

# Registration: Interim

## Interim 2009

### Art

**ART W10 Color, Image Marketing & 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. Evaluation is based on formal design reviews. *Y. Ahn.* 8:30 to noon.

**ART W80 Earthworks in the American Southwest.** (MAY) This course investigates the genre of earthworks, Land Art, by means of art history, theory, and most importantly, direct experience. The class travels by van to a number of significant earthwork sites, burial mounds, and museums in Arizona, Nevada, New Mexico, Texas, and Utah, discussing readings and documenting the experience with a variety of media. Major concepts addressed are the shaping of earth, the institution of the museum (site/non site), place, pilgrimage, land use and interpretation, and the American West. In order to better understand the earth, the class will camp most nights and do a fair amount of walking and hiking. Students will be evaluated on participation, documentation, journals, and a final paper. This course may fulfill an elective requirement in the Art and Art History majors. Prerequisite: ART 153. **Course Dates: May 27-June 16, 2009.** (The first three classes are held on campus or in Grand Rapids, before the June 1 departure date.) Course Fee: \$2,070. *A. Wolpa.* Off campus.

**ART W81 Relief Printmaking.** This course focuses on relief techniques in printmaking as a basic introduction to print strategies and color relationships. Various aspects of the multiple, both in form and meaning, are addressed within the discourse of print history and theory. A wide range of relief techniques are explored in projects, culminating in an editioned exchange portfolio. This course may fulfill an elective in the Studio Art major. Prerequisites: ART 153, ARTS 250. Fee: \$185 (includes personal carving tools). *A. Wolpa.*

**ART W82 Mixed-Media Artist Bookmaking.** Although hand made manuscripts predate the printing press and mass production technology dominates contemporary book publishing, during the past decade one-of-a-kind and limited edition books increasingly re-emerge as significant objects and art forms. Major museums dedicate exhibitions to books created by artists, contemporary artist book galleries exist in the art marketplace, and bookmaking has entered the curricula of art and visual studies programs. This course will introduce the artistry of hand made bookmaking, concentrating on the book as aesthetic object. Physical and conceptual elements of the artist book unfold through time and space. Aesthetic problem solving therefore involves organizing conceptual, visual, physical, kinetic, and chronological transitions to unify the whole. Students will engage in conceptualizing content, three-dimensional construction incorporating movement, integration of image and text as visual phenomena, and harmonizing these elements in the execution of visually effective artist books. The study of hand made books

of the past such as illustrated manuscripts and the works of contemporary book artists will introduce students to both traditional and innovative materials as well as a broad range of binding techniques. Students will investigate both high and low technologies of reproducing imagery for the purpose of distribution and marketing. Bookmaking will occur both individually and collaboratively. The majority of class time will be spent in studio activity generating a minimum of six artist books. Teaching methodology in addition to studio work will include illustrated lectures, demonstrations, guest presenters, readings, critiques and field trips. Evaluation is based on successful completion of visually effective artist books integrating both form and content; completion of related studio projects, class participation, and a journal documenting process, ideation, and visualization. Prerequisite: Arts 250 or permission of the instructor to best prepare the student for the type of course work required. Course Fee: \$150.00 for archival quality studio materials and possibly minimal fees, at cost for off campus transportation. *A. Greidanus*. 10:30 a.m. to noon and 2:00 p.m. to 5:00 p.m.

**ART W83 Negotiating Documentary.** Documentary is a record of our world. With the current popular interest in reality television, documentary films, and the ubiquity of the photographic image, we all can feel like experts in documentary. However, documentary images are frequently made and consumed with little regard for how the images construct concepts of what is “real” or “true”. Photography critic David Levi Strauss writes, “When one, anyone, tries to represent someone else, to ‘take their picture’ or ‘tell their story,’ they run headlong into a minefield of real political problems. The first question is: what right have I to represent you? Every photograph of this kind must be a negotiation, a complex act of communication. As with all such acts, the likelihood of success is extremely remote, but does that mean it shouldn’t be attempted?” In this class we will make the attempt, by studying a history of documentary films and photographs, reading theories of photography, analyzing films and photographs, making documentary images, and discussing the moral, relational, spiritual dimensions of contemporary documentary practice. Evaluation is based on a written paper, daily reading and viewing assignments, in-class critiques, and several photography projects. This course may fulfill an elective in the Studio Art and Art History majors. Prerequisites: Art 153 or CAS 141. *E. Van Arragon*. 8:30 to noon.

## **AuSable Institute**

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

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

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

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

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

## **Biology**

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

**BIOL W60 Clinical Neuroanatomy.** This course will attempt to link basic neural structure and function with neurological disorders. A concept of the three-dimensional structure of the brain and spinal cord will be formed by studying the gross features of the intact human brain and spinal cord and progressing towards a greater macroscopic differentiation of structure by using representations of human material. The microscopic anatomy of the human brain and spinal cord will be studied by using prepared slides. The course will include morning lectures and discussions with some additional time required in the afternoon to complete independent projects. Field trips to examine case studies will be included. An assigned text will be augmented with prepared handouts. A comprehensive final exam will include a class project. Evaluation is based on two tests and a comprehensive final exam. Prerequisites: BIOL 242 and permission of instructor. *P. Tigchelaar.* 8:30 to noon.

**IDIS W12 Christianity & the Scottish Enlightenment.** *S. Matheson.*

**IDIS W15 Harnessing the Wind: Learn to Sail.** *J. Ubels, S. Vander Linde.*

**IDIS W16 Celebrating Sexuality.** *C. Blankespoor.*

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

**IDIS W31 WILDFIRE: A Natural and Cultural History.** *R. Van Dragt, D. Warners.*

**IDIS W33 Chinese Medicine and Chinese Culture.** *A. Shen.*

**IDIS W44 Hawaiian Farms & Food Systems.** *D. Koetje, H. Quemada.*

## **Business**

**BUS W60 Professional Selling.** This course is an introduction of theory and practical application of professional selling techniques with a focus on customer needs, behavior, and relationship building. Students learn the theory, practice, and procedures of successful selling while examining the personal attributes necessary for a successful sales career. Student presentation skills are enhanced through developing and role-playing sales presentations. Evaluation is based on several presentations and class participation. Prerequisite: BUS160. *S. Van Oostenbrugge*. 2:00 to 5:00.

**BUS W80 International Financial Management.** Dealing with flows of money internationally is more and more commonplace for even small companies these days. This course will focus on managing business decisions related to transactions, investment, capital budgeting, long-range financing, and risk in the international arena. The course begins by looking at the international financial environment and then covers topics in exchange rate behavior and risk management, and both long-term and short-term asset and liability management. Students will work in teams to complete projects related to instructor presentations and present their team's work to the class. A textbook will be required for the course. Students will be assessed on the basis of a final, open book exam. This course will fulfill an elective in the Business major. Prerequisites: Econ 151 or 221, and Bus 203, or permission of the instructor. *Y. Starreveld*. 8:30 a.m. to noon.

**[IDIS W60 Business and Engineering in China](#)**. *A. Si, L. VanDrunen*.

## Communication Arts & Sciences

**CANCELLED CAS W10 Public and Community Health in Peru.** This interim provides students with a chance to explore the public and community health services of the Luke Society Ministry at a clinic in Moyobamba, Peru. Students interact with health promoters working on water and sanitation schemes and education programs for the health of children in various villages. They also learn about the cleft palate program and the work of speech therapists in rehabilitation. The Luke Society is led by Peruvian nationals, and students learn how this medical clinic has expanded to encompass all aspects of the community, demonstrating the need for integrating medical, spiritual, and economic needs. The class is centered at the clinic in Moyobamba, but students will also take field trips out to villages to see some of the ministry programs in action. Students also learn about Peruvian and Inca culture in the capital city of Lima, where we explore historical neighborhoods and museums on entering and leaving the country. Evaluation is based on directed reflections in journals and a final short paper. Course dates: January 7-26. Fee: \$3117. *P. Goetz*. Off campus.

**CAS W40 English Language by Rail.** (MAY) Students explore the dialects of the English Language within a historical context. While in Great Britain, students travel by rail through different regions, collecting samples of English, Welsh, Scottish and Irish dialects and visiting important linguistic sites. By collecting samples from each of these regions, students learn about the history of English as it is spoken in the United Kingdom and Ireland as well as in the United States. Students must present on the features of the dialect samples they collect and write papers that summarize their readings, analyses of data, and interviews in each region. Students are evaluated on papers, presentations, transcriptions and discussions. This course will satisfy one elective for a Speech Pathology and Audiology major. CCE credit is also available with additional readings and journal assignments. **Course dates: May 25-June 12.** Fee: \$3996. *J. Vander Woude*. Off campus.

**CAS W41 Theatre in London.** This course is a basic primer in theatre criticism. London interim students acquire specific information and basic critical skills relevant to a wide range of theatre performance and dramaturgical styles, which 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 performances and daily classroom discussions. Students keep a daily journal on their theatre and cultural experiences. London interim students have the opportunity to tour the Royal National Theatre and the Royal Shakespeare Theatre in Stratford and to hear guest lectures from actors, directors and theatre critics from the British theatre. Students are evaluated on the basis of participation in discussions, presentations of oral criticism, demonstrated development of critical tools, and the quality of their daily trip journal. This course will satisfy an elective for CAS majors. Optional CCE credit is also available if the student does an extra writing project that engages in cross-cultural learning. Course dates: January 3-23 Fee: \$3380. *S. Sandberg*. Off campus.

**CAS W42 The Government Inspector.** The Government Inspector, by Nikolai Gogol, is a witty, imaginative and wildly satirical play which exposes societal corruption with biting hilarity. When the locals in a small Russian town learn that an undercover government inspector is planning a surprise visit, a case of mistaken identity sends the village spiraling into a world of

panic, desperation and greed. Based on significant training methods and ensemble techniques used at The Juilliard School in New York, where the director has trained extensively, students will explore the traditions of clowning, physical theatre and theatre of the grotesque in rehearsing and staging this play. The course explores use of live performance as political satire and social commentary. Students will make up the production crews, stage managers and cast members. The cast will be chosen by audition in early October. Students will keep a journal and will be graded on their contribution to the overall process from first rehearsal to closing night. Performances will be part of the Calvin Theatre Company's 75th Anniversary reunion, with alumni participating in the rehearsal process and performance. Class will meet eight hours daily, with some evenings and Saturdays required, including Interim Break. The Government Inspector will be performed in February. This course may fulfill an elective in the Theater major. *K. Kirsten, D. Leugs.* 8:30 to 5:00.

**CAS W43 Jane Austen and Film Adaptations.** Since 1995, many adaptations of Jane Austen's novels have appeared in theaters and on television: these range from the Emma-inspired *Clueless* to the somber *Persuasion* to the bold *Mansfield Park*. In 2008, PBS's *Masterpiece Theater* aired *The Complete Jane Austen*, which included four new adaptations by the acclaimed screenwriter of the 1995 *Pride and Prejudice*. All these films provide a case study in understanding the role of and controversy surrounding film adaptations. Are adaptations true to the novel and author? What does it mean to be "true" to the novel and its author? This class examines some of the most recent and prominent adaptations of Austen's works, the public response to these films, and the theoretical issues regarding film adaptations of novels. The goal of this course, then, is to broadly understand the relationship between film and novel by looking at the Jane Austen films as a case study. Evaluation is based on the completion of reading and viewing questions and a final analytical paper. *K. Groenendyk.* 8:30 to noon.

**CAS W60 Handling Disaster.** Students will investigate a variety of strategies for crisis management planning, emergency communication, image restoration, and organizational learning. Case studies include Hurricane Katrina, the Virginia Tech massacre, the Enron scandal, the Tylenol product tampering incident, and the fire at Malden Mills--along with a few other cases from labor and politics. Students will learn to evaluate, respond to, and learn from crisis situations. The course is particularly well-suited to students interested in management, politics, and public relations. Evaluation is based on exams, presentations, and class participation. Prerequisites: CAS 101 or permission of the instructor. *P. Spence.* 2:00 to 5:00.

**CAS W80 Filming for Social Change in Lima, Peru.** Students in this course will spend one week of training (January 7 to 13) in the US and two weeks serving and learning about video as a vehicle of social change in Lima, Peru (January 15 to 26). This theoretical and practical understanding will be covered through the following activities. Students will lead a video workshop in a drop-in center for street children in downtown Lima teaching the skills required to produce video works such as wedding videos, family event videos, etc. this as part of the implementation of a modest video production house in the Center. Parallel to this, students will receive lectures and visit institutions that work in the area of socially oriented film and video production and distribution. This internship will be organized in coordination with The Sunflower Center, a ministry of The Scripture Union of Peru, dedicated to the rescue and socialization of street children, The Department of Communications of the Universidad de Lima

and the Grupo Chaski. Evaluation is based on basic video production skills, journals, and participation. This course will satisfy one elective for Media Production majors and the International Development Studies major. Prerequisites: CAS 190. Course dates: January 7-26. Fee: \$3392. *D. Garcia*. Off campus.

**CAS W82 Advanced Film Directing Workshop.** Production students (12 max.) concentrate on intensive scene work through a variety of classroom exercises and video productions. With a strong emphasis on acting for film/video, blocking, camera movement, and creative communication, students direct, operate camera, and edit in a collaborative setting that reflects the realities of the film industry. Students explore how camera angle, image size, and actor positioning can impact the effectiveness of a scene. Students also experiment with storyboarding as well as focus on the differences between acting for stage and acting for camera. Acting students (4 max.) serve as talent for all in-class exercises and final projects. In addition, all students view a wide range of current short films from the festival circuit. Evaluation is based on class discussions, classroom participation, teamwork, and a final project. This course may fulfill an elective requirement in the CAS major. Prerequisites: CAS 190\* (\*the exception being students [4 max.] who wish to work exclusively as actors for the interim. For them, no prerequisite is required). *R. Swartzwelder*. 2:00 to 5:00

**CAS 101 Oral Rhetoric.** This Oral Rhetoric course is being taught to serve students in engineering and other professional programs. Students examine the principles of oral and visual rhetoric, with an emphasis on guided practice in the development of effective speeches. The course leads students to understand the role of rhetoric in society, to think critically about rhetorical situations and practices, and to gain proficiency in the art of rhetoric. Students must complete the following: three graded presentations, three short presentations, a written critique paper, and an exam. *M. Steelman-Okenka*. 2:00 to 5:00.

**[IDIS W27 Film Noir and American Culture](#)**. *J. Bratt, B. Romanowski*.

**[IDIS W34 Cinema & Difference](#)**. *T. Hoeksema, C. Smit*.

**[IDIS W43 Leadership in Africa](#)**. *R. Crow, M. Fackler*.

**[IDIS W47 The Philosophy of Film](#)**. *C. Plantinga*.

**[IDIS W49 Drama and Worship](#)**. *R. Buursma*.

## **Chemistry & Biochemistry**

**CHEM 271 Environmental Chemistry.** A study of the chemistry of the atmosphere, natural water, and soils, with a special focus on environmental problems arising from the activities of humans, including a study of acid precipitation, greenhouse gases, ozone depletion, urban and indoor air pollution, water and soil pollution, solid and hazardous waste disposal, and risk assessment all presented within the context of a Christian view of humans and nature.

Prerequisite: Chemistry 253 or 261. *D. McCarthy*. 8:30 to noon.

**[IDIS W18 Be Fit for Life: Bike Australia](#)**. *R. Blankespoor, N. Meyer, C. Tatko*.

**[IDIS W22 Adventure in the Waters of Panama](#)**. *J. Britton, D. Vander Griend*.

## Classics

[IDIS W42 Interim in Greece](#). *M. Williams, J. Winkle.*

[GREE 101R Greek Review](#). *Y. Kim.*

## Computer Science

**CS W60 Agile Ruby on Rails.** This course examines agile software development using Ruby on Rails. Agile development processes such as testing (at the unit, functional, and acceptance levels), refactoring, and pair programming are practiced. Various web technologies like HTML, CSS, Ajax, and RESTful interfaces are used to create interesting websites. Students are not expected to know any web technologies entering the course, but it may prove helpful. Prerequisites: CS 108 or equivalent. *J. Frens.* 8:30 to noon.

