal justice related issue or problem, focusing particularly on those for which a Reformed Christian sociological perspective is most strategic. Confronting the drug problem, and white collar crime are illustrations of these issues. Course may be taken two times in the study of different issues and problems for a total of 6 semester hours. *Staff*.

320 **Social Research** (3). F and S. An assessment of the nature of the research process as applied to the study of theoretical problems in social science. Students are guided in designing and conducting a research project, involving definition of the problem, consideration of appropriate methods, and the collection and analysis of data. Prerequisites: Sociology 151 and 255. *F. De Jong*.

380 **Internship in Sociology** (3). Students are placed in an internship setting related to an area of sociological practice or research. Students work eight hours per week under the direction of an on-site supervisor and participate in regular seminar meetings conducted by the college instructor. Internship experiences will assist students in integrating previously acquired sociological knowledge and research skills in a particular setting. Each student will author a project that communicates learning throughout the internship. Prerequisites: Senior sociology major, completion of Sociology 151, 255, and completion of or concurrent registration in Sociology 318 and 320. *M. Baker, C. Kreykes Brandsen*.

390 **Independent Study**.

395 **Sociology Integrative Seminar** (3). F. This course provides students with an opportunity to re-visit, at a more advanced level, the basic assumptions and concepts of the discipline of sociology; to explore the bearing of Christian faith, in particular a Reformed perspective, on the shaping of scholarly research; to consider what it means to practice sociology; and, in addition, students are challenged to synthesize, integrate, and assess what they have learned in sociology and to reflect on the role and contributions of the discipline in understanding current social issues in American culture. Prerequisites: Biblical Foundations I or Theological Foundations I, Developing a Christian Mind, and Philosophical Foundations. *Staff*.

IDIS 205 **Societal Structures and Education** (3). F and S. An examination of the interaction between education and the other systems and institutions (e.g., political, economic, and cultural) that shape society. This course will examine how education is shaped by and is reshaping these systems and institutions. Particular attention will be given to the impact of race, class, and gender on schooling and

society. Community-based research projects will challenge students to examine these issues in real-life contexts as well as introducing them to social science research methodology. Christian norms, such as social justice, will shape this critical analysis of the interaction between education and society. This class is appropriate for all students who are interested in education and society and meets a core requirement in the Societal Structures category. Credit for this course may be applied towards a Sociology major. *D. Isom.*

Graduate Courses

590 Independent Study. F, I, and S. *Staff.*

Social Work

240 Introduction to Social Work and Social Welfare (3). F and S. An introduction to the profession of social work and the field of social welfare. Attention is given to the development of social welfare as a social institution, including the development of philosophies, values, and attitudes, which influence the theory, policy, and practice of social work. Practice settings, professional roles, and value and ethical issues are also considered to increase awareness of the profession and aid students in considering social work as a career. *S. Diepstra, L. Schwander, C. Kreykes Brandsen.*

250 Diversity and Inequality in the United States (3). F and S. This course analyzes the social meanings of our various identities (i.e., race-ethnicity, class, and gender); how these identities affect our self-concepts; and the impact of these identities upon our social and societal relationships. The primary objectives of this course are to study the social definitions of gender, race, and class; to examine the impact of these social constructs on human behavior, identity, and interactions with other persons; to develop a sociological understanding of the nature of structured inequality, and patterns of discrimination; to become familiar with social-scientific methods appropriate for the studying of diversity and inequality; and to understand the promise and challenge of biblical reconciliation for seeing ourselves as image bearers of God and for easing the social tensions associated with diversity and inequality in the United States. *K. Dougherty, M. Loyd-Paige, M. Mulder.*

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320 Social Research. (3). See Sociology 320 for description. Prerequisites: Sociology 151 and Social Work 240 and 255.

350 Human Behavior and the Social Environment (4). F and S. A study of the person in her/his environment using a systems-based ecological model of human behavior. Knowledge about persons as biological, psychological, social, cultural, and spiritual creatures is integrated as the "person" is followed through the life cycle. Theoretical frameworks from prerequisite courses are integrated to enable students to assess micro and macro influences on human behavior. Prerequisites: Biology 115, English 101, Psychology 151, Sociology 151, and Social Work 240 and 250. *S. Diepstra.*

360 Social Welfare Policy Analysis (3). F This course provides students with an opportunity to re-visit, at a more advanced level, the basic assumptions and concepts of the discipline of sociology; to explore the bearing of Christian faith, in particular a Reformed perspective, on the shaping of scholarly research; to consider what it means to practice sociology; and, in addition, students are challenged to synthesize, integrate, and assess what they have learned in sociology and to reflect on the role and contributions of the discipline in understanding current social issues in American culture. Prerequisites: Social Work 240, History core, Sociology 151, and SSNA cognate. *L. Schwander.*

370 The Helping Interview (3). F and S. A course to teach students the basic skills necessary to conduct a helping interview. Students participate in videotaped role plays. The course also contains contextual material about ethical issues, a Christian view of relationship and interviewing, and interviewing people from different backgrounds. Prerequisites: Social Work 240 and 350 (or concurrent enrollment). *P. De Jong.*

371 Generalist Practice With Individuals and Families (3). F. A study of generalist social work practice within a "human behavior and social environment" and problem solving context. This course focuses on case management skills, interventions, and issues with individuals and families. Special attention is given to working with clients from different backgrounds. Prerequisites: Social Work 320, 350, 360, and 370. *P. De Jong.*

372 Generalist Practice With Groups, Organizations, and Communities (4). S. A study of generalist social work practice with groups with an emphasis on how the social work profession utilizes groups to accomplish individual, family, group, organizational, and community goals. Prerequisite: Social Work 371. *L. Schwander.*

373 Vulnerable Populations: Programs, Policies, and Procedures (3). F and S. This course integrates social welfare policies and generalist practice skills relevant to serving groups, which are economically or otherwise at risk. Prerequisite content in human diversity, policy, and practice is used to teach current programs intended to meet the needs of groups such as abused children and their fami-

lies, the frail elderly, and the persistently mentally ill. The course emphasizes how these approaches draw on several support systems including the family, community organizations, and state and federal resources. Prerequisite: Social Work 371. *B. Hugen.*

380 Social Work Practicum (5-F/S). F, I, and S. Students are placed in a community agency (minimum of 400 hours) under the supervision of a professional social worker. Students will engage in several social work roles and activities to continue to develop generalist practice skills and knowledge of the profession. Concurrent enrollment in Social Work 381 is required. Prerequisites: Previous or concurrent enrollment in Social Work 371, 372, and 373, admission to the B.S.W. program, and satisfactory completion of the practicum admission process. *P. De Jong, S. Diepstra, Staff.*

381 Integrative Studies Seminar. (4: 2 hours - I; 1 hour F and S for concurrent placements; 2 hours F or S for block placements). This course requires students to integrate the content of courses in the social work major and the practicum experience. Students draw on core concepts and principles from the profession and from the Christian faith as they discuss issues associated with professional role and identity. Concurrent enrollment in Social Work 380 is required. Prerequisites: Previous or concurrent enrollment in Social Work 371, 372, and 373, admission to the B.S.W. program, and satisfactory completion of the practicum admission process. Not offered 2002-03.

390 Independent Study.