

iors, and Death (3). F, alternate years. This course is designed to provide students with basic health content. Topics to be discussed include a Christian perspective on health and wellness, mental health and stress, physical fitness, sexuality and reproduction, addictive behaviors, and aging and death. Prerequisite: Biology 115 or equivalent.

266 **Basic Health Concepts: Diseases, Substance Abuse, Community, and Environment** (3). S, alternate years. This course is designed to prepare Health Education minors with a wide variety of Health Education content include the following: A reformed perspective on health, risk factors for lifestyle diseases, consumer health, environmental health, lifestyle and communicable diseases, substance abuse, and cancer. Prerequisite: Biology 115 or permission of the instructor. This course may be taken before Health 265. Not offered 2007-2008.

307 **Community Health** (3). S, alternate years. This course focuses on the health needs of individuals in a variety of community settings. Students will learn about current health and non-health conditions affecting U.S. communities. Open to all juniors and seniors interested in health-related professions. Not offered 2007-2008.

308 **Administration and Methods** (3). S, alternate years. This course is designed to provide experiences that will enable the student to develop methodology, management, administrative, and instructional skills required to plan and implement a contemporary Health Education program in school settings. Prerequisite: Health 202 or permission of the instructor.

History

Professors D. Bays, J. Bratt, J. Carpenter, B. de Vries, D. Diephouse, D. Howard, K. Maag, D. Miller, W. Van Vugt (chair)

*Associate Professors, **R. Jelks, W. Katerberg, E. van Liere, K. van Liere*

Assistant Professors B. Berglund, K. DuMez, T. Eschete, Y. Kim, R. Schoone-Jongen, W. TenHarmsel

Instructor E. Washington

Students majoring in history will design programs with their departmental advisor. Such programs will reflect the students' interests within the field of history and in related departments, their anticipated vocational goals, and the demands of the historical discipline. Students are asked to consult with departmental advisors early in their college careers concerning their choice of a foreign language and, if secondary teaching is their goal, concerning the various types of programs leading to certification.

One upper-level interim course may be used as an elective in any of the history majors or minors.

All programs must include at least one course treating a period before 1500 and at least one course treating a period after 1500.

Majors must take at least two courses besides History 394 and 395 on the 300 level. Minors must take at least one course besides History 394 on the 300 level. History 394 must be taken in conjunction with a designated 300-level course in the department.

A minimum grade of "C" (2.0) in History 151 or 152 is required for admission to major programs. The core requirement in history must be met by one course from History 151, 152, or 151/152 Honors. This course should be taken before courses on the 200- or 300-level, which are not recommended for first-year students. Any other regular course in the department will satisfy an additional requirement in the contextual disciplines.

HISTORY MAJOR (GENERAL TRACK)

History 151 or 152
 One 200-level American course
 One 200-level European course
 One 200-level World course
 History 294
 History 394
 History 395
 Electives (11 hrs.)

HISTORY MINOR (GENERAL TRACK)

History 151 or 152
 Two courses from one and one course from
 another of the following three clusters:
 History 229, 251-257, or 354-358
 History 231-246, 271-272, 331-346, or
 371-372
 History 261-268 or 362-364
 Two electives
 History 294 or 394

HISTORY MAJOR (EDUCATION TRACK)

History 151 and 152
 History 229
 One additional American course
 One additional European course
 One additional World course
 History 294
 History 375
 History 394
 History 395
 Elective (3-4 hrs.)

Students wanting certification to teach history at the middle and high school levels should select this major. In addition to the courses listed in the major, all secondary education history majors must take three additional cognate courses: 1) Political Science 101; 2) Geography 110; and 3) Economics 151.