**CS 344 Artificial Intelligence.** This course is an introduction to artificial intelligence. Topics include problem solving, knowledge representation, planning, machine learning, natural language processing and robotics. Students will be introduced to programming techniques from AI such as heuristic search, expert systems and neural networks, as well as to AI's philosophical, psychological and religious context. Prerequisite: 214 (or 112 and permission of the instructor). *K. VanderLinden.* 2:00 to 5:00.

**[IDIS W64 Animation & Interaction - Flash!](#)** *J. Nyhoff.*

**[IDIS 110 Foundations of Information Technology](#)** *P. Bailey.*

## **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: Christian Ethics and Aesthetics.** What does a Christian worldview have to say about art? In this course, students will examine this question from an ethical vantage point, with emphasis on the visual arts. Students will consider both the broad question of whether ethical norms apply to the making and viewing of art, as well as specifically Christian question of whether the second commandment and other biblical exhortations have any bearing on the types of art Christians should produce and consume. Students will critically engage such questions, informed by a combination of early-Church, Reformation, and contemporary writings. Evaluation is based on class participation, quizzes, and writing assignments. N. Jacobs. 2:00 to 5:00.

**CANCELED IDIS 150 02 DCM: A Christian Response to Poverty and Injustice.** The commitment to the poor and oppressed is at the heart of the mission of the church. We bear witness to the Kingdom of God in reclaiming and restoring under-resourced communities. Based on ideas developed by Dr. John Perkins and others that have become the principles of “Christian Community Development,” this class offers a framework for ministering among the poor and under resourced of our nation. It will look at seeing families in poverty not as a “mission project” but as friends and family with whom we identify, live, laugh, cry, dream, and struggle. The class includes the study of the theology, history, and strategies of mission, and also considers its wholistic nature, including evangelism and discipleship. J. Kooreman. 8:30 to noon.

**IDIS 150 03 DCM: A Christian Response to Racism.** Race relations in the United States have improved dramatically over the last 50 years, or have they? Racism was present in America before the founding of the United States as a nation and is still present today. Though legislation has made it illegal to discriminate against people on the basis of race, many contend that racism is still a problem. This calls for a response from us as Christians. Building on the Reformed Christian understanding of creation, fall, and redemption we will explore the causes, consequences, and possible responses to racism in North America. We will then seek ways we can work against racism, thus fulfilling part of our calling to work for justice in our society as citizens of God's kingdom. This class will use readings, lectures, discussions, films, journals, and student presentations. G. Heffner. 2:00 to 5:00.

**IDIS 150 04 DCM: Borderlands.** The Borderlands, also known as the American Southwest, has been a meeting place of diverse cultures for hundreds of years. It is also a place where the material demands of human society have to contend with scarce environmental resources. Native Americans, Mexicans, and Anglos have struggled sometimes together and sometimes against

each other to sustain themselves in this beautiful but harsh landscape. This course will examine the history of this region and its peoples from pre-Columbian times to the present. Class sessions will incorporate lectures, discussions, videos, and guest speakers. Students will present one written report, one oral report, and will be tested over readings and class presentations. D. Miller. 8:30 to noon.

**IDIS 150 05 DCM: C.S. Lewis.** C. S. Lewis was one of the greatest champions of the Christian faith in the twentieth century. His apologetic writings, both fiction and nonfiction, continue to instruct, entertain, and challenge. This course engages Lewis through three of his classic works: *Mere Christianity*, *The Screwtape Letters*, and *The Great Divorce*. As a collateral text, we will read all but one chapter of *Lewis Agonistes: How C. S. Lewis Can Train Us to Wrestle with the Modern and Postmodern World*, by Louis Markos. Excerpts from the film *The Question of God: C. S. Lewis and Sigmund Freud* and a full screening of the movie *Shadowlands* will complement the readings. The goal of the course is to bring Lewis into conversation with Reformed theology and to consider how the two can help Christians think about such issues as scientific naturalism, atheistic evolutionism, ethical relativism, and new-age paganism. Evaluation is based on quizzes, daily journaling, participation, and an essay. D. Harlow. 8:30 to noon.

**IDIS 150 06 DCM: Dramatic Families.** This section will study a number of plays featuring families suffering from maladies such as death, abandonment, and betrayal; these same families have members who each have their own dreams and aspirations. We will ask questions such as these: What has brought about these problematic situations? How do characters' dreams seek to rise above the dysfunction? How are they the cause of it? How is hope present in (or absent) the different families? Students in this section will study Shakespeare's *The Tempest*, Henrik Ibsen's *A Doll House*, Arthur Miller's *Death of a Salesman*, Tennessee Williams' *The Glass Menagerie*, Lorraine Hansberry's *A Raisin in the Sun*. Videos of these plays will be available for students to watch. D. Urban. 8:30 to noon.

**IDIS 150 07 DCM: Genesis in the Light of Science.** With the help of professional scientists as guest speakers, students consider modern scientific theories on the origin of the cosmos, the earth, and life. They then consider various ways in which Christian theologians have tried to deal with the apparent conflict between these theories and the account of origins in the book of Genesis. Primary emphasis is placed on the approach which places Genesis in its own historical context and understands it in its ancient literary and religious terms. Students consider reasons why scholars prefer this view to recent attempts by literalists to use Genesis as an important source for modern science, especially in support of "Young Earth Creationism." J. Schneider. 8:30 to noon.

**IDIS 150 08 DCM: Give us Your Poor.** What are we to think of this latest wave of immigrants? Are they taking our jobs, pushing up our crime rates, and making use of our schools and hospitals without paying for the privilege? Or are they merely working hard at jobs no one else wants, contributing taxes they will never benefit from, and improving our economy and society through their presence. Serious thinkers and committed Christians disagree on the answers to the above. An overture to Synod this year suggested the Christian Reformed Church ban illegal immigrants from taking communion. Other churches provide tutoring, food pantries, and legal services to immigrants. What should be our stance as Christians and global citizens? This course will look at

the issue of immigration both throughout history and as it looks today in North America. Course instructors, Kurt Ver Beek and Jo Ann Van Engen live in Honduras, where every year thousands of Hondurans attempt enter the United States and Canada illegally. Together, the class will analyze the effects of immigration, listen as illegal immigrants tell their stories, and hear US citizens discuss losing their jobs to immigrants. We'll visit a hospital and school that provides services to immigrants and NGOs that advocate for immigrant rights. We'll also talk to Congressional representatives about how the immigration debate is playing out on Capitol Hill and what's likely to happen next. Evaluation is based on class participation, an in-class presentation, and position papers based on the readings. K. VerBeek, J. Van Engen. 8:30 to noon.

**IDIS 150 09 DCM: Global Hunger: An Issue of Your Sustainability.** Students identify the root causes of global hunger and its linkage with environmental health, economic health, and social justice issues. By developing a clearer understanding of where our local food comes from through farm, processor, and food pantry visits, students evaluate the broad sustainability of our current system on environmental, nutritional, and social health. Factors considered in local context include pesticides, biotechnology, organic, land use, and community-supported agriculture. This local context is applied to the global environment by focusing on the issues associated with a particularly hungry, poor, and unjust country as a case study: Cambodia. Inspection of the goals and operations of a variety of “non-governmental organizations”, for example the Christian Reformed World Relief Committee (CRWRC), Research Development International (RDI), or the United Nations Food and Agricultural Organization (UN-FAO), provides compelling evidence of best practices through which some people in Cambodia are being empowered today. Having understood the current global situation from environmental, economic and social justice points-of-view taken from the U.S. and Cambodia, students can then investigate ways in which they can serve as intentional and effective agents of redemption today and in the development of their vocational plans. D. Dornbos. 8:30 to noon.

**IDIS 150 10 DCM: High School in the Movies.** This course will explore how the world of the education has been portrayed in the movies. By offering descriptions of the current condition in the classroom or exhibiting positive and negative models of teachers, movies portray particular perspectives that may offer valuable lessons for those interested in teaching. Building on that data and the student's own school experiences several kinds of questions will be considered in the light of a biblical framework. What is the purpose of education? How do schools embody a worldview? What is the nature of effective instruction? What is the role of the teacher? What should be taught? How can schools be structured to enable rather than control students? Answers to these questions will be analyzed by using a variety of sources, such as the Bible and educational thinkers. The course is intended for students who are interested in exploring the profession of teaching and developing a beginning perspective of what it means to teach. A. Boerema. 8:30 to noon.

**IDIS 150 11 DCM: Human Nature.** Does the Bible or religion have anything to say to psychological science? This course suggests that psychological issues have been contemplated throughout history. Issues such as mind and body, emotional disorders, child development, and social interactions have been addressed by many religious traditions. Students will review some of the basic topics of current psychological science. Each area will be followed by an exploration of what people – particularly as found in the Bible - have historically understood about these

issues. Discussions will focus on the contrasts and similarities between each perspective. Considerable weight will be given to appropriate ways to understand biblical passages, theological interpretations and modern psychological theories. Discussions will also focus on ways to develop a coherent approach to resolve apparent conflicts or to benefit from each perspective. Students will lead many of the discussions and there will be several small group presentations and discussion sessions. S. DaSilva. 8:30 to noon.

**IDIS 150 12 DCM: Jesus, the One Name and Others.** This course explores the relation of the Christian claim that Jesus is the only way to the Father to the claims made by other major faiths. Using Reformed teaching on the Creator, common grace, the mystery of God's plan, and some key passages in the prophets, gospels, and letters it looks for ways to maintain the uniqueness of the Christian faith and to remain interested in Christian mission, while gaining some knowledge of other faiths and being open to civil dialogue with them. The course initiates some of the core knowledge of other religious traditions described in the Expanded Statement of Mission (see C. Plantinga, *Engaging God's World*, p.207). M. Greidanus. 8:30 to noon.

**IDIS 150 13 DCM: Just War & The Christian Ethics.** Christian faith worships the "Prince of Peace" who commands his disciples to "turn the other cheek." How, then, is the Christian to think about war? From a Christian point of view, is such a thing as a just war even possible? What should the church's witness to the Christian vision of peace look like in a world of war and violence? This course examines Christian ethics and issues pertaining to war and peace. Topics discussed are: biblical teachings regarding war and peace, Christian ethical frameworks, just war theory, Christian pacifism, Christian realism, and war in the contemporary world. Students will be evaluated on the basis of quizzes, reading annotations, quality of their participation in class discussions, a course paper, and a final examination. M. Lundberg. 2:00 to 5:00.

**IDIS 150 14 DCM: Justice & Reconciliation in South Africa.** In this course, students work out the implications of a Christian worldview for issues of justice and reconciliation in South Africa. They explore the birth of a plural society: the post-apartheid South Africa. Using literature and cinema, students gain an appreciation for the politics of recognition, the contentious issues of cultural and political identity that are the sources of the ideologies, and the injustices and cultural and political conflicts that led to apartheid as a political system. In addition, students gain a fundamental understanding of the role of the protest and witness of many Christian groups and organizations that were instrumental in the miraculous nonviolent change and transformation that took place in South Africa during the nineties. In particular, the roles of the Konionia Declaration, the Kairos Document, Africa Enterprise, PACLA, SACLA, the Belhar Confession and other witnesses against apartheid and for justice will be examined. Students are evaluated on the basis of class participation and presentations, quizzes on readings and class lectures, a research paper, a reading journal, and a final exam. E. Botha. 2:00 to 5:00.

**IDIS 150 15 DCM: Living the Magnificat.** The Magnificat, or Song of Mary [Luke 1:46-55] is an early Christian canticle that evokes numerous Old Testament texts, and includes the "great reversal" in which God humbles the mighty ones, and exalts the lowly. This text is found in the worship traditions of all Christians [Roman Catholic, Orthodox, and Protestant], and has multiple meanings and applications right into the present day. This course will examine the text itself, study the uses of this text in Christian worship & music and personal piety, explore the role of

this text in Mariology and Marian visual art, and take a critical look at the importance of this text in contemporary liberation theology and other recent Christian documents about social structures and public policy. The course requires oral group presentations in student teams and individual written work. B. Polman. 2:00 to 5:00.

**IDIS 150 16 DCM: Mathematics, Beauty, and the Mind of God.** 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" and 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. Students are evaluated on the basis of quizzes and a test that cover mathematical content, class participation, a course paper, and a final project (poster or presentation). M. Bolt. 8:30 to noon.

**IDIS 150 17 DCM: Men, Women, and Media.** The powerful stories media tell about gender affect people's sense of self and place. In this class, students analyze and discuss media representations of masculinity and femininity. Some have argued that media are by their nature evil. That is not the perspective of this class. In it, all media are seen as potentially filled with grace, with redemptive possibilities. Class members are expected to bring their own experiences of media to the conversation. H. Sterk. 2:00 to 5:00.

**IDIS 150 18 DCM: Models as Mediators.** Students study and discuss the many and varied ways in which models function in natural and social science as well as everyday life. A framework is offered for understanding how models can act as mediators with special attention paid to autonomous mediators. Students also study the mediation of Christ with the goal of understanding how general revelation might mirror or illuminate special revelation. W.D. Laverell. 2:00 to 5:00.

**IDIS 150 19 DCM: Bonhoeffer's Life and Work.** What did Jesus want to say to us? What does he want from us today? How does he help us to be faithful Christians today? These are the questions that dominated the life and work of the German theologian Dietrich Bonhoeffer. This course explores the political and theological contexts in which Bonhoeffer lived out a life of Christian discipleship. A study of his work, from a young lecturer in theology at the University of Berlin before World War II to a prisoner for his participation in a plot to assassinate Adolph Hitler, orients a proper understanding of Bonhoeffer's maturation as a theologian. Bonhoeffer's life and work present an opportunity to explore themes intimately related to a Christian worldview: how the church relates to the state, the Christian's responsibility in the world, and how to follow Christ in modern life. Students will read Bonhoeffer's works, complemented by secondary sources that will help orient the class discussions. Through readings, dialogue,

lectures, reflections, and film, together with Bonhoeffer we learn to ask (and answer), “Who is Jesus Christ for us today?” Students will learn how a major theologian in the twentieth century thought about questions of Christian discipleship in the modern world. Students will learn how basic theological worldview categories can be integrated to analyze concrete historical situations and contexts. Evaluation will be based on grading of formal papers, reflection journals, in-class discussion, and final exam. J. Ballor. 2:00 to 5:00.

**IDIS 150 20 DCM: Multisensory Worship.** As they critically examine the formal elements of art and popular culture, students are led in the study of aesthetic principles governing the creation of ministry and fellowship aids, then challenged to apply those principles in collaborative design projects which may include power point, video, website design, worship bulletins, cooking, painting, photography, aromatherapy, and architecture. Fee: \$50. B. Fuller. 2:00 to 5:00.

**IDIS 150 21 DCM: Music, Manipulation, and the Mind of God.** This course explores the question: “What is Christian freedom, and how might music help us or hinder us in attaining it? A primary object of study is film music, although we spend a considerable amount of time on popular music, worship music, and music in advertising. Students need to be willing to evaluate both aspects of music and some of the primary means and manners by which people in our society engage with it. D. Fuentes. 2:00 to 5:00.

**IDIS 150 22 DCM: Optimizing Conflict.** Conflicts between spouses, friends, work colleagues, work teams, organizations, and churches are inevitable. Unique people see things differently. Handled poorly, conflicts lead to hostility, injured relationships, multiple losses, and a negative atmosphere. These costs are not inevitable. Individuals, relationships, and organizations benefit from optimized conflict that improves ideas, creativity, and decisions. Optimized conflict that is consistent with eight Christian value principles takes disciplined preparation, superior listening and analysis skills, and well-managed emotions. Conflict avoidance leads to a major cost: failure to confront condemns others to continued poor performance. Students will debate conflict principles, take part in skill-building exercises, and write their evaluation of a conflict. D. Nykamp.