HISTORY MINOR (EDUCATION TRACK)

History 151 or 152
 History 229
 History 255
 One from: History 256-257, 354-358
 One from: History 231-246, 271-273, 331, 338, 346, 371, 372
 One from: History 220, 225, 261-268, 362-364
 History 294 or 394
 History 375 (secondary only)

ELEMENTARY SOCIAL STUDIES GROUP MAJOR

Students must take two specified courses from each of the following four disciplines: Economics, Geography, History, and Political Science. (Specific course choices are listed in the *Teacher Education Program Guidebook*). In addition, students must complete a sequence of courses from one of these disciplines chosen in consultation with a social studies advisor. Students seek special advice on elementary teacher education should consult D. Miller, D. Howard, or R. Schoone-Jongen.

ELEMENTARY SOCIAL STUDIES GROUP MINOR

Economics 221
 Economics 222
 Geography 110
 One course from Geography 210, 230, 310, or 320
 History 151 or 152
 History 229
 Political Science 101
 Political Science 202

Prior to the teaching internship, students must have the approval of the department. Criteria for approval are found in the Teacher Education Program Guidebook, available in the Education Department.

COURSES**Elementary Courses**

151 **History of the West and the World I** (4). F and S. This course examines the history of early human societies. The course begins with Paleolithic and Neolithic cultures and their transformation into ancient urban civilizations. It continues with the development of the classical civilizations and the major world religions, and the interaction of impulses from these, down to the European transoceanic voyages around the year 1500 A.D. Secondary themes include evolution of societies around the world, the contrast of urban and sedentary and nomadic strategies for societies, and the development of technology.

151H **World Civilization: The State of the World at the Turn of the First Millennium, A. D. 1000** (4) F Half of the course will be

comprehensive coverage of world history from early hunting-gathering societies to the medieval mercantile empires before A. D. 1500, followed by a mid-semester examination on reading assignments and lectures. The other half will be a research and writing project leading to each student's contribution of a chapter in the class book entitled *A Global Moment: The State of the World at the Turn of the First Millennium, A. D. 1000*. This class research project will be a comparative study of historic developments in civilizations around the globe from A. D. 900 to 1100. A key question will be whether similar historical trends occurred independently, through interconnections or in response to globe-wide causes. The writing process includes planning of the book, the research and writing of individual chapters and preparation of the manuscript for in-house publication. This process will culminate in a book-signing party in lieu of a final examination.

The course fulfills core credit. Enrollment is limited to 20 students, and is restricted to those who qualify for honors enrollment.

152 History of the West and the World II (4). F and S. The history of modern human societies is studied. The course includes coverage of the scientific revolution and the European Enlightenment tradition; key political, economic, social, and religious developments in the West, including the non-Western world's contribution and reaction to them; and events of global significance through the latter half of the twentieth century, such as the industrial revolution, the world wars, and decolonization.

152H Honors West and the World (4). S. An intensive study of world history from 1500 to the present. Most of the course will be devoted to an in-depth comparative analysis of three extended periods of conflict: the Thirty Years' War, the French Revolution and Napoleonic wars, and the era of the two world wars—the “Thirty Years' War of the twentieth century”. The course will involve extensive reading and discussion of common sources, research and presentations on selected topics, and individual projects in which students explore significant aspects of these conflicts within a global context. This course meets a

core requirement in the History of the West and the World. Enrollment in honors History 152 is limited to 20 students.

Intermediate Courses

All 200-level courses presuppose History 151 or 152 or permission of the instructor.

World Regions

231 Ancient Near East (3). F A cultural history of the ancient Near East from prehistory to Alexander, based on evidences from archaeology and cultural anthropology, as well as on ancient texts in translation, biblical accounts, and contemporary historical records. Special consideration is given to geographical setting, artistic and linguistic traditions, and cultural contacts with European civilizations.

232 Hellenistic and Late Antique Near East (3). A study of Near Eastern civilization from the conquests of Alexander to the early Islamic Caliphates, that is, from 350 B.C. to A.D. 900. Particular emphasis is placed on the cultural syncretism of the age, which saw the development of Judaism and the emergence of Christianity and Islam. Scientific, technical, artistic, social, religious, and political developments will all receive attention. Not offered 2006-2007.

233 Modern Middle East (3). S. A study of Middle Eastern history from the middle ages to the twentieth century, emphasizing the Ottoman Empire and its modern successor states after World War I, and Iran. Topics include orientalism, colonialism, nationalism, the rise of Israel, and secularism and Islamic revivalism

235 India and its World (3) A cultural history of South Asia from the earliest times to the twentieth century. Primary emphasis will be placed on the civilization of Hindustan and the interplay of Hindu and Islamic religious and cultural forces there. Themes include the rise of the major Indian religions; the cultural synthesis of the Mughal Empire; the impact of British rule; and the rise of the modern nations of India, Pakistan, and Bangladesh. Economic, social, political, religious and intellectual themes receive consideration. Not offered 2006-2007.

238 **Latin American History** (4). S. A study of continuity and change in Latin America from Pre-Columbian times to the present. Topics covered include the mingling of races and cultures in the Conquest Era, the long-term influence of colonial institutions, the paradox of economic development and continued poverty, the Cold War struggle between forces of the Left and the Right, and the growth of Protestantism in a traditional Catholic society.

241 **Africa from Antiquity to 1800** (3). A wide-ranging survey of prominent themes encompassing several centuries of African history. The principal aim is to introduce students to some of the main currents of African history and to provide insights into its society and culture. Themes include: Pre-colonial times, culture, commerce, and state building; the trans-Saharan and Atlantic trade; Islam and the sociopolitical changes it brought; and the Atlantic Slave trade. Not offered 2006-2007.

242 **Modern Africa 1800 to the Present** (3). S. An examination of the historical, political, and economic development of West Africa since 1800. The course examines European imperialism in the late nineteenth and twentieth centuries, the development of African nationalism, resistance and struggle for independence, neo-colonialism, and the origins of contemporary social, economic, and political problems in the new states of the area.

245 **East Asia to 1800** (3). This course is a history of East Asian civilizations from early times until the early modern period. Emphasis is on the history of China and Japan, but the history of Korea is also included. Primary objectives are for students to grasp the essential patterns of Chinese, Japanese, and Korean social structures, political systems, cultural values, and religious and ethical norms as they developed through the late traditional period through to 1800 and also to appreciate the similarities and differences among these civilizations. Not offered 2006-2007.

246 **East Asia since 1800** (3). A history of East Asia from 1800 to the present, this course emphasizes the history of China and Japan, but the history of Korea is also included. Primary objectives are for students to grasp the essentials of the patterns of East Asian societies on the eve of the modern period, then to gain an

appreciation of the travails of modernity in all three countries, as they were transformed from traditional societies to modern nation-states. Another objective is to gain an appreciation of the inter-relatedness of the East Asian nations' history in the past 100 to 150 years. Not offered 2006-2007.

North America

229 **U.S.A.** (4). F. Selected themes in American history from colonial times to the present. *This course is not intended for those who plan to take period courses in American history.*

251 **Colonial America, 1500-1763** (3). S. A historical study of the British North America from the first European settlements to the eve of the American Revolution. After examining the European background of and Native American responses to colonization, the course will trace the development of the different social systems and regional cultures that emerged along the Atlantic: Puritan New England, plantation Virginia, commercial mid-Atlantic, Caribbean Carolina, and Scots-Irish backcountry. Special emphasis is given to the role of religion and politics in launching and steering this process.

252 **The American Republic, 1763-1877** (3). An examination of the emergence of the United States from the revolutionary era through Reconstruction, tracing the challenges that faced its citizens in building and preserving a national union. The course will study the period of Independence and Federalism, Jeffersonian, and Jacksonian politics, westward expansion, slavery and sectionalism, the Civil War and Reconstruction, and post-War expansion. Not offered 2006-2007.