**IDIS 150 23 DCM: Other Sheep I Have.** This course will examine theological, sociological, and philosophical motivations for Christian missions. The objective is to comprehend other motivations for mission work other than biblical commands, and to demonstrate that motivations for Christian missionary work vary from generation to generation and from place to place. Primary focus will be on African American mission work and driving motivations. Students will be evaluated on the basis of performance during in-class discussion, short writing assignments, and a final exam. E. Washington. 8:30 to noon.

**IDIS 150 24 DCM: Pop Culture in the Empire.** While references to “empire” can easily bring Star Wars to mind, the word refers to a much broader reality that is referenced throughout Scripture and has significant implications for daily life in today’s world. This course will use texts such as *Colossians Remixed* (Brian Walsh & Sylvia Keesmaat) and *Everyday Apocalypse* (David Dark) to help define empire and the role of fully awake Christians living in the empire, with particular reference to aspects of popular culture, including food, television, film, music, and fashion. Through reading, film viewing, discussion, guest speakers, and special projects,

students will explore the problem of sin reflected in idolatry, consumerism, and power manipulation, but they will also be encouraged to find hope in the Kingdom of God, rooted in activism, community, and daily practices. R. Vander Giessen-Reitsma, K. Vander Giessen-Reitsma. 2:00 to 5:00.

**IDIS 150 25 DCM: Ruins and Decay.** The course provides an eclectic introduction to the importance of ruins (as material forms and as ideas) and the larger theme of decay within the Western art historical tradition. From the cult of ancient ruins, to the construction of faux ruins, to vanitas themes, to memento mori devices, art history is filled with instances of works that explicitly address the problem of deterioration. This profound dimension of human experience is especially pertinent for a discipline that itself often depends upon decaying fragments from the past. Themes of melancholy and loss play an important role in the course, though we'll also consider how various individuals have used these associations of decay as foundations for new forms of creation. Although a DCM option, the course is particularly recommended for students interested in art or art history. C. Hanson. 2:00 to 5:00.

**IDIS 150 26 DCM: Societal Views of 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. and how some representative drugs work. They examine what drug properties determine whether or not a drug is legal to purchase and use, how drugs are legally made available in the U.S., who pays for these drugs, and what determines whether a drug is made available without a prescription. Then, students consider when the use of drugs shifts from being a blessing from God to making us lazy or to 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 are taken from *Powerful Medicines* by Jerry Avorn, M.D., popular literature, and the Bible. Students reflect on, discuss, and write about drug use in various medical and social situations, and take tests based on the readings. R. Nyhof. 2:00 to 5:00.

**IDIS 150 27 DCM: Sustainability and Worldviews.** Global environmental issues related to creating a sustainable future generate much debate in the public media, among policy-makers, and even on a personal level. What shapes our view of the natural environment and how do these views affect our response to environmental issues? The course examines how different worldviews play out in human interaction with the created world. In particular students study modern, post-modern, and some explicitly Christian worldviews with respect to our relationship to the natural world. Drawing on the Biblical themes of creation, fall, redemption, and sanctification and their implications for environmental stewardship, this course seeks to cultivate a mature Christian response to environmental issues, especially as these come to expression in issues related to the sustainability of modern civilization. Global issues relevant to the sustainability of human society include climate change, energy supply, biotic carrying capacity, environmental pollution, the carbon cycle, biodiversity, water resources. The course will feature videos, guest lectures, professorial presentations, discussion, and student presentations. Assessment will be based on attendance, quizzes on reading assignments, class tests, writing assignments, class participation, a project report, and final exam. K. Piers. 2:00 to 5:00.

**CANCELED IDIS 150 28 DCM: Sustainability and Worldviews.** Global environmental issues related to creating a sustainable future generate much debate in the public media, among policy-makers, and even on a personal level. What shapes our view of the natural environment and how do these views affect our response to environmental issues? The course examines how different worldviews play out in human interaction with the created world. In particular students study modern, post-modern, and some explicitly Christian worldviews with respect to our relationship to the natural world. Drawing on the Biblical themes of creation, fall, redemption, and sanctification and their implications for environmental stewardship, this course seeks to cultivate a mature Christian response to environmental issues, especially as these come to expression in issues related to the sustainability of modern civilization. Global issues relevant to the sustainability of human society include climate change, energy supply, biotic carrying capacity, environmental pollution, the carbon cycle, biodiversity, water resources. The course will feature videos, guest lectures, professorial presentations, discussion, and student presentations. Assessment will be based on attendance, quizzes on reading assignments, class tests, writing assignments, class participation, a project report, and final exam. R. DeKock. 2:00 to 5:00.

**IDIS 150 29 DCM: The Church and its Missions in Africa.** The church in Africa has a long existence. This is especially true in areas like Ethiopia, the Sudan, Egypt, and parts of North Africa. Cognizant of its core mission, the church had been involved in the process of evangelization and the expansions of the kingdom of God long before the advent of western missionaries. The church and Christianity at large spread throughout the continent in the 19th and 20th centuries with the increasing presence and activities of western missionaries. Though Africa witnessed the spectacular expansion of the Christian faith, the engagements of the church in fulfilling its wider mandates (cultural, political, social, etc) not only leaves much to be desired, but requires a critical inquiry. This course will provide an introduction into the development of the church in Africa from the perspective of Engaging God's World through various vocations, such as health care, education, community development projects, etc. Evaluation of previous mission/development endeavors will be conducted with special emphasis on the church in Ethiopia. Apart from considering the challenges and opportunities the African church is encountering, the course will also examine its roles in the emerging African society and its preparedness for a broadened social commitment. Ways and means for an enhance engagement and resultant societal impacts will be discussed and debated. T. Eshete, M. Vander Wal. 8:30 to noon.

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

**IDIS 150 31 DCM: Thinking About Decisions and God's Will.** How does our reasoning shape our beliefs and how do our beliefs shape our reasoning? This course explores decision making as it relates to understanding ourselves, others, and God. A particular focus is how strengths and

weaknesses of human decision making influence our choices and ability to choose. In addition, understanding God's will in light of our reasoning practices is examined. D. Tellinghuisen. 2:00 to 5:00.

**IDIS 150 32 DCM: Writing, Faith and the Festival of Faith.** This course will explore how currently active writers draw from the resources of Christian faith in their fiction, creative non-fiction, and poetry. Students will consider how writers portray the life of faith, address taboo topics, balance emphasis on fallenness and redemption, and negotiate difficult ethical questions about what it means to tell the truth and be faithful in their lives and their work. Students will also consider the role of Christian publishing, Calvin's Festival of Faith and Writing, and various publications in the faith-and-writing subculture. Readings will represent a range of genres and topics and will be drawn primarily from the work of authors who have appeared (or will appear) at the Festival. Students will discuss assigned readings, keep a journal, write a paper, and produce creative work of their own. D. Rienstra. 8:30 a.m. to noon.

**IDIS 150 33 DCM: Human Exceptionalities.** Genesis 1:27 states "So God created man in his own image, in the image of God he created him; male and female he created them." Yet, there are many people who are created with exceptionalities/disabilities. Does this mean God is also disabled? Are these persons evidence of the Fall? Are they able to experience redemption? Who is normal? The purpose of this course is to understand and experience persons with exceptionalities in the context of a Reformed Christian worldview. Student evaluation will be based on journals, quizzes and a final essay. B. Macauley. 8:30 to noon.

**IDIS 150 34 DCM: The Church in the 21st Century.** Few institutions have undergone more change in the past twenty-five years than the local Christian church. Changes in worship style, music, the visual arts, and the role of lay leadership are just a few of the elements that have driven these changes. These shifts have challenged many Christians to reexamine the question: What is the role of the local church in the Kingdom of God? As we make our way into the 21st century, society is becoming more pluralistic, more secular, and more materialistic. The local church must be ready to speak and respond to these and many more issues. This course will challenge the students to think about their individual roles within the local church, and to think carefully about the nature and mission of the local church within a broad Kingdom perspective. Students will be expected to visit specific area churches each Sunday of interim. R.S. Greenway. 2:00 to 5:00.

**IDIS 150 35 DCM: 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? Evaluation will be based on class participation, a film journal, and a final paper. P. Goetz. 2:00 to 5:00.

**IDIS 150 36 DCM: Theology and the Emerging Church Movement: A Journey into a Kaleidoscopic Conversation.** In *Engaging God's World*, Neal Plantinga speaks of the Heidelberg Catechism and other confessions as medium-length documents better suited to guide a program of reform in this world than the Bible as a whole, or selected texts. However, are theological documents still relevant in a world where many are more interested in following Jesus's example than in discussing theology? In this class we will reassess the relevancy of theological confessions by better understanding their historical, literal, and theological elements as we engage in a conversation with varying perspectives within the Emerging Church Movement. The objective of the course is to better understand the relevance of Reformed theological confessions to a postmodern audience. Evaluation will be based on class participation, daily reflection papers, and a short course paper. S. Ko. 2:00 to 5:00.

**IDIS 150 37 DCM: C.S. Lewis: Integrating Reason, Imagination and Faith.** This course will explore the extra-ordinary life and influential writings of one of the most exact and penetrating Christian minds of recent times, Clive Staples Lewis. C.S. Lewis (1898-1963) is perhaps the most widely read Christian intellectual of the twentieth century. The course concentrates on his integration of reason, imagination and faith. Students will be encouraged to freely investigate and find out how Lewis, honestly, painstakingly and faithfully, attempted to see, and apply to his life and writings, human life and history as held in God's hands. Samples of Lewis's works related to literary criticism, theology, philosophy, poetry, autobiography, and children's stories will be read and freely debated in a Socratic approach format. Also audio recordings of Lewis's own lectures and videos about Lewis's life will be presented and discussed. A. Ribeiro, P. Ribeiro. 8:30 a.m. to noon.

**IDIS 150 38 DCM: What is a Confessing Church?** Why bother with the old creeds and confessions of the church? Can't we just preach Jesus? (After all, that was good enough for the Apostle Paul). Don't the confessions of the Church separate Christians and damage our unity? Do they help us to deal with the major questions the church faces today (e.g., homosexuality, global warming, cloning)? We will explore the main teachings of the Reformed confessions, what difference they make in our lives and churches, and how non-confessional churches organize and maintain their ministries. Students will be evaluated on three papers, quizzes, a final examination, and class contributions. P. DeVries. 2:00 p.m. to 5:00 p.m.

**IDIS 150 39 DCM: This is the Way the World Ends: the Apocalypse in Popular Fiction, Film, and Music.** Whether watching Hollywood blockbusters such as *I Am Legend*, reading Chuck Palahniuk's cult novel *Fight Club*, or watching fatalistic imagery in Radiohead's music videos, it is easy to see that contemporary culture is obsessed with questions about the "end". This course asks students to critique, respond to, and write about ancient, modern, and postmodern cultural definitions and artistic representations of the apocalypse. Along with the help of novelists Douglas Coupland and Don DeLillo; musicians Radiohead, the Mountain Goats, and Sufjan Stevens; and filmmakers Mark Achbar, Jennifer Abott, and Alfonso Cuarón, this class asks why the original Judeo-Christian use of the term "apocalypse" has changed so dramatically in its contemporary context. This term, which initially meant "to uncover" or

“reveal,” is now a secularized catch-all phrase for discussion of a dark eschatology, a focus on “last things” that implies destruction without any sense of illumination, transformation or redemption. The course also examines the ways in which consumerism, postmodern irony, and dependence on virtual reality have molded the collective cultural mindset (including that of the church), perhaps encouraging it to abandon the Christian understanding of the redemptive nature of apocalyptic rhetoric and imagery. Equally as important, students explore how the discussed cultural artifacts might still reflect the collective longings/ religious impulse of both their creators and the culture that embraces them. Evaluation will be based on a few short essays, one longer essay, a final exam and class participation. M. McCampbell. 2:00 p.m. to 5:00 p.m.

**IDIS 150 40 DCM: What's for Dinner?** How can Christian belief inform personal decisions about what to eat? This class will examine some of the problems confronting eating habits and food systems in North America and explore literature, including biblical texts, Michael Pollan's *The Omnivore's Dilemma*, Barbara Kingsolver's *Animal, Vegetable, Miracle*, and essays from *Eat Well: A Food Road Map*, that helps provide a new perspective of food and the soil, animals, and human beings involved in its growth and production. Students will reflect on their own relationship to food and redemptive ways of eating. Class sessions will incorporate guest lectures, classroom discussion, film, student presentations, and hands-on interaction with food. Students will identify and describe their own relationship to food, explore problems and solutions in North American eating habits and food systems, and discover and develop practical ways of eating in Shalom. Evaluation will be based on class participation, quizzes, a reflective essay, and in-class presentations. J. Lawrence. 2:00 p.m. to 5:00 p.m.

**IDIS 150 41 DCM: Witnessing Suffering on TV.** TV, Internet, and newspaper audiences are daily inundated with news about people in far away places suffering famine, genocide and other humanitarian crises. Google Earth's Darfur project encourages audiences to 'witness the destruction for yourself.' Now that audiences know about the distant suffering, are they responsible to act? Are audiences complicit in the suffering if they do not act? In this course, the class will explore possibilities for how media audiences can respond to distant human suffering. The exploration begins with questioning the adequacy of the analogy of the Good Samaritan as the Global Samaritan. The class will explore the possibilities of a Christian audience response to the viewing of distant human suffering through television, Internet, and newspapers. Readings, lectures, discussions, films, news coverage, journals, and student presentations will provide the material with which to compassionately investigate this topic. Evaluation will be based on quizzes, journals, and short essay with accompanying presentation. A. Richards. 2:00 p.m. to 5:00 p.m.

**IDIS 150 42 DCM: Having Faith in the Theatre.** This course explores theatre as a cultural art form through which we see and learn about ourselves as Christians in this world. The theatre, as an imitative art form, is a unique window through which we might observe human behavior and human culture, in all of its fallenness and all of its grace. Through watching plays, reading plays, and discussing them in class, we will explore topics ranging from the mystery of human existence to the importance of laughter and comedy. Readings and viewings will be drawn from plays written in the last decade, including *Doubt*, *Rabbit Hole*, *The Clean House*, *Top Dog/Underdog*, *Dying City*, *Proof*, and *Wit*. Coursework consists of reading plays, viewing plays

(both live and on film), discussions on the plays, quizzes, one critical response paper, and a reading journal. S. Sandberg. 8:30 a.m. to noon.

**CANCELED IDIS 150 43 DCM: Documentary Film & the Struggle for Truth.** This section will study a number of documentary films on significant social issues and explore the accuracy of the facts presented, the influence of point of view and story structure on the meaning of the film, and the ethical decisions made in editing. Where do we draw the line between poetic license and deceit? Whose perspectives are emphasized or omitted from these productions? Do the films rely on emotional appeals more than hard facts? The class will view documentary films, research the data the films present, and read third-party critiques of the films. Evaluation will be based on research papers, film responses, and class participation. R. Prince. 2:00 p.m. to 5:00 p.m.

**IDIS 150 44 DCM: Citizenship and Politics.** This course focuses on key questions involved with a Christian understanding of and action in the public sphere. These topics include: 1) the purpose of government and Christian attitudes toward government (with special emphasis on comparing Reformed perspectives to other Christian and other religious perspectives), 2) civil religion and its dangers (with special reference to the United States), 3) church-state separation/integration issues, 4) mixing biblical readings and public policy, and 5) Christian citizenship and political engagement. The main objective is to encourage intelligent, critical, and humble Christian reflection on and engagement in political and public policy issues. Objectives will be achieved through lectures, critical reading of texts (accessible yet thoughtful articles on each topic), class visits by political practitioners, classroom simulations, classroom debates, videos, and movies. Evaluation will be based on quizzes on readings, reflection papers, and oral debates. D. Koopman. 8:30 a.m. to noon.