253 **Industrial America, 1877-1945** (3). F. A historical study of the United States from the end of Reconstruction through World War II, treating political and cultural developments against the background of the nation's turn toward an industrial economy, urban society, and global empire. Particular attention will be paid to religious currents, increasing racial/ethnic complexity, and the changing fortunes of the liberal political-economy in war, peace, prosperity, and depression.

254 **Recent America, 1945-present** (3). S. A study of American history since World War

II, focusing on the national impact of the United States' unprecedented international role and power. Particular attention will be paid to the civil rights movement, culture and politics under the Cold War, the 1960's "youth revolution" and renewal of American feminism, the emergence of postmodern culture, and the transition to a postindustrial economy.

255 African-American History (3). An intensive inquiry into the role of the Afro-American in the history of the United States, including an evaluation of past and present assumptions of the place of the Afro-American in American life, and an acquaintance with the historiography of this subject. Not offered 2006-2007.

256 Women and Gender in U.S. History (3). An introduction to topics in the history of women in North America and to the use of gender as a historical category of analysis. This course examines experiences unique to women as well as the changing perceptions of masculinity and femininity evident in different historical epochs. Not offered 2006-2007.

257 History of the North American West (3). A study of the American West from the pre-Columbian plains to present-day California, and as a landscape of the mind as well as a real place. The course will plumb the historical significance of the myths made about the West as well as events which actually transpired there, and students will be encouraged to reflect on what the existence of the two "Wests" tells them about America as a whole. Not offered 2006-2007.

Europe

223 Russia (3) A survey of the political, social, and cultural history of Russia, from its medieval origins as Muscovy through the Romanov Empire and Soviet Communism. The course will address the importance of Orthodox Christianity, the expansion of Russian rule across Eurasia, the interactions between ethnic Russians and their subject peoples, the attempts to modernize Russia along Western lines, the history of the Soviet regime, and its legacies for Russia today. Not offered 2006-2007.

225 England (3). S. A survey of English history including the Anglo-Saxon background;

the medieval intellectual, religious, and constitutional developments; the Tudor and Stuart religious and political revolutions; the emergence of Great Britain as a world power; and the growth of social, economic, and political institutions in the modern period.

228 Spain (3). A selective survey of Spanish political, social, and religious history from the Middle Ages through the 1980s, with particular emphasis on the medieval Christian-Jewish-Muslim era and the imperial or "Golden Age" period of the sixteenth and seventeenth centuries. Topics will include the medieval Reconquest, *convivencia*, the formation of "Spain" out of disparate medieval kingdoms, the unique role of the Catholic Church and the Inquisition in Spanish society, the colonization of Latin America, the flowering of "Golden Age" art and literature, and the political and economic "decline" of the seventeenth century. NOTE: Qualified participants are encouraged to enroll simultaneously in Spanish 306, a one-hour Spanish-language discussion lab open only to students enrolled in History 228. Not offered 2006-2007.

261 Ancient Greece and Rome (3). F and S. A study of the history of Greece and Rome from the Minoan Age through the reign of the Emperor Theodosius. The emphasis is on the political and economic changes, which were the background for the shifts in intellectual style. Particular problems are studied in depth: The emergence of the city-state; the Periclean age of Athens; the age of Alexander; the crisis of the Roman Republic; and the Decline.

262 Europe in Late Antiquity and the Early-Middle Ages (3). A study of the emergence of Europe out of the Roman Empire alongside the Byzantine Empire and Islamic commonwealth. Special attention is given to the Christianization of the Roman Empire, Christian missions to Western Europe, the role of monasticism, and the way that early medieval Europe, like its neighboring cultures, integrated its Roman-Hellenistic heritage into its new forms. Not offered 2006-2007.

263 Europe in the High- and Late-Middle Ages, 900-1450 (3). This course includes a treatment of one of the most formative periods in the development of European cul-

ture and institutions, when strong monarchies emerged out of feudalism, and a new religious vitality transformed Christian spirituality. These impulses are traced through the rise of schools and universities, the Crusades, and the role of the papacy as a unifying political force in Western Christendom, concluding with the late-medieval economic and demographic crisis and the break-up of the medieval worldview in Renaissance Italy. Not offered 2006-2007.

264 Reformation and Early Modern Europe (3) A survey of European political and social history from the early 16th century to the late 18th century, with particular emphasis on the Protestant Reformation, its social and intellectual origins, and its political and social contexts and consequences, and on selected "revolutionary" political and intellectual movements, such as the Thirty Years' War, the English Revolution, the emergence of modern science, the Enlightenment, and the French Revolution. Not offered 2006-2007.

266 Nineteenth-Century Europe (3) F The history of Europe from the French Revolution to World War I. Special attention is paid to social and cultural developments, including the rise of industrial society, ideologies and protest movements, nation-building, mass politics, materialism, and the fin de siècle revolution in art and thought.

267 Twentieth-Century Europe (3) S. The history of Europe from World War I to the present. This course examines the social, cultural, and political implications of the century's major events such as the two World Wars, the rise of totalitarianism, the Holocaust, the emergence of the Cold War, the founding of the European Union, and the fall of the Berlin Wall. Special attention is given to the enduring tension between European unity and national particularism as well as to the burden of the European past.

268 Women and Gender in European History (3) An introduction to topics in the history of women in Europe and to the use of gender as a historical category of analysis. This course examines experiences unique to women as well as the changing perceptions of masculinity and femininity throughout European history. Not offered 2006-2007.

Global Histories

271 War and Society (3) F A survey of key episodes in world history from the perspective of the social history of war. The course emphasizes the social, economic, cultural, and religious contexts and consequences of warfare. Case studies drawn from various civilizations and from the ancient, medieval, and modern eras explore the thesis that armed conflict has been a significant variable affecting the processes of world historical development.

272 Contemporary World (3) S. A topical analysis of twentieth-century history, using the Korean War as a point of entry for the study of post-World War II global dynamics. The course will consider the antecedents and consequences of the war, but especially the meanings it held in the eyes of the different nations affected by the conflict, and the policies and behavior they generated in response.

273 The Communist World (3) S. A survey of the history of Communism and the legacies of communist rule. The course will address the variations in Marxist thought, the totalitarian model of Stalinism, the rise of communist movements in the developing world, dissident resistance, Communism and the church, the failures of the regimes in Eastern Europe and Russia, and the reforms and repression of Deng Xiaoping in China.

Theory and Practice of History

294 Research Methods of History (2) F, I, and S. 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. Intended as preparation for 300-level courses.

Advanced Courses

Enrollment in all 300-level courses presupposes two courses in History or permission of the instructor.

World Regions

331 Studies in Middle Eastern History (3) *F A study of the relationship between the United States and the Middle East in the twentieth century. With the collapse of Eu-

ropean colonial empires and the onset of the cold war after World War II, the United States became increasingly involved in Turkey, Iran, Israel, Egypt, and the other Arab states. The course examines political, economic, social, and religious aspects of this environment. Issues taken up include military alliance systems, economic liberalism, politicized Islam, Christian Zionism, cultural exchanges, and popular images and the academic critique of Orientalism. Discussion of readings is emphasized. This course is eligible for concurrent registration in History 394.

338 Mexico and the Americas (3). *A study of crucial phases in the history of Mexico, from its pre-Columbian civilizations through its revolutionary experience in the twentieth century. Special emphasis will be given to varying interpretations thereof, upon the role of religion in supporting and challenging political regimes, and upon the Mexican Diaspora in the United States. This course is eligible for concurrent registration with History 394. Not offered 2006-2007.

346 Modern China (3). *A comprehensive treatment in depth of Chinese history from the Qing Dynasty, i.e. about 1650 to the present. In addition to the basics of political, social and economic history, the course will also stress intellectual and religious currents, including the role of Christianity. Not offered 2006-2007.