**Dutch**

## **Economics**

**ECON W80 Christianity & Economics.** The last decade has seen a new outpouring of books and articles about the relationship of faith and learning in economics. Protestants and Catholics alike have debated the moral value of markets and capitalism, and the relevance of different schools of economic thought, ranging from Austrian and institutionalist to the neoclassical mainstream. "Radical orthodox" theologians have produced sophisticated arguments about different forms of economic organization. In this class, students will sample a wide range of this literature through common readings and student presentations. This course may fulfill an elective in the Economics and Business majors. Prerequisite: at least one course in economics. *J. Tiemstra.* 2:00 to 5:00.

**IDIS W15 Harnessing the Wind: Learn to Sail.** *J. Ubels, S. Vander Linde.*

## **Education**

[IDIS W13 International Teaching](#). *J. Rooks.*

[IDIS W21 Introduction to Storytelling](#). *J. Kuyvenhoven.*

[IDIS W34 Cinema & Difference](#). *T. Hoeksema, C. Smit.*

## English

**ENGL W10 The Inklings: C.S. Lewis and Friends.** In this course, we will read selections from the famous and not-so-famous works of C. S. Lewis, J. R. R. Tolkien, Charles Williams, and Owen Barfield. These authors formed the core of the Inklings, a group of Oxford intellectuals in the 30's and 40's who concerned themselves with myth and mythmaking. We will ask what spawned and sustained their fellowship, what problems they attempted to solve, and what legacy they left behind. We will look at their attitude toward Modernism, exemplified by T. S. Eliot, a writer who converted to the Anglican Church about the same time as Lewis but whose poetry took a far different direction. And we will explore with them basic questions about the relationship between faith and the imagination. Evaluation is based on journals, an essay, a presentation and class participation. *L. Klatt.* 2:00 to 5:00.

**ENGL W11 C.S. Lewis's Fiction.** This course will examine selected works from Lewis's fiction, with particular emphasis upon works from the Space Trilogy and Narnia Chronicles. The aim of this course will be to understand the literary and stylistic techniques that marked Lewis as one of the seminal Christian writers of the 20th century, and to explore the thematic patterns of his works. Evaluation is based on group presentations, reading quizzes, and class participation. *J. Timmerman.* 8:30 to noon.

**ENGL W40 Martin & Malcolm: Civil Rights Rhetoric Then & Now.** In this course, students will analyze the arguments and lives of Martin Luther King, Jr. and Malcolm X to better understand how spiritual ideals - of love, peace, mercy, justice, and being made in the image of God - informed civil rights rhetoric and activism between 1955-1968. Students will look at biography, sermons, speeches, movies and creative nonfiction to better understand how religious rhetoric has influenced social justice claims and movements over the past 50 years. Evaluation will be based on student participation reflective reading responses, two presentations, and a short paper. This course will fulfill an elective in the English Secondary Education major. *M. Marie.* 2:00 p.m. to 5:00 p.m.

**ENGL W41 Speaking Pictures.** A speaking picture is a work of literature that involves both words and graphic art. In this course, students explore the relationships between image and text and such works, and also the relationships between these works and the cultures in which they are written and read. The course offers three interlocking components: literary history, literary theory, and indie publishing. The historical component focuses largely on medieval and early modern books of hours and emblem books (books that pair symbolic pictures with brief didactic poems). The literary theory component focuses on theoretical modes articulated by thinkers such as Mikhail Bakhtin, Jacques Derrida, and Michel Foucault. The concepts from these first two components are explored through practice in the third: students work together in teams to produce their own anthology of original speaking pictures, which will be published on lulu.com. A copy of the anthology from Interim 2008 is available from either of the instructors. Evaluation is based on daily attendance, written assignments, group presentations, and participation in a team for the book project. This course may fulfill an elective for both the English major, the English minor, and the Writing minor. *C. Engbers, J. Williams.* 8:30 to noon.

**ENGL W42 Finding God in the Movies: The Masters.** This course will look closely at the work of the “giants” in the domain of religion and film, particularly the work of the great Swedish filmmaker Ingmar Bergman (1918-2007) and the equally renowned Polish filmmaker Krzysztof Kieslowski (1941-96). No other filmmakers so invested themselves through the length of their careers in the challenge of exploring religious belief and the nature of God. Although Hollywood and film generally are usually seen as bastions of gleeful secularism, these two writer-directors produced an extraordinary body of film that is religiously acute and moving. The course will look at the sorts of religious statements these films make and how they go about making them, concentrating on the interrelation between these two. The course will begin by asking the question of what makes a film religious, and then move on to consider the drama of religious experience in the journey from darkness to light, from despair to hope, and from tragedy to comedy. We will also reflect on the nature of audience response and the legitimacy of oft-drawn distinctions between religious film and Christian film. As much as possible the course will follow a seminar format. Recent viewing of all films in the course is a requirement. Class sessions view films and discuss, including some time for professor lecture on filmmakers and meanings, though this is kept to a minimum. Students will be responsible for viewing the films, reading analysis of written texts. Evaluation is based on a daily log of reactions to films, three analytic papers, and a final exam on the substance of the course. The course is rather intensive, examining some fourteen films in as many sessions. It should also be noted that a number of the films in the course are R-rated and are very dark in their estimate of human life. The viewing list will include such films as Bergman’s *The Seventh Seal*, *Cries and Whispers*, *Autumn Sonata*, *Best Intentions*, *Private Confessions* and Kieslowski’s *Blind Chance*, *Decalogue*, *Three Colors*, and *Heaven*. This course may fulfill elective credit in the English major. *R. Anker*. 2:00 to 5:00.

**ENGL W46 New England Saints.** In the mid-nineteenth century, a group of New England writers created a body of literature dealing with significant religious, philosophical, and artistic questions that challenged conventional understandings of the world. This course deals with these authors and their questions, grappling with the way their writing and their lives challenge contemporary Christians. It studies Hawthorne and his reaction to the Puritan tradition, the transcendentalists and their uneasy union of philosophy and literature, and the Romantics and their departure from Emerson. After reading and discussing Emerson, Thoreau, Dickinson, Alcott, Longfellow, Whittier, Hawthorne, and Bradford, the group travels to Maine, and then to Concord, for on-site discovery, examination, and discussion. The class remains in New England for 2 ½ weeks, visiting Salem, Cape Cod and Plymouth, Lowell, Boston, Amherst, and Springfield. Students are evaluated on individual and group presentations, discussion, and an extensive journal responding to the writing, the programs, and on-site presentations. This course may fulfill an elective requirement in the English and Language Arts majors. Course dates: January 7- 27. Fee: \$1975. *J. Fondse, G. Schmidt*. Off campus.

**ENGL 262 Business Writing.** A course introducing students to the kinds of writing and computer 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. The class also includes a group report (with written, multi-media, and oral portions), in-class writing and computer exercises, and the use of

word-processing and presentation software. Prerequisite: Completion of English 101 with a grade of C+ or above. S. LeMahieu Dunn. 8:30 to noon.

**ENGL 339 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. Student work will be evaluated by means of daily assignments, in-class projects, a test, and a short paper. *W. Vanden Kopple, E. Vander Lei.* 8:30 to noon.

**IDIS W11 Taos Arts & Literature.** *L. Naranjo-Huebl.*

**IDIS W29 An Inside Look at the January Series.** *R. Hondered, K. Saupe.*

**IDIS W45 Tale of Two Cities: London and Paris.** *J. Holberg, L. Mathews.*

## Engineering

**ENGR W80 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. Evaluation is based on daily homework, two class presentations, and a final exam. This course fulfills a required elective for senior chemical engineering students. Prerequisites: Engineering 330, 331, 335, and senior standing. *J. & J. Van Antwerp.* 8:30 to noon.

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

**ENGR W82 Appropriate Environmental Engineering.** This course first develops an understanding of current environmental challenges and the underlying science, technology, social and political knowledge needed to frame these issues for the future. The core knowledge that is first developed encompasses global ecology. At this point in the course, the students have an option to work with one professor to develop environmental assessment skills or with another professor on identifying and evaluating avenues to a more sustainable future. Students can join this course from many disciplines or concentrations. Students will, individually or in small teams, develop and present a design project at the end of the course that challenges their fellow students to better understand the costs and benefits of sustainability-oriented designs. Evaluation is based on homework, a report, a presentation and class participation. This course may fulfill a Senior Topics Interim for senior engineering majors. Prerequisite: senior standing and ENGR 306 or permission of the instructor. *J. Johnson.* 8:30 to noon.

**ENGR W83 Introduction to Power/Energy Systems Management.** This course will introduce a broad range of theory and methods related to AC power system analysis and design. It will help students develop familiarity with power system engineering components, equipment and analytical tools. Students will understand and study the largest machine ever built-the integrated power grid- as well as the use of transmission grids as a means of transport/delivery of energy. They will understand voltage regulation, real and reactive power, three phase power, power quality, efficiency, practical stability limits and become familiar with management and environmental issues associated with transmission grids / power systems. They will also learn to use tools for the analysis of power systems (PowerWorld, EasyPower, PSCAD/EMTP) and investigate the flow of power on a power grid. This course may fulfill an elective requirement in the Engineering major. *P. Ribeiro.* 2:00 to 5:00.

**CANCELED ENGR W83 Programmable Logic Controllers.** This course provides the student with an overview of the selection, programming, operation, and capabilities/limitations of programmable logic controllers. Application examples presented will define design requirements for input/output cards, memory requirements, scan time, update time, documentation, data highway/host computer interface, etc. Evaluation is based on participation, homework, labs, test and a final project. This course may fulfill a senior topics elective for engineering majors. Prerequisite: ENGR 204 or permission of the instructor. *K. Hekman*. 2:00 to 5:00.

**IDIS W20 Business, Engineering, in the Context of European Culture.** *L. De Rooy, N. Nielsen, E. Prince-Broekhuizen.*

**IDIS W41 Dutch Landscapes.** *H. Aay, R. Hoeksema.*

**IDIS W60 Business and Engineering in China.** *A. Si, L. VanDrunen.*

## French

**FREN 112 Multisensory Structured French.** The second course in a three-course sequence of language study designed to meet the special needs of at-risk students. Materials are presented with an emphasis on understanding the nature of language. General language-learning skills are developed as specific foreign language goals are met. The course is open to students who, on the basis of adequate documentation, are continuing from 111 and expect to complete through the French 113 level. Evaluation is based on quizzes, tests, writing assignments, oral interviews, cultural projects and activities, journals, and one-hour afternoon small group sessions. Prerequisites: FREN 111 or permission of the instructor. *I. Konyndyk.* 9:00 to noon and 1:30-4:00.

**FREN 122 Intermediate French** (core). This course is part of the closely integrated 121-122-123 sequence, which fulfills the requirements for foreign-language core. Students attend large group sessions in the morning and smaller group sessions in the afternoon to acquire skills in speaking, listening to, reading and writing French. Daily assignments, quizzes, tests and a final exam are required. Prerequisite: French 121 or equivalent. *O. Selles, J. Vos-Camy.* 8:30 to noon and 1:45 to 3:15.

[IDIS W45 Tale of Two Cities: London and Paris.](#) *J. Holberg, L. Mathews.*

[IDIS 356 World Language Pedagogy - Elementary Education.](#) *M. Pyper.*

## **Geology, Geography, and Environmental Studies**

**GEOG W40 GIS and Urban Environments.** The urban system is explored using Geographic Information Systems (GIS). The focus includes a contemporary overview of urban geography and spatial analysis principles for urban environments. There is a lecture and lab component and NO prerequisite course is required. However, GEOG221/222 - Cartography and Geographic Information Systems are recommended. Intermediate computer skills are necessary. Labs include the following themes: GIS Introduction, population dynamics, urban expansion, squatter settlements, urban planning, neighborhood demographic changes, site location placement, geo-processing, location theory & quotients, urban sprawl, air pollution, & water resource demands. Evaluation is based on Graded lab exercises and a final exam. This course may fulfill an elective in the Geography major and Urban Studies minor. *J. VanHorn.* 8:30 to noon.

**GEOL W11 Earth Science for Educators.** (MAY) (4 semester hours). This course is designed for students in the education program. Students use earth science concepts in an inquiry-based approach to build a knowledge base that is appropriate to the school classroom. The course covers topics in earth sciences that are required as teaching objectives in National Science Education Standards and in the Benchmarks for Science Literacy. These include activities studying astronomy, plate tectonics, erosion and weathering, volcanology, meteorology, and how humans interact with earth systems. A perspective of respect for God's creation and Christian stewardship of the creation is presented as the purpose for investigating and learning to understand the concepts presented in earth science. Field trips will include Butte, Yellowstone National Park, and Craters of the Moon National Monument. Evaluation is based on graded lab/field work exercises, quizzes, journals and a final exam. NOTE: This 2-week Interim course begins immediately after spring semester exams. **Course dates: May 21 - June 3.** Fee \$1100. K. Bergwerff. Off campus.

**GEOL W41 Geology of National Parks.** This course explores the landscapes and geology beneath the surface of almost all of the 53 U.S. National Parks. Students consider sets of parks grouped by geologic similarities: volcanoes, glaciers, canyons, and exotic terrains. For many parks, rock samples and maps are used to demonstrate how God built these wonders of nature. The course includes, lectures, slide images, video/DVD, textbook readings, laboratory exercises and a final paper. Evaluation is based on laboratory exercises, short-answer tests and a final paper. This course may fulfill an elective in the Geology major. *R. Spoelhof.* 2:00 to 5:00.

**GEOL W80 Geology Field Methods.** (MAY) This May interim teaches basic field observation, identification, and mapping skills for advanced students in Geology programs. The course is held in southwestern Montana and takes advantage of superb exposures of many varieties of igneous, metamorphic, and sedimentary rocks. This area offers outstanding structural examples of normal and thrust faulting. The course examines a variety of active and inactive mines including extensive copper, gold, silver, and talc deposits, and the environmental impacts of some of these activities. A mapping projects will emphasize topographic maps, compass, and GPS applications. After a review of the stratigraphy, the mapping project focuses on structure and rock deformation. Most of the class will be held in the field with daily trips to the nearby area. Longer excursions will visit volcanic exposures in Idaho and Wyoming, including Craters of the Moon National Monument and Yellowstone National Park. This course may fulfill an

elective in the Geology major, Environmental Geology major, Earth/Space Science major for Secondary Education, and Environmental Science major-Geology Emphasis. Prerequisites: Geology 151 or 120 plus two additional courses in the major. NOTE: dates for this Interim course are two weeks immediately following Spring commencement (May 25 - June 8). Fee \$1100. G. Van Kooten. Off campus.

**GEOL 151 Big Sky Geology: Montana Field Experience (MAY)** (field version of on-campus Geol 151) (4 semester hours). This course in Physical Geology is based in SW Montana, a location with superb geologic exposures within reasonable driving distances. This course fulfills the Physical World core and emphasizes outdoor, field-based investigation and learning. Students will be introduced to the breadth of geological study leading to responsible Christian appreciation and stewardship of the Earth. Topics include rocks and minerals, volcanoes, weathering, rivers and streams, geologic time, plate tectonics, natural resources and geologic hazards. Afternoon field activities are an important part of each day and field work complements morning lecture and lab activities. Included among the many visited localities are Butte, Yellowstone National Park and Craters of the Moon National Monument. As a graded course, quizzes and exams will cover lecture, lab and text. Students will be required to complete lab assignments and maintain a written field log. NOTE: This 2-week Interim course begins immediately after spring semester exams. **Course dates: May 21 - June 3.** Fee \$1100. R. Stearley, G. Van Kooten. Off campus.