North America

354 American Religious History (3). * A study of religion in modern America, tracing a theme or problem that connects the different phases of development, confessional traditions, and sociocultural contexts pertinent to Americans' religious experience in this era. Topics might include religion and the city, religion and race, religion in popular culture, faith and skepticism, etc. Not offered 2006-2007.

355 American Intellectual History (3). *F This course will trace American understandings of "liberty" and "slavery" from 1750 to 1875: that is, from the time when the Enlightenment and religious awakenings gave these concepts new meanings, through the end of Reconstruction, when the re-definitions accorded them by the Civil War were fixed in place. We will examine in particu-

lar the development of religious and political ideas, the varieties of abolitionist and pro-slavery thought, and the interplay of all of these against the background of the nation's rapid economic development and growing sectional discord.

356 American Social and Cultural History (3). *S. A study of the development of American society from 1776 to the present with reference to developments other than those primarily political or intellectual, such as social reform movements, popular culture, art and architecture, educational developments, the labor movement, immigration, nativism and racism, and urban problems. This course is eligible for concurrent registration with History 394.

357 American Economic History (4). *S. A study of United States economic history from colonial times to the present, emphasizing the foundations of the American economy, the dynamics behind American economic expansion, the history of American business, and the costs and benefits of industrialization and modernization.

358 Studies in the North American West (3). *S. Violence in the American West, from the Spanish colonial era to the present. This course is about conquistadors, gunslingers, anarchist saboteurs, vigilante lynchings, cowboys fighting in saloons, enslaved Chinese prostitutes, Indian warriors, Mormon ambushes, riots in post-industrial LA, and more. It uses these striking figures, and events such as the Ludlow Massacre and Custer's Last Stand, to examine the function of violence in the political, social, and economic evolution of the region. The course also examines the popular culture of violence in Western fiction and film. This violence has been about class conflict, racial and cultural antagonism, competing political visions, and ideals of manhood. The course focuses on the American West, but it makes brief comparisons to other regions of the US and similar frontiers in Canada, Mexico, South Africa, Latin America, and Australia.

Students who take the History 394 seminar in connection with History 358 are encouraged to do papers on a topic related to violence, but may choose other topics set in the American West during any period. They

may also do papers on other frontiers during the nineteenth and twentieth centuries. This course is eligible for concurrent registration in History 394.

Europe

362 Studies in Medieval Europe (3). *F Focuses on a particular topic or period within the Middle Ages for advanced historical study. For Fall 2006, the topic will be: "The Bible in the Middle Ages". The influence of the Bible on medieval culture was immense, not only in theology and spirituality, but also in literature and language, art, and institutions such as government and law. This course will examine this influence, tracing the history of the Bible both as a book and as a text, and its influence on all aspects of medieval life. This course is eligible for concurrent registration with History 394.

363 Studies in Early Modern Europe (3). *S. This course will look in detail at Calvinism, one of the leading Protestant movements that began in early modern Europe and reshaped the religious and political landscape in Europe and in the American colonies in the 16th and early 17th centuries. Beginning with Geneva, the course will examine the ways in which Calvinism spread, changed and developed in different political, social and cultural contexts. We will focus on the connections between religious change and social and political transformations. We will examine the aims of the Calvinist clergy versus those of lay people, and the approach taken by Calvinism on key concepts such as church discipline, the right of resistance and the appropriate sphere of action of church and state. This course will seek to bring to light the variety of experiences of leading Calvinist pastors, but also those of ordinary people. We will read a range of primary sources in English as well as a number of articles by leading scholars of the Reformation. This course is eligible for concurrent registration with History 394.

364 Studies in Modern Europe (3). *Exploring the changing roles of individuals in post-1789 European society, this course examines major trends and events through the perspective of their impact on the self-perception of individuals. The course proceeds

through such topics as the development of working-class consciousness, the rise of the respectable middle class, the Nazification of "ordinary Germans", and the meaning of religious identity in modern society. Not offered 2006-2007.

Global Histories

371 Asia and the Pacific since 1850 (3). *S This course will examine the experience and impact of Westerners in East Asia, principally between 1850 and 1950. It will take a sampling from each category of Western residents (many of whom were Americans) who played interesting roles in the modern history of China, Japan, and Korea: Foreign missionaries, merchants, diplomats, and academics. In addition to other course work, each student will select a case study of an individual, family, or small group as the subject of a paper. This course is eligible for concurrent registration with History 394.

372 Europe's Global Empires (3). * Examines dimensions of European imperialism from its inception in the fifteenth century to its demise in the twentieth. The course may focus on the empire of a single European nation (e.g., Britain or Spain) or may conduct a comparative study of several nations' empires from a particular analytical perspective. This course is eligible for concurrent registration with History 394. Not offered 2006-2007.

Theory and Practice of History

359 Seminar in the Teaching of History at the Secondary Level (3). F and S. This course is designed to assist student teachers in developing appropriate goals and effective methods of teaching history at the middle and high school level. The seminar also provides a forum for the discussion of problems that develop during student teaching. Prerequisites: History 375, concurrent enrollment in Education 346 and an approved history major.

375 Methods and Pedagogies for Secondary Social Studies (3). A course in perspectives on, principles of, and practices in teaching of history, government, geography, and economics at the secondary level. Included are teaching strategies, curriculum studies, readings regarding new developments in social

studies education and an examination of these topics as they relate to a Christian view of human nature. Prerequisites: Education 302-303 or permission of the instructor.

380 Field Work in Middle East Archaeology (5). See Archaeology Interdisciplinary 340.

390 Independent Study. F, I, and S.

390H Honors Tutorial in History (3). * F

391H Honors Senior Thesis (3). *S. A two-semester sequence designed to lead students to the writing of a more substantial seminar paper than is possible in History 394. Students spend fall term in History 390H conducting a thorough investigation of the secondary literature on and around a topic which they choose in close consultation with their advisor. They proceed in spring term to write a senior thesis upon that topic. Required for students in the department's honors track and highly recommended for those planning to pursue graduate studies in history.

393 Museum Studies (3). * F

394 Research Seminar (2). * F and S. An intensive study of a specific question or topic to the end of producing an article-length (20-25 pp.) paper based on original sources and addressing a well-defined historiographical problem in the field. Not open to first- or second-year students.

395 Historiographical Perspectives (3). * F and S. The capstone in the history major, this course examines the history of history writing in the Western tradition with a view toward articulating a critical Christian perspective on the discipline. Emphasis is on reading and discussion of significant monuments of Western historiography. By means of persistent critical reflection throughout the course on the texts and on current epistemological and methodological issues, a variety of Christian perspectives are engaged and evaluated, and the students challenged to articulate their own.

Graduate Courses

590 Independent Study. F, I, and S.

Interdisciplinary

This section includes not only courses that are interdisciplinary, but others also that do not fit logically into any single department or which are in disciplines not otherwise offered at Calvin College.

COURSES

102 Oral Rhetoric for Engineers (2). F and S. 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.

110 Foundations of Information Technology (1) F and S. Core. A first-year introduction to the foundations of information technology. Topics discussed include computer hardware and software systems, quantitative

analysis with spreadsheets, networking and web publishing, the cultural impact of this technology and the ethical responsibilities of its users.

149 First Year Prelude (1). F. The First Year Prelude Program introduces students to Calvin College as a Christian community of inquiry. Prelude provides an intellectual introduction to a Christian worldview, and its implications for issues of contemporary relevance, specifically exploring learning, listening, discerning, obedience, hospitality, and awareness through a Reformed Christian perspective. Meets during the first seven weeks of the semester.