[IDIS W41 Dutch Landscapes.](#) *H. Aay, R. Hoeksema.*

## 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, locations in former East Germany, and in the Black Forest. Activities include three home stays, lectures, discussions, interviews, tours, and attendance at cultural and social events. Course participants choose where they will travel independently during the last five days. The course goals include active participation in course activities, gains in mastery of the language, increased understanding of various religious, political, and broadly cultural phenomena of Germany, and growth in intercultural sensitivity. This course satisfies departmental concentration. Prerequisites: German 215 and permission of the instructor. Course dates: December 28, 2008 - January 24, 2009. Fee: \$2597 and up to \$600 for personal and final-week costs. *C. Roberts*. Off campus.

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

**[IDIS 356 World Language Pedagogy - Elementary Education](#)**. *M. Pyper*.

## **Greek**

**GREE 101R Greek Review.** This review is intended for all students who have completed Greek 101 and intend to continue in Greek 102. The course thoroughly reviews the elementary Attic Greek grammar which was presented in 101 and aims to insure that students maintain proficiency until 102 begins, since there is no review in the spring semester. No work outside of class is required in Greek 101-R, though optional exercises are available. Since the course is non-credit, it is typically taken in addition to a regular Interim class. Identical sessions of Greek 101-R are offered each morning and afternoon to avoid any conflict with regular Interim classes. Evaluation is based on daily attendance and participation. Prerequisite: GREE 101. *Y. Kim.* 11:00 to noon or 2:00 to 3:00.

## History

**HIST 294 Research Methods in History.** This course is an introduction to historical sources, bibliography, and research techniques, by giving particular attention to the different genres of history writing, the mechanics of professional notation, critical use of print and electronic research databases, and the development of critical reading skills with respect to historical exposition and argumentation. In this letter-graded course, evaluation is based on several reports, essays, and a final exam. Prerequisite: one course in history or permission of the instructor. NOTE: This is a required two-semester hour course in the history major. *K. Maag*. 9:00 to 11:30.

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

**HIST380/IDIS 340 Field Work in Archaeology.** This course is offered in conjunction with field work done by Calvin faculty or quality field schools of other universities. An on-site introduction to archaeological field work designed to expose the student to the methodologies involved in stratigraphic excavation, typological and comparative analysis of artifacts, and the use of non-literary sources in the written analysis of human cultural history. The Jan 2009 Interim field school involves students in a Documentation Season at Umm el-Jimal, Jordan, a well preserved town from the Roman, Byzantine, Early Islamic and modern eras. Students will participate in digital photographic documentation of structures, planning of both digital and actual site-museum presentation, interview-based recording of modern Umm el-Jimal village culture, architectural analysis and soil sampling, working as part of a team of professional archaeologists from Jordan, Germany and the United States. Three weekends will be used for travel in Jordan, including a visit to Petra; a post session trip to Jerusalem is optional. Prerequisite: Interdisciplinary 240 or permission of the instructor. Course dates: January 3-26. Fee \$3212. *B. de Vries*. Off campus.

**[IDIS W27 Film Noir and American Culture](#).** *J. Bratt, B. Romanowski*.

## HPERDS

**HE W10 An Introduction to Nutrition.** All food was created good. Even so, we often make uninformed food choices. This course will explore the basic concepts of nutrition, including nutrient composition, “super foods”, eating wisely in the dining hall, apartment cooking, and the effect our own choices have on our health, the health of a community, and local and worldwide food availability. We will take a concerted look at specific food- related issues of social justice, including our farming and production practices, our systems and infrastructure for food distribution to the poor, and the impact of hunger on health, learning, and quality of life. Evaluation is based on projects, quizzes, presentations, and a reflection paper. *J. Walton*. 8:30 to noon.

**PE W40 Women's Health.** This course focuses on personal decision making in all dimensions of women's health. We investigate, discuss, and share women's health concerns ranging from cancer to sexuality. We focus on the unique physiology and anatomy of women, as well as on health care use and advocacy. Community experts, women's health videos, and field trips to selected agencies add to our learning experience. This course may fulfill an elective for exercise science majors and physical education minors. Evaluation is based on a class presentation, a health interview, attendance of relevant January Series Lectures, and two reaction papers on journal articles relevant to women's health issues. *D. Bakker, A. Warners*. 8:30 to noon.

**CANCELED PE W41 Coaching Young Athletes.** This course is designed to provide students with knowledge and practical experiences related to coaching young athletes. It focuses on knowledge, skills, strategies, and issues in youth sport. This course aims to develop insight and knowledge for a youth sport leader, primarily in the areas of philosophy and pedagogy, and secondarily in psychology, physiology, and risk management. The course will study issues involved in coaching the young athlete in an attempt to expose the complicated demands of coaching and the necessary tools and skills one should possess in order to be successful in coaching. Evaluation is based on coach profiles, observations, coaching plans, and papers. This course may fulfill an elective in the coaching minor. *J. Bergsma, K. Gall*. 8:30 to noon.

**RECR 308 Recreation Program and Facility Management.** The course will review the principles and procedures related to the operation and care of private and public recreation resource areas, and facilities. Topics will include: Establishment of legal authority for operations, developing policies and guidelines, interagency coordination and/or competition, safety and security, and systems evaluation. Evaluation is based on tests, papers, projects, and class participation. 8:30 a.m. to noon.

**[IDIS W10 Grand Canyon Outdoor Educator](#)**. *R. Walter-Rooks*.

**[IDIS W18 Be Fit For Life: Bike Australia](#)**. *R. Blankespoor, N. Meyer, C. Tatko*.

**[IDIS W24 Sports in Film and Fiction](#)**. *B. Bolt, J. Timmer Jr.*

**[IDIS W29 An Inside Look At the January Series](#)**. *R. Hondered, K. Saupe*.

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

*PER activities Courses (1 semester hour)*

**133A Tennis I.** *Staff.* 10:30-11:30 (MTWTHF)

**137A Bowling.** #+ *Staff.* 8:30-10:00 (MWF)

**155A Ballet I.** *Staff.* 12:30-3:00 (MTW)

**165A Ballet II.** *Staff.* 1:00-3:15 (THF)

**176A Ice Skating.** #+ *Staff.* 10:30-noon(MWTH)

**177A Downhill Skiing.** #+ *Staff.* 2:00-3:45 (MWTH)

**177B Downhill Skiing.** #+ *Staff.* 6:00-8:30 (TTH)

**186A Gymnastics.** #+ *Staff.* 1:30-3:00 (MTWTHF)

@ Elective only, does NOT fulfill core.

# Fee required. Pick up information sheet in P.E. Office.

+ Class will meet off-campus.

## **Interdisciplinary (IDIS)**

**IDIS W10 Grand Canyon Outdoor Educator.** This community based learning experience held in the Southwestern United States is designed for students interested in developing wilderness leadership skills and advanced skills in expeditionary backpacking, backcountry first aid, and rock climbing. The course begins at the Red Rock Nevada Climbing Area with a 3 day Climbing site manager clinic. The second phase takes place in Flagstaff, Arizona with a 10 day Wilderness First Responder certification course through the Wilderness Medical Institute of the National Outdoor Leadership School (NOLS). The third phase of the course will be a 5 day backpacking trip in the Grand Canyon. Here, students will gain skills in backcountry living and travel, outdoor education, and group leadership. During this phase, students will cover the Wilderness Education Association (WEA) backcountry curriculum. Over the period of three weeks in the Southwest, students will also be exposed to the following topics related to outdoor education and leadership; group dynamics and development, expedition planning, models of facilitation, group management and supervision, land management agencies, Leave No Trace, regional natural history, and environmental ethics and stewardship. Evaluation is based on exams and participation. Course dates: January 5-26. Fee: \$2362. *R. Walter-Rooks*. Off campus.

**IDIS W11 Taos Arts and Literature.** The literature and art of the American southwest are inextricably tied to the history, culture, and landscape of the area, and its writers and artists come from three primary ethnic groups: Native Americans, Mexican Americans, and Anglo Americans. Students will learn of the richness and diversity of the art in these converging traditions in Taos, New Mexico, and the surrounding area by visiting the places that form the basis of the literature and art developed here. Writers/ storytellers include Joy Harjo, Robert Mirabal, Leslie Silko, Willa Cather, and Rudolfo Anaya, among others. Students will also visit artists, studios, galleries, and sites to experience both traditional and contemporary art and artifacts. Artists include ceramists (e.g., Maria Martinez), painters (e.g., Georgia O’Keeffe), and contemporary regional artists. Students who would like to learn more about the art and literature of the American southwest are welcome. Students will be evaluated on short papers, journal/sketchbooks, brief presentations, and participation. Course dates: January 7-27 Fee: \$2153. *L. Naranjo-Huebl*. Off campus.

**[IDIS W12 Christianity and the Scottish Enlightenment.](#)** The Scottish Enlightenment (1745 to 1790) was a magical time of astonishing innovation when the Scots ruled the intellectual world in philosophy, economics, science, and literature. This class explores the ways in which the Scottish Enlightenment exemplifies the uneasy relationship between modern-day Christianity and the modern world that was created in 18th-century Edinburgh. The Scottish Enlightenment and its thinkers had strong Christian underpinnings, but most of its founders left Christianity behind. Students will visit the scenes of this great drama, starting in London where students study the foundations of the Scottish Enlightenment. After establishing small groups (“houses”), the class will then travel to Edinburgh by train from Kings Cross Station. Students interact with intellectuals from the past including philosophers Frances Hutcheson, David Hume, and Thomas Reid; poets and writers Robert Burns, Allan Ramsey, and Sir Walter Scott; scientists Joseph Black and James Watt; and economist Adam Smith. Students attend lectures by Enlightenment scholars at the Universities of Edinburgh and Glasgow. Learning continues at national libraries,

castles, cathedrals, and museums. Study breaks include pub visits, ghost walks, concerts, as well as nightly read-alouds in the common room. . Evaluation is based on readings, journals and a presentation. Course dates: January 8-26. Fee: \$2763. *S. Matheson*. Off campus.

**IDIS W13 International Teaching.** This course is for students who want to explore the possibility of international teaching and consider what it means to be a foreigner involved in the education system of a developing country. Students will live with families in the capital city of Honduras, Tegucigalpa, and work in the International School and the Kingdom School, two different bilingual Christian schools which serve contrasting populations. The group will make a several visits to visit other Honduran schools and to the development community in Nueva Suyapa. There will be weekend excursions to historic and cultural sites such as the Ruins of Copan, Lago de Yajoa, and the waterfalls at Pulaphanzak. Evaluation is based on journals, participation in course activities, and a final paper based on the readings, lectures, and experiences. Course dates: January 2-27. Fee: \$2465. *J. Rooks*. Off campus.

**IDIS W14 Pubs, Clubs and Post-Christian Faith Communities.** What does it look like to follow Jesus in an environment that is inhospitable to Christian identity? What does it look like to be a Christian in a post-modern and post-Christian culture? Travel to London, England and Belfast, Northern Ireland to talk with, learn from, serve and worship with Christians who are living out their faith in just this sort of context, and doing so in radical, imaginative, innovative and often times surprising ways. You'll explore the importance of community, personal and structural transformation, worship and social engagement in the context of social realities unique to the UK through readings, discussions, meetings with key church leaders, and participation in traditional, emergent and alternative worship services, some of which services, discussions and meetings will take place in the most unlikely of places, like clubs and pubs. The course will be led by professor Corcoran (Philosophy) and Kurt Wilson (Compass Outreach Media). Course dates: January 7 - 24. Fee: \$2565. *K. Corcoran*. Off campus.

**IDIS W15 Harnessing the Wind: Learn to Sail.** 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 24 - 26 foot sailboats specifically designed for sailing instruction, 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. Evaluation is based on written tests, skills tests, presentations and participation. No boating experience is required. Students must have the physical ability to operate a sailboat and pass a 150 yard swimming test. Course dates: January 5-24. Fee: \$2825. *J. Ubels, S. Vander Linde*. Off campus.

**IDIS W16 Celebrating Sexuality.** God created us as sexual beings, yet we often attempt to cover up our sexuality, or even worse, act ashamed of it. But deeply woven into the fabric of our existence, our sexuality defines who we are. It affects how we think and act; it contributes to the diversity found in every living creature. This course begins to explore the complexity and meaning of sex and sexuality. Primarily through open and frank class discussions, we examine the influence that sexuality has on many facets of life—our emotions, our culture, our view of self, and our interactions with others. Particular attention is given to viewing human sexuality as a gift from God and to understanding it in the context of singleness, dating relationships, marriage, and above all our call to be image-bearers of Christ. Evaluation is based on class participation, short reflective papers, group projects and presentations. *C. Blankespoor.* 8:30 to noon.

**IDIS W17 Examining the Right to Die.** The ethical dimensions of life and death, health and sickness, caring and curing are a timeless feature of human experience even while becoming more complex and perplexing because of scientific advances and social changes. Through examination of key end-of-life cases in biomedical ethics, students will engage in ethical decision-making as individuals and as members of interdisciplinary teams. Cases will be considered in their legal and clinical contexts. Teaching/learning strategies will include debate, multimedia, interaction with experts, and an off-campus observation experience. Evaluation is based on journal reflections, participation, a group presentation, and a paper. *J. Tatum.* 8:30 to noon.

**IDIS W18 Be Fit for Life: Bike Australia.** This course introduces students to concepts of basic fitness and nutrition that promote lifetime wellness from a Christian perspective. The basic components of good nutrition are studied along with the special nutrition demands associated with exercise performance. A special emphasis is placed upon the chemical and biochemical nature of nutrition and exercise. Students also study the efficacy of some of the current nutritional ‘fads.’ Promoting lifetime fitness with cycling is particularly attractive because the equipment is relatively inexpensive and this form of exercise is low impact. Biking in Australia also gives students an opportunity to gain insights into and appreciation for another culture. Students compare the exercise and nutritional attitudes and habits of two cultures, and determine if there is any correlation with incidences of diseases such as cardiovascular disease. Students attend several evening classes during the fall semester and spend several hours researching a topic that they will present to the class during the bike tour in Australia. They also participate in a nutritional intake study and analysis, and participate in several tests that can be used to evaluate fitness. Evaluation is based on class participation, a daily journal, quizzes, projects, and nutritional analysis. Course dates: January 6-31. Fee: \$4012. *R. Blankespoor, N. Meyer, C. Tatko.* Off campus.

**IDIS W19 The Jamaican Journey.** Jamaica with its vibrant multi-national urban centers, attractive tourist destinations, and impoverished rural countryside, will provide the backdrop for examining issues facing developing countries in an increasingly globalized economy. The interim will expose students to Jamaican culture and history, including the African diaspora, Jamaica's colonial experience, and Jamaica's contemporary identity. Through readings, guest lecturers, and classroom discussions students will examine the social and economic problems facing Jamaicans today - including political unrest, gangs, tourism, migration, and the influence

of the United States in Jamaican affairs. Students will travel extensively through both the interior and coast of Jamaica meeting with community development workers, viewing development projects as well as factories and plantations all the while assessing the impact of these organizations on development. Field trips to museums, historical sites, Parliament, soccer games, and tourist locations will also be used to examine the various political, social, economic and international trends that have shaped the island and impacted its potential for successful development. At the end of the interim students will have gained insights into the challenges of development as well as sensitivity to issues facing Jamaicans in the context of globalization. Evaluation is based on participation, written journal entries, and a final reflective paper. This course may fulfill an elective in the International Development Studies major. Course dates: January 8-26. Fee: \$2,862. *L. Schwander, T. VandenBerg*. Off campus.

**IDIS W20 Business & Engineering in the Context of European Culture**. In today's global economy, business practices, engineering design, product development, and product marketing must take the international market into account. This course introduces the student to the nuances of business practices and product development in the international market, focusing on business and R & D in Europe. Students will learn how the languages, history, culture, economics, regulations, and politics of Europe shape the business and design process through tours of business, 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, Rotterdam, Brugge, Paris, Trier, Koblenz, Munich, Nurnberg, Leipzig, Berlin, and Bremen. Additional religious and cultural locations will include visits to The Begijnhof, The Hague, Versailles, Notre Dame Cathedral, Reims, Dachau, Neuschwanstein, Prague, and St. Vitus Cathedral. Evaluation will be based on a daily journal as well as a paper regarding the cultural aspects of the interim. Course dates: January 2-24. Fee: \$3990. *L. De Rooy, N. Nielsen, E. Prince-Broekhuizen*. Off campus.

**CANCELED IDIS W21 Introduction to 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 storytell, 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. Evaluation is based on class participation, a research project, and a storytelling performance. *J. Kuyvenhoven*. 2:00 to 5:00.

**IDIS W22 Adventure in the Waters of Panama**. In this wilderness adventure course, students challenge themselves physically, emotionally, and spiritually as they develop new outdoor skills and live in intentional community. The course uses the setting and way of life to focus on the

idea of simplicity and contentment. Students develop a deeper awareness of self, more rewarding relationships with God and others, and a greater appreciation of God's world as reflected in the indigenous people, cultures, and environment of this remote and extraordinary locale. This 23 day wilderness adventure features sailing, scuba diving, sea kayaking, surfing, and white-water rafting surrounding the island of Bocas del Toro on the southwest coast of Panama. Students also interact with the Afro-Caribbean and Guaimi Indian people through local church worship services and other intercultural activities. Evaluation is based on class participation, an oral presentation, reflective daily journaling, and a final paper. Course dates: January 5-27. Fee: \$3500. *J. Britton, D. Vander Griend.* Off campus.

**IDIS W23 Knitting: History, Culture, Science.** This course engages students on academic and experiential levels with the practice of knitting as a craft, art, meditative and relaxation technique, a component of religious devotion, a community-building ritual, and most of all an activity that has been shaped by and has contributed to form our conception of gender. While knitting has historically been identified as a feminine craft, the younger generations of knitters have included men as well as women. This has changed some dynamics of knitting communities, as well as the nature and style of the projects undertaken. To explore these issues, the class will study the history of knitting, its practice in different cultures, its use as a basis for politically subversive activities, its representation in classic and contemporary literary works, and even the science underlying the production of yarn and of knitting patterns. These have more recently become central to cutting-edge scholarship and experimentation in knitting. All of these topics will be considered in light of gendered conceptions of who the knitter is and how the practice is situated in relation to other fields of expertise, such as domestic activities, manual labor, artistic production, medical practices, and scientific planning. Readings, guest speakers, outings as well as the actual practice of knitting is designed to explore and illuminate these questions. Evaluation is based on participation in daily class activities and at least one community knitting group, the completion of a knitting sampler, a research-based group presentation on one of the themes of the course, three or four short response papers, and contributions to a group knitting project such as a prayer shawl. Students will purchase materials for at least one project of their own choice, depending on their knitting skills and experience. There are no prerequisites for this course, and students do not need to know how to knit to enroll. Materials fee: \$20. *S. Goi, D. VanderPol.* 2:00 p.m. to 5:00 p.m.

**IDIS W24 Sports in Film and Fiction.** This course examines sport and its place in human life and culture through films and novels that feature sport. Students review several sport films and novels, identifying and evaluating why people play and watch sports, the interaction between sport and society, and the effects of sport on individuals and culture. In addition, the course explores common psychological issues in sport such as competition, motivation, leadership, and aggression as well as sociological themes including race, gender, social class, youth development, and religion. Novels and sport films serve as a catalyst for evaluation and discussion of sport in modern society and stimulate students to dig beneath the surface to explore the meaning of sport, including its intersections and contrasts with Christianity. Students work toward developing and articulating a Christian perspective on sport. A book club format is used for novel reading, and an elimination tournament is used to critique and debate sport films. Imagine Rocky vs. Raging Bull, or Sea Biscuit vs. Miracle to determine the greatest sport movie of all time. Course evaluation includes written and oral book reviews, written film

reviews, public presentations and debate evaluations, and a final paper. *B. Bolt, J. Timmer Jr.*  
8:30 to noon.

**IDIS W25 Silent Spring & Stolen Future.** The slogan of the post World War II “chemical boom” was “better living through chemistry,” and indeed these chemicals brought many benefits in industry, agriculture, and public health. However, in 1962 Rachel Carson’s book *Silent Spring* challenged the public’s optimism regarding chemicals by revealing many environmental and health effects of pollution. While many chemicals were restricted during the 1970-80s, the publication of *Our Stolen Future* in 1996 revealed the ability of some chemicals to disrupt hormonal systems at very low doses in wildlife and humans. Today our society uses 60-80,000 chemicals, with 1000-2000 new chemicals introduced every year. Legacy pollutants still contaminant some ecosystems, concern is emerging about newer chemicals, and old debates have been revived about whether DDT should be used to control malaria. This course explores issues related to the sustainable use of chemicals in both developed and developing countries. Scientific and policy issues are examined within the context of Christian environmental perspectives. The primary texts are written for the general public, making this course accessible to students majoring in biology, chemistry, environmental science, engineering, political science, and international development. Student evaluation is based on written reports, presentations, and participation. *K. Grasman.* 2:00 to 5:00.

**IDIS W26 Theory and Practice of Quilting.** This course is an introduction to the theory and practice of quilting. The course examines the most important forms of quilting in the American context, such as whole cloth quilts, pieced quilts and the significance of various patterns, album quilts, appliqué, slave quilts, and Amish quilting. The course examines the historical context of this unique art form, and the role that quilting played in social settings, such as the Westward expansion and in slave communities. In particular, the course focuses on the way that various faith communities used quilting as a location for creating meaning, the significance of simplicity in Amish quilting, and the importance of aesthetic creation in human life. The course will also introduce students to basic techniques in quilting: design, piecing, machine quilting and binding. Students will design and complete a lap quilt in a traditional log-cabin or nine patch design, using scrap fabrics. The course requires regular journal reflections on the practice of quilting in American History as well as the completion of the student’s own quilt. A sewing machine and basic sewing supplies are required. *S. Clevenger.* 2:00 to 5:00.

**IDIS W27 Film Noir and American Culture.** This course is an interdisciplinary analysis of film noir, a “style” or “historical genre” of film that emerged during World War II and flourished in the postwar era. This course begins with an examination of representative films from the classic noir period (1941-1953), approaching them through close analytic and interpretive readings which we will discuss together in class. Exploration of the legacy of film noir affords opportunity to see how filmmakers have amended and adapted aspects of its style and subject matter in different periods in American history. Identified as “neo-noir,” films like *Chinatown* (1974), *Body Heat* (1981), and *L.A. Confidential* (1997) reflect historical and cultural changes in the American society and raise questions about remakes, nostalgia, and pastiche in the contemporary cinema. Evaluation is based on two 3-page response papers, a 6-page final paper and a journal. This course may fulfill an elective in the Film Studies major. *J. Bratt, B. Romanowski.* 2:00 to 5:00.

**IDIS W28 The Binding of Isaac: Jewish and Christian Responses to this challenging Old Testament episode.** The Binding of Isaac is one of the most dramatic and controversial events in Jewish and Christian history. The goodness of God and humans' duty towards God are both called into question by this episode. For example, it seems impossible for a wholly good God to demand Abraham to sacrifice Isaac. Such a demand calls into question the goodness of God. Are we required to obey such demands? Would it have been permissible for Abraham to refuse to obey God? The New Testament tells us that Abraham reasoned that God could raise the dead. How is this relevant? Does the fact that Isaac will be raised imply that Abraham's killing of Isaac would not be murder? Both Jewish and Christian thinkers have attempted to explain the event often in ways that are often incompatible with each other. In this course we will explore the binding of Isaac from Jewish and Christian perspectives, employing Biblical, theological, philosophical, literary, cultural, artistic (paintings, sculptures, musical compositions, texts of relevant operas) and other resources. Among works and authors we will read are: Maimonides' Guide for the Perplexed, Aquinas' Summa Theologiae, Kierkegaard's Fear and Trembling, Potok's The Gift of Asher Lev. Evaluation will be based on daily journals, research and a class presentation on an approved topic and a summary paper at the end of the term. D. Alexander. 2:00 to 5:00.

**CANCELED IDIS W28 Understanding Your Strengths in the Workplace.** (1 semester hour). This course will investigate one's individual career and academic talents through a series of assessments, journaling, and interactive assignments. Students will complete a minimum of 20 hours of an apprenticeship experience to develop and apply their talents in a local minority business of the students interest. Exploration will be guided by the tenets of Christian faith formation, prayer, and textual readings. Evaluation will be based on reflective journals, class assignments, and participation. *M. Van Til.*

**IDIS W29 An Inside Look at the January Series.** The January Series is an award-winning program that brings some of the world's greatest authorities in their respective fields to Calvin College. Students will have personal interaction with the presenters during the morning class and be challenged to identify the worldview of the presenter as well as clarify and articulate their own personal worldview in response. Students will also attend all January Series programs, submit a reflection paper on each presentation and present a research paper on one of the speakers. *R. Hondered, K. Saupe.* 8:45 to noon and 12:30 to 1:30.

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

**IDIS W31 WILDFIRE: A Natural and Cultural History.** For millennia fire has played a role in shaping Earth's plant and animal communities. This course traces the ecology and cultural uses of fire through three historical periods dominated successively by naturally occurring

fire, fire use by native human populations, and fire control under European settlement. The course will examine adaptations of organisms to fire, ways in which fire structures communities in different biomes, and how human use of fire may have shaped 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 examined. The course will include lectures, laboratory exercises, videos and at least one field trip. One college biology course is recommended. Evaluation is based on a test, papers, a group project, written and oral reports and class participation. *R. Van Dragt, D. Warners.*

**CANCELED IDIS W32 Theology and the Arts.** 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, St. Matthew Passion, Cantata 106), 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. Students who have an interest in theology, the arts, and their intersection; readiness to listen carefully and watch discerningly; and willingness to engage in discussion are encouraged to participate. Evaluation is based on readings, a journal, a paper, a final exam and class participation. *R. Plantinga.* 8:30 to noon.

**IDIS W33 Chinese Medicine and Chinese Culture.** In this course the students are introduced to the basic principles of traditional Chinese medicine (TCM). They learn the basic theories of TCM and study its practice in various treatments. Students are also exposed to Chinese Culture through field trips to Chinese restaurants, stores, Chinatown and churches. The course consists of lectures, discussions, exercises, independent projects and field trips. This course will fulfill the CCE core requirement. No prerequisites. Fee: \$250 to cover field trips and invited speaker fees. *A. Shen.* 2:00 to 5:00.

**IDIS W34 Cinema & Difference.** Surveying the history of cinema, this course offers a comprehensive look at how film has portrayed difference, particularly physical and mental disabilities. Students work towards understanding the cultural, political, and aesthetics development of cinema's representations of disability, while at the same time working through a Reformed Christian understanding of difference. Students read contemporary scholarship in the fields of disability studies, film studies, and popular culture studies. The class surveys such films as *City Lights* (Charlie Chaplain), *The Best Years of Our Lives*, *Scent of a Woman*, *Murder Ball*, and *Praying with Lior*. Students write a film Journal, and two short reflection papers. *T. Hoeksema, C. Smit.* 8:30 to noon.

**IDIS W40 Inclusion and Development in Himalayan Communities.** This course introduces students to the issues facing mountain communities in the Himalayan region through a hands-on participation in service projects that address issues of development, focusing especially on the inclusion of women and people with disabilities. The course will devote 2/3 of its time to active service work alongside community residents and development workers who operate in this region. At the same time, the students will learn (through daily discussions and readings) about the history of the region, its location at the crossroads of Buddhist and Islamic religions as well as Pakistani, Chinese and Indian cultural influences, its interaction with tourists and visitors from

the Western countries of North America and Western Europe, and its current efforts to provide better health and education for its communities. Particular attention will be devoted to the conditions of women and children, and their role in promoting and benefiting from development. Evaluation is based on participation in the service work and cultural visits, on daily journals, and on a final essay. Students need to be in good physical shape, and be able to hike a few hours a day on moderate terrain. This course can fulfill an elective in the Political Science, International Relations and IDS majors. **Course dates: May 25 - June 11.** Fee: \$ 4553. S. Goi. Off campus.

**IDIS W41 Dutch Landscapes.** Few countries exist where human activities have exerted a greater influence in the shaping of the land than the Netherlands. With daily field excursions and detailed topographic maps, students study this country's richly varied and historically layered cultural landscapes. Land reclamation, water management, and environmental preservation technologies used over many centuries are each an important part of understanding the complex interrelationships between society, technology and land. Additionally, students have opportunities for direct engagement with people from this country. We 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, topographic maps, and study sheet assignments. Additionally, each student spends part of the first weekend with a Dutch family. Students are evaluated based on written answers to questions posed in the field excursion guides. This course may fulfill an elective in the Geography and Environmental Studies majors. Course dates: January 5 - 31. Fee: \$2870. *H. Aay, R. Hoeksema.* Off campus.

**IDIS W42 Interim in Greece.** This course is a three-week experience of the major ancient sites of Greece, with special emphasis on the urban centers of classical and early Christian civilization. On-site lectures address topics of Greek history, religion, philosophy, literature and art. The primary academic objective is to develop a first-hand understanding of the classical context within which the earliest Christian churches were established. The itinerary includes Athens, Eleusis, Corinth, Mycenae, Epidaurus, Olympia, Delphi, Ioannina and Sparta. Evaluation is based on a take-home test on required readings (list available in October), an oral report for delivery on-site, a detailed journal, and a comprehensive essay on one major topic. This course may fulfill an elective in the Classical Studies, Classical Languages, Greek and Latin majors. Course dates: January 7 - 27. Fee: \$3994. *M. Williams, J. Winkle.* Off campus.

**IDIS W43 Leadership in Africa: Development, Church, and Civil Society in Kenya.** This course will focus on how leaders in East Africa develop businesses, provide health care, organize media and government, respond to crises, and conduct worship. We will enjoy lectures on Kenyan history and politics from leading African scholars and travel to rural development sites to see leadership in action. We will examine leadership in city and country, with an eye to the leadership/partnership role Americans may have in East Africa. Evaluation is based on daily debriefings, discussion and journals. This course may fulfill an elective in the CAS and IDS majors. Course dates: January 6-28. Fee: \$4130. *R. Crow, M. Fackler.* Off campus.

**IDIS W44 Hawaiian Farms and Food Systems.** While most of us take for granted an abundance of global foods, concerns about sustainability are on the rise. This course explores

how the tensions between global and local food systems affect researchers and growers in Hawaii. Our ten-day trip to Hawaii is preceded by a week-long overview of the issues as expressed in films, media reports, and scholarly articles – preparing students to be intelligent “readers” of the Hawaiian agriculture “text.” In Hawaii students visit research labs and field stations, including developers of transgenic crops and of sustainable agriculture. Students visit various farms, including producers of tropical fruits, seed crops, fish, and aquaculture products. Students examine how the tension between local foods and global foods is affecting the enterprise of farming and the fabric of rural communities in Hawaii. The course culminates on campus with each student writing and presenting a reflective paper on the tensions in contemporary agriculture. Evaluation is based on presentations, participation and a reflective paper. Students must have completed their Living World and their Societal Structures in North America core requirements. Course dates: January 7-24. Fee: \$3000. *D. Koetje, H. Quemada.* Off campus.

**IDIS W45 Tale of Two Cities: London and Paris.** This course examines the complicated cultural and political history of England and France over the last 1000 years, from the Norman Conquest to the beaches of Normandy. Students visit historical and cultural sites in London and Paris (and surrounding areas), investigating the many ways in which these two countries have been intertwined as allies and enemies--as well as the many times they have inspired and infuriated each other. The class travels first to London, then across the English Channel to Normandy, and then into Paris. In addition to their on-site work in museums, art galleries, and other cultural sites, students are evaluated on presentations, discussions, and journals. Course dates: January 6-26. Fee: \$3950. *J. Holberg, L. Mathews.* Off campus.

**IDIS W46 Gender and Performance in Muslim Societies.** The rise of pockets of Islamic communities in the West as well as expansion of existing ones in the global south point to a need to discussions of the role of religion in public life within contemporary globalization. This course will explore how received notions about being Muslim are constantly negotiated and constructed in everyday life as expressed through popular culture. Students will be invited to consider how popular media report and construct Muslim identities especially regarding gender (e.g., images of women as oppressed and men as irrational), and then contrast that with the ways in which Muslim peoples (especially women) express their own identities through musical performance. In so doing, students will have a chance to critically consider how idealized images of a people contrast with their performed and/or lived realities as they discuss religion as text and practice. Evaluation is based on reading responses, group presentations, case building essays, and class participation. This course may fulfill an elective in the Sociology major and the International Development Studies major. *M. Ntarangwi.* 2:00 to 5:00.

**IDIS W47 The Philosophy of Film.** This course will be an examination of the major philosophical issues having to do with the film medium. This course does not use films to understand philosophy, but rather uses the philosophical method to understand the film medium and its significance. Topics covered include the issue of whether film is an art form; cinematic realism; film authorship; the nature of film narrative; our emotional responses to films and the role that identification plays in them; the “paradox of fiction” and the “paradox of horror”; the distinction between fiction and documentary; and the ethics of filmmaking and film viewing.

Evaluation is based on quizzes, a take home exam, and leading discussions. This course may fulfill an elective in the Film Studies major. *C. Plantinga*. 2:00 to 5:00.

**IDIS W48 Exploring African Cultures and Traditions Through Folklore.** The course explores a variety of themes such as time, work, sense of community; practices, such as polygamy; and rituals such as naming ceremonies, weddings and funerals as they are expressed through folklore. The course draws from folkloristic texts drawn from Sub-Saharan Africa. Students study folklore genres including folktales, myths, legends, riddles, proverbs and various types of songs. Student will also learn how these texts are influencing people today. Although the texts are in English, the students get opportunity to hear some clips in the original languages. Evaluation is based on completion of preparatory readings, reflective journals, and a final paper based on one of the themes covered in the course. This course may fulfill an elective in the International Development Studies major and the African Diaspora Studies minor. *N. Mpesha*. 2:00 p.m. to 5:00 p.m.

**IDIS W49 Drama and Worship.** Students participating in this course explore the use of drama in worship settings. Why is drama used in worship? What are the various ways people use drama? How do we create opportunities to use drama in worship? Students respond to these questions by connecting drama use to worship elements such as the call to worship, call to confession, assurance of pardon, and the reading of scripture. Students work together to create and/or perform liturgical drama pieces for worship settings. Students may also participate in the video production of these pieces for a possible worship resource. Students interested in worship, writing, and/or performing will find the activity and experience of this interim course helpful in developing their knowledge and skill of using drama in worship. Evaluation is based on the writing and/or performing of liturgical drama elements of worship, a reflection paper and class participation. *R. Buursma*. 2:00 to 5:00.

**IDIS W60 Business and Engineering in China.** China's emerging economy has a large impact on today's world, especially in business and engineering. During this interim students will spend three weeks in China meeting with business and engineering professionals who are part of this reshaping of the global economy. The course will include the major cultural and economic centers of China, starting in Beijing, continuing in Shanghai and surrounding areas, then Xiamen, and finally Guangzhou and Hong Kong. Approximately ten meetings will be arranged with business and engineering professionals. In addition many important historic and cultural sites will be explored, including the Chinese new year celebration. Evaluation is based on a journal and a reflective essay. Preference will be given to students majoring in the business department or engineering department. Course dates: January 7- 27. Fee: \$4000. *A. Si, L. VanDrunen*. Off campus.

**CANCELLED IDIS W61 Rural Health - Liberia, West Africa.** Health care in the developing countries is varied and typically less complex than in the United States. This course will expose nursing students to some of the unique nursing care situations in a developing country. Clinical experiences will occur in small government hospitals and in small clinics and other community settings. Students will spend the majority of the course involved in clinical work in community nursing settings. Students will visit NGO's working in health promotion projects. Students will be involved in a Nagel-sponsored ongoing research project regarding attitudes about HIV

prevention, testing and treatment. There will also be informal lectures, observational visits and reflective discussions. Preparation for the class includes an orientation session prior to travel as well as preparatory readings. Evaluation is based on the pre-trip meetings, a journal, presentations, and participation in course activities. Prerequisite: Junior or senior standing. Course dates: January 6-27. Fee: \$3519. *D. Slager*. Off campus.

**IDIS W62 Independent Study at Swiss L'Abri.** L'Abri Fellowship is a Christian study center situated in the French-speaking portion of the Swiss Alps. Founded in the 1950s by the Presbyterian missionary couple, Francis and Edith Schaeffer, it has become known as a place where people with questions about the Christian faith can go for instruction and counsel. Instruction is based on the tutorial system. Typically, students spend half the day in study, the other half working in the community. Up to five Calvin students may spend the month of January at L'Abri in independent study for interim course credit. Students determine the course of their study with their tutors on site. Evaluation for the course is based on a daily journal of readings notes and reflections. This course will fulfill the CCE core requirement. Fee: \$2,268. Off campus.

**IDIS W63 The Devil in Western Culture.** Satan. Lucifer. Beelzebub. The Prince of Darkness. The Devil. There are many names to describe the Evil One, the supernatural enemy of God, and there have been many characterizations of the Devil in Western culture. Students in the course will examine some of these different depictions of the Evil One, from medieval religious art and the early modern stories of Faust to 19th-century opera and contemporary film. We will discuss the development of Christian thought regarding the Devil and the ways in which conceptions of the Devil have changed in post-Enlightenment Europe and North America, paying special attention to what images of the Devil and the struggle among the Devil, humans, and the forces of Good have come to represent in the modern world. *B. Berglund & H. Luttikuizen*. 2:00pm to 5:00pm.

**IDIS W64 Animation & Interaction - Flash!** Over the past decade, Adobe Flash (until recently, Macromedia Flash), has become the leading multimedia technology for creating web-based animations and interactivity. More recently, Flash has also become one of the leading technologies for the creation of digital video – most visibly, as the video format of YouTube. In addition, especially since Adobe's recent release of the CS3 software suite, Flash has become an increasingly popular platform for the creation of games and other small software programs for cell phones and mobile devices, as well as for such social networking sites as Facebook. Evaluation is based on individual and group project work, frequent online quizzes, and a final presentation of project work. Prerequisites: IDIS 110 or its equivalent. *J. Nyhoff*. 8:30 to noon.

**IDIS 110 Foundations of Information Technology.** (1 semester hour.) 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. Evaluation is based on hands on projects and three exams. *P. Bailey*.

**IDIS 196 Transcultural Caring for Health Professions.** The major focus of the course will be to increase student understanding and knowledge in the area of transcultural care (culture care),

and area of study that is essential in the diverse and global world in which we live in the 21st Century. Students will examine culture care from a Christian perspective, implementing a variety of theoretical perspectives on culturally congruent care. Students will have the opportunity to directly be involved with several ethnic groups as they examine the lifeways and cultural norms and values of groups in relationship to their health care needs. This course provides valuable information to students who are interested in entering the health care professions. *C. Rossman*. 8:30 to noon.

**IDIS340/HIST380 Field Work in Archaeology.** This course is offered in conjunction with field work done by Calvin faculty or quality field schools of other universities. An on-site introduction to archaeological field work designed to expose the student to the methodologies involved in stratigraphic excavation, typological and comparative analysis of artifacts, and the use of non-literary sources in the written analysis of human cultural history. The Jan 2009 Interim field school involves students in a Documentation Season at Umm el-Jimal, Jordan, a well preserved town from the Roman, Byzantine, Early Islamic and modern eras. Students will participate in digital photographic documentation of structures, planning of both digital and actual site-museum presentation, interview-based recording of modern Umm el-Jimal village culture, architectural analysis and soil sampling, working as part of a team of professional archaeologists from Jordan, Germany and the United States. Three weekends will be used for travel in Jordan, including a visit to Petra; a post session trip to Jerusalem is optional. Prerequisite: Interdisciplinary 240 or permission of the instructor. Course dates: January 3-26. Fee \$3212. *B. de Vries*. Off campus.

**IDIS 356 World Language Pedagogy - Elementary Education.** An introduction to the theory and practice of teaching world language in the elementary school, including the study of language skill development, second language acquisition, methodologies, curricula, and programs. Off-campus school observation visits and a teaching field experience required. Open to students in their junior or senior year, prior to student teaching. Required for elementary or K-12 certification in world language, including ESL. Prerequisite: EDUC 302/303. *M. Pyper*. 8:30 to noon.

## **International Development Studies**

BIOL W10 [Exploring Public Health](#). D. De Heer, A. Hoogerwerf.

CAS W80 [Filming for Social Change in Lima, Peru](#). D. Garcia.

IDIS W19 [The Jamaican Journey](#). M. Mulder, L. Schwander, T. Vanden Berg.

IDIS W43 [Leadership in Africa: Development, Church and Civil Society in Kenya](#). J. Bascom, R. Crow, M. Fackler, G. Monsma.

IDIS W46 [Gender and Performance in Muslim Societies](#). M. Ntarangwi.

IDIS W48 [Exploring African Cultures & Traditions through Folklore](#). N. Mpesha.

NURS W10 [Global Health](#). A. Ayoola, C. Feenstra.

NURS W61 [Belize: A Nursing Experience](#). R. Boss-Potts.

PHIL W13 [War: Context, Cause and Cure](#). D. Hoekema.

REL W45 [World Christianity](#). D. Obenchain.

## Mathematics

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

**MATH W81 Applied Mathematical Modeling.** In this course the student will work to understand the use of mathematical models in the description of the real world. The student will consider basic principles in the philosophy of formal model building as well as specific models. Evaluation is based on projects, quizzes and exams. This course may fulfill an elective in the Mathematics Major. Prerequisites: 162 and a 200-level mathematics course. *T. Kapitula, T. Scofield.* 8:30 to noon.

**MATH W82 Curricular Materials for K-8 Mathematics.** This course examines and evaluates K-8 mathematics curricula in the context of the NCTM Principles and Standards for School Mathematics. Although the emphasis this year will be on grades 6-8, curricula at all grade levels will be examined. Some of the curricula to be discussed are Everyday Mathematics, Investigations, Math TrailBlazers, Connected Mathematics, MathScape, MathThematics and Mathematics in Context. Students are expected to complete assigned readings, to participate in and lead sample activities and lessons, and to contribute to small-group and whole-class discussions of the materials under consideration. Evaluation is based on in-class participation, presentation of grade-level lessons, several written quizzes, and written projects. Optional K-8 classroom observations can be arranged for the morning hours. Students should arrange their schedules so that they can spend some additional hours in the Curriculum Center. This course may replace Mathematics 110 in the elementary education mathematics minor for students who have completed four years of high school mathematics and who have received permission from their mathematics advisor. Prerequisite: Mathematics 222. *J. Koop.* 2:00 to 5:00.

## Music

**MUSC W80 Beethoven.** From Hollywood film scores to the ceremony marking the collapse of the Berlin Wall, Beethoven's music speaks to the contemporary world in unique ways, giving expression to what are felt to be universal human values. In this course students will encounter Beethoven's music and Beethoven himself through the sounds, words and images of his day and our own culture. The course will include listening to his music, viewing performances on DVD, and watching recent films, including *Immortal Beloved*. Readings will include accounts of his life and discussions of the reception of his music in romantic, modern and postmodern culture. Evaluation is based on a listening journal, two papers and a final exam. This course may fulfill an elective in Music Majors or minors. Prerequisite: Any three-credit course in music, or permission of the instructor. The ability to read music and rudimentary understanding of technical musical concepts will be helpful, but neither is required. *T. Steele.*

**MUSC W81 Instrumental Chamber Music.** This course is intended for all string, wind, brass, and percussion students who want to pursue music in small ensembles. Students will be assigned to an appropriate ensemble for daily rehearsals and weekly performances. Coaching of the small ensembles will be done by the course instructors, supplemented by guest musicians. In full class sessions, students will also explore other examples from the literature of chamber music, and discuss entrepreneurial, social, and spiritual issues of importance to chamber music performers. Evaluation is based on daily rehearsals, listening projects, readings, writing of program notes, and preparation of a press kit. This course may fulfill an elective for Music majors. Prerequisites: students must be able to read music notation fluently, and be able to play a string, brass, woodwind, or percussion instrument at a senior-in-high school level. *D. Reimer, T. Engle. 2:00 to 5:00.*

## **Nursing**

**NURS W10 Global Health.** Health is a common human experience and a fundamental human right. Health problems, issues and concerns transcend national boundaries and must be addressed through cooperative action. This study of global health includes biological, social and environmental contributors to health and disease in populations around the world. Students will learn about characteristics, risk factors and effects of infectious and non-infectious disease, about world health inequalities, the role of nutrition and environmental factors on health, international health priorities and health payment systems in various countries. The health status of people in even distant parts of the world affects our own health and we affect theirs. As citizens of God's world Christians must be educated and informed in order to take action for their own health and the health of others. Students will develop their own Christian response to global health issues. Evaluation will be based on small group discussions, presentations, a short paper and personal reflection. Sophomore standing required. This course may fulfill an elective in the International Development Studies major. *A. Ayoola, C. Feenstra.* 8:30 to noon.

**NURS W61 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, Mestizo, Garifuna and others. Nursing students have the opportunity to serve in community clinics, private hospitals and struggling government hospitals. Students learn from local herbalists, traditional midwives and folk healers. Students take an excursion to Guatemala for 4 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 community health worker and traditional birthing assistant. Students meet four times in the fall to enhance preparation for this experience. Clinical experiences, cultural events, reflective discussion and informal lectures contribute to the learning in this interim. Course goals are that students demonstrate Christian nursing care, understand cultural health care and adapt nursing skills to a variety of settings. Student evaluation is based on preparatory readings, required journal, final presentation and participation in course activities. Pre-requisites: Satisfactory completion of at least one semester of nursing courses and permission of the faculty. This course may fulfill an elective in the International Development Studies major. Course dates: January 6-26. Fee: \$2,900. *R. Boss-Potts.* Off campus.

**[IDIS W17 Examining the Right to Die.](#)** *J. Tatum.*

**~~CANCELLED~~ [IDIS W61 Rural Health-Liberia, West Africa.](#)** *D. Slager.*

**[IDIS 196 Transcultural Caring for Health Professions.](#)** *C. Rossman.*

## 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 especially tragic, given the compelling evidence of fallenness in the social and commercial practices that presently govern our relationships to animals. While large-scale agribusiness has increased consumer convenience, this convenience has come at a high cost, and not just to animals; confined animal feeding operations have had negative effects on the environment, on local and global commerce and agriculture in both rural and urban communities, and on public health. In view of these considerations, the purpose of this course is two-fold: first, to gain insight into the problem through a survey of the philosophical, ethical, environmental, and socio-economic issues surrounding the treatment of animals and the allocation of natural and human resources by contemporary agribusiness and other industries that use non-human animals; and second, to take the initial steps toward becoming agents of renewal by workshoping an array of concrete approaches to addressing these problems (e.g., supporting sustainable food systems, community supported agriculture, cooking and eating lower on the food chain, exploring vegetarianism and veganism, animal rights advocacy, etc.). Students will be graded on their responses to journal assignments as well as on their participation in class discussion, events, and fieldtrips. *M. Halteman.* 2:00 to 5:00.

**PHIL W11 Moral Expectations in Film.** From an early age all people learn that certain types of behavior are morally expected of them. Morality has its expectations, and it is a high priority that people learn what these expectations are. It is also a high priority that a knowledge of these expectations is passed on to each new generation. This course focuses on this rather neglected area of the moral terrain. The phenomenon of moral expectation is studied in its relationship with more familiar concepts like moral duty, moral responsibility, and supererogation. It is also examined in the context of the Christian life. A half dozen motion pictures will be shown illustrating moral expectation. Evaluation is based on a research paper and several short written assignments. One previous course in Philosophy is recommended but not required. *G. Mellema.* 8:30 to noon.

**PHIL W12 Jewish Thought and Culture.** This course is an introduction to Jewish thought and culture. We begin with a brief look at the historical origins of Rabbinical Judaism in the early centuries of the common era. We will then look at the development of Medieval Jewish thought through figures such as Moses Maimonides. We will then examine the relationship between Judaism and modernity through figures such as Moses Mendelssohn and Emil Fackenheim. We will explore the experiences of Jews in the nineteenth and twentieth centuries through short fiction, film, and philosophical reflection, considering the works of figures such as Hannah Arendt, Bernard Malamud, Elie Wiesel, and Chaim Potok. We will also visit a local Synagogue and speak with a local Rabbi. Evaluation is based on participation, a reading journal, and a final project. *D. Billings.* 8:30 to noon.

**PHIL W13 War: Context, Cause and Cure.** Why do some conflicts escalate into deadly violence, while others are resolved peacefully? How can Christians address the causes of war and violence and become effective peacemakers? What circumstances tend to inflame or reduce

levels of hostility? This course explores these questions from the perspective of social philosophy and Christian ethics, based on assigned readings and several important films about situations that arise in war. (In 2008 these were “Paths of Glory,” “Battle of Algiers,” and “Letters from Iwo Jima.”) The course explores historic Christian teachings regarding the justification of war, including the report that was approved by the 2006 Synod of the Christian Reformed Church, and recent accounts of what just war implies for the conduct of modern states. The transition from apartheid to multiracial democracy in South Africa provides an important case study, alongside other situations of protracted conflict where deadly violence either occurred or was averted, such as the fall of Communism, the war in Iraq, genocide in Rwanda, and the Israeli-Palestinian conflict. Students will prepare in-class presentations on what factors are most important in resolving conflict and bringing reconciliation in situations such as these. Evaluation is based on several essays, leading discussions, a presentation, and a short research paper. This course may fulfill an elective in the International Development Studies major. *D. Hoekema*. 8:30 to noon.

**PHIL W40 Male Bodies in Current Culture.** The biceps of male action figures have tripled in the last 20 years, and hyper-developed male muscles have featured heavily in recent movies such as “300”—a fact which has received a fair amount of attention from gender theorists, who posit this as, in part, a backlash to the rise in female economic and political power. At the same time, many male fashion models and main-stream film stars are sporting thin, smooth bodies and ‘feminine’ features as the popularity of the “metrosexual” look grows. All this might well make you wonder: What’s going on?! Both these looks require a dramatic increase in time, energy, and money devoted to the body, but do they stem from the same source? Are men finally feeling the pressure to conform to cultural ideas of physical attractiveness that women have experienced for millennia—and, if so, does this mean that the age-old philosophical identification between mind/men and women/body is finally breaking down? Evaluation is based on class participation, reading journals, and a final project. *C. Van Dyke*. 8:30 to noon.

**PHIL W80 Modal Logic.** This course introduces students to some main current theories and applications of modal logic. Modal logic is fundamental to current research in many branches of philosophy, allowing us to reason more clearly about statements involving necessity (Any triangle *\*has to\** have three sides), possibility (a triangle *\*might\** have sides that are 3, 4, and 5 feet long), and were-wouldiness (If he were to have broken both legs yesterday, he would not be playing basketball today.) We will then consider applications in philosophical theology and epistemology, with special attention to the problem of God's "middle knowledge" of free actions. Evaluation is based on written daily summaries, class participation and a presentation. Prerequisite: PHIL 173. *S. Wykstra*. 2:00 to 5:00.

**[IDIS W14 Pubs, Clubs and Post-Christian Faith Communities](#)**. *K. Corcoran*.

**[IDIS W62 Independent Study at Swiss L'Abri](#)**. *L. Hardy*.

## Physics & Astronomy

**ASTR W10 Astronomy in the Southwest.** Because of the high elevation and dark, clear skies of the American Southwest, astronomy here has been recognized as a natural resource and developed accordingly. Add to this the geological features that exhibit the history of the crust of our own planet, and the Southwest provides unique opportunities for the study of astronomy. This course will pursue these topics both using Calvin's own observatory in Rehoboth, New Mexico, and through a series of site visits through Arizona and New Mexico. Visits will also be made to some sites of interest to Native American astronomy, such as Chaco Canyon. Students are evaluated on a presentation, the making of a web page and participation in discussions. Course Dates: January 7 - 27. Fee: \$1722. *L. Molnar*. Off campus.

**CANCELED PHYS W10 Game, Set, Match: History, Game and Play of Tennis.** This course gives students the opportunity to develop an in-depth understanding of the sport of tennis and to enhance their own skills on local indoor courts. Roughly half of the course takes the form of an academic, "classroom" exploration of the history of the sport's rules, equipment, and cultural influence; the physics of balls, rackets, and court surfaces; and the biomechanics of shot-making, muscle conditioning, and tennis injuries. Discussions also focus on social and institutional aspects of tennis, including international support for the sport, the worldwide professional circuit, January's Australian Open, opportunities for persons with physical disabilities, and issues of ethnic, racial and gender equality. The remainder of the course is devoted to skill development, physical conditioning, mental focus, court strategy, and match play; these activities will be pursued at one of the local health clubs (less than a mile from campus). The course is intended for beginners and intermediate level players. Evaluation is based on exams, a presentation, a written analysis of a professional match, and class participation. Tennis shoes and racket required. Fee: \$50-100. *M. Walhout*.

**PHYS W60 Biophysics.** Biophysics is a growing discipline in which the tools of physics are used to elucidate biological systems. We'll investigate a number of topics, including why ants can easily lift many times their own weight, how bees fly, why the cells of an elephant are the same size as those of a chipmunk, and why cats have a higher survival rate when dropped from taller heights. An additional feature of the course is that no calculators are used. All results will be achieved by approximation and will help students develop estimation skills. The class is highly participatory and the hope is that students will make the art of estimation and the application of physical reasoning to biophysical systems their own, so that they can draw on these skills in the future. In addition to the above items, there is also a section devoted to the construction of simple biophysical simulations using Mathematica, though no previous experience is required. The course is designed to be accessible to any student with at least a semester of algebra based college physics or a year of algebra based high school physics. Evaluation is based on homework, tests and labs. *P. Harper*. 2:00 to 5:00.

## Political Science

**POLS W40 Spies, Lies and National Security.** Is lying on behalf of one's country sometimes necessary, and perhaps even good? Should professional liars (also called spies) be applauded for what they do? Are there any "downsides" to developing a class of professional liars in the name of national security? If so, what sort of institutional mechanisms should exist to insure that such a class of people remains accountable to the public good? This course will explore these questions by asking whether the classical realist statement of Nicolò Machiavelli—that a political ruler must "learn to be able NOT to be good"—can be accepted, accepted with reservations, or even applauded by Christian public servants. Students will read and discuss both recently published personal accounts by professional spies as well as accounts of the perils of professional spycraft. Students will also view relevant film or television portrayals of the primary moral dilemmas involved in spycraft. Evaluation is based on regular attendance and participation in class discussion, occasional reading quizzes, three short review essays, and a final exam. This course may fulfill an elective in the International Relations or Political Science majors. W. Stevenson. 8:30 to noon.

**POLS W80 United Nations in New York.** This course provides students with a first-hand study of major global issues before the UN; the UN's programs and activities to address them; and the perspectives and diplomacy of different countries on them. The heart of this course features two weeks of intensive briefing sessions with UN officials and diplomats of member states plus three days of introductory sessions on campus. The topics of the briefings range from political issues (e.g., nation-building in Afghanistan and Kosovo, nuclear programs in Iran, combating terrorism, peacekeeping in Sudan, and the Israeli-Palestinian conflict) to economic and social issues (e.g., sustainable development, trade, HIV-AIDS, hunger, human rights, and global warming). On-site class discussions are integrated with the briefings. A list of required readings will be available in December. Evaluation will be based on participation in briefing and class sessions, a journal of all briefing sessions, and a reflective essay or an issue paper. This course may fulfill an elective in the Political Science and International Relations majors. Prerequisites: permission of the instructor; POLS 207 or 309 is recommended. Course dates: January 7-24. Fee: \$ 1,695. *R. De Vries.* Off campus.

**IDIS W23 Knitting: History, Culture, Science.** *S. Goi, D. Vander Pol.*

**IDIS W40 Inclusion and Development in Himalayan Communities.** *S. Goi.*

## Psychology

**PSYC W80 Movies and Mental Illness.** From the advent of the motion picture industry, movies have attempted to capture the essence of human affect, behavior, and cognition. This course focuses on the attempts of the movie industry to capture the essence of mental illness. The course is divided into two parts. The first part of the course will trace historical changes in the understanding of mental illness and the perspective on the mentally ill and those who treat them, and in so doing emphasize how movies reflect the Zeitgeist of broader western culture. The second part will focus on various emotional disorders, emphasizing symptoms and perspectives on the development and the treatment of these disorders. Students view a variety of movies and are involved in critiquing them regarding perspective, accuracy, and realism. The goal is to develop critical-thinking skills in viewpoint film portrayals of psychological disorders. Students are evaluated on the basis of a group project and final paper. This course may fulfill an elective in the Psychology major or minor. Prerequisite: Psychology 212 or equivalent. *R.S. Stehouwer.* 8:30 to noon.

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

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

**PSYC W83 The Meaning of Childhood.** How do we view children in our society? Are they to be indulgently pampered with Disney Cruises and given trophies "just for showing up", or are they an impediment to adult happiness and self-fulfillment? Views of children will be examined in at least four areas: as a legal category (including legal rights of children, effects of laws regarding custody and child abuse on children, and the viability of children as legal eyewitnesses); as a consumer group (including the effects of media on children's diet,

aggression, and consumer habits); their portrayal in popular culture, and; both early and modern Christian perspectives on childhood. Historical examples of societal attempts to exploit children (for example, Nazi Germany, the Salem witchcraft trials, and Lowell Mill girls) will be explored. Values regarding children implicit in parenting literature (both Christian and non-Christian) will be critically examined, as will the strengths and weaknesses of current society's ability to effectively prepare children for successful adulthood. Evaluation is based on discussion of required reading, one exam and a brief group project. This course may fulfill an elective in the Psychology major or minor. Prerequisite: Psychology 201, Psychology 204, or Sociology 350, or consent of the instructor. Basic knowledge of child development is needed. *L. DeHaan*. 8:30 to noon.

**PSYC W84 Addictions: What, How and 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 most likely 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" and selected readings from the "Voyage of the Dawn Treader". Evaluation is based on class participation, a journal and a paper. This course may fulfill an elective in the Psychology major or minor. Prerequisite: PSYC 151. *J. Yonker*. 8:30 to noon.

**PSYC W85 Intergroup Relations & Reconciliation.** This course focuses on the psychology of intergroup relations, conflict, biases, and stereotypes. Attention will be given to issues of racial and gender prejudices, how these biases are formed, maintained, and expressed. Students will be encouraged to see both the blatant and hidden expressions of intergroup conflict that occur in our world. The course also covers social psychological approaches to reducing prejudice and intergroup conflict. Evaluation is based on class participation, reactions papers and an exam. This course may fulfill an elective in the Psychology major or minor. Prerequisite: Psychology 151. *B. Riek*. 8:30 to noon.

## Religion

**REL W10 The Theology of Beauty.** In his Confessions, Augustine cried out to God, “Late have I loved you, Beauty so ancient and so new, late have I loved you!” It seemed natural to Augustine and to many thinkers since Augustine to understand God as Beauty Itself, the source of everything beautiful. This course will offer an introduction to the discipline of theological aesthetics, examining the theology of beauty through the work of theologians such as Augustine, Anselm, Bonaventure, Edwards, and Balthasar. We will be guided by the insights of artists (painters, composers, and poets); however, this is not a course in the theology of art, but in the theology of beauty. We will be concerned first of all with what it means to understand God as Beauty and then with the question of how the beauty of the creation, most especially the beauty of other people, may serve to direct us back to God. Following the lead of David Bentley Hart, we will then use the theology of beauty as a lens through which to consider other theological topics. Evaluation is based on class participation, and papers. *L. Smit.* 2:00 to 5:00

**REL W40 Birth, Sex and Death in the 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. Evaluation is based on class participation and a paper. This course may fulfill an elective in the Religion major or minor. *R. Whitekettle.* 8:30 to noon.

**REL W41 Exploring Election.** Have you ever struggled with the idea that God has chosen some to be his people and not others? This course engages students in an exploration of the often controversial biblical theme of election. In addition to the appropriate biblical and historical surveys, we will also see how poetry, novels, music and film help us to engage the current lively debates about the doctrine, and to explore its continuing relevance. No prior knowledge of the subject required. Evaluation is based on class participation, presentations, a reflection paper and an exam. This course may fulfill an elective requirement in the Religion major or minor. *S. McDonald.* 2:00 to 5:00.

**REL W43 Learning to Pray Like Jesus.** What does the Bible teach about prayer, and how does that translate into real life? This course will explore the place of prayer in the Old and the New Testaments, including the Jewish roots of Christian practice and how the theology of prayer was developed in the early church. Special attention will be given to “The Lord’s Prayer.” This course will also investigate some of the theological questions raised by prayer: Can God be influenced? Does God change his mind? Does prayer make a difference in the world? Evaluation will be based on two book reviews, class participation, daily prayer with at

least one other class member and keeping a daily prayer journal. This course may fulfill an elective in the Religion major. *D. Crump*. 8:30 to noon.

**REL W44 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. Evaluation is based on class participation, presentations, and a final paper. This course may fulfill an elective in the Asian Studies major. *W. Lee*. 8:30 to noon.

**REL W45 World Christianity.** Through readings, film, pictorial art, music, dance, liturgy, literature (biographies, novels, short stories) and theoretical models, students will engage Christian faith and worship in many different regional forms. Key topics will include vernacular translation of the Bible, indigenous embodiment of Christ, doctrinal orthodoxy, Christian mission in the global age, and cross-cultural Christian dialogue. Evaluation is based on class participation, presentations, a reflection paper and an exam. This course may fulfill an elective in the Missions minor and the International Development Studies major. . *D. Obenchain*. 8:30 to noon.

**REL W46 Male and Female He Created Them.** The Old and New Testament explore the meaning of our being created male and female in the image of God. This course will study those biblical texts which focus on our sexuality, the roles of men and women and the relationship between them. We will read the love poetry of the Song of Songs, ponder passages from Proverbs, consider relevant narratives, including Gen. chs. 1-3, selections from the laws, as well as gospel accounts and excerpts from the epistles. Inescapably, our discussion will take place in the context of present day reflections concerning gender. Issues such as men and women's roles in the church, workplace, home and school, marriage and divorce, same sex relationships and the 'masculine' face of God will be engaged. Evaluation is based on daily readings, a reading journal, class participation and a formal paper. This course may fulfill an elective in the Religion major or minor and the Gender Studies minor. *C. de Groot*. 2:00 to 5:00.

**CANCELED IDIS W32 Theology and the Arts.** *R. Plantinga*.

## Science Education Studies

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

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

## **Sociology & Social Work**

**CANCELED SOC W40 Sociological Analysis of Popular Culture.** In this course a sociological approach considers contemporary cultural issues in historical and contemporary perspectives. Topics include issues especially pertinent to contemporary North American youth culture. A sociological perspective informs the cultural theory and analysis. In an effort to engage the theory and apply the analysis we scrutinize the following popular cultural phenomena: sport, leisure, food, alcohol, sex, contemporary communication forms (internet, email), music, shopping, and gambling. By deconstructing some of these issues using a sociological perspective, students better understand the meanings of mass society and culture. Evaluation is based on class participation, journals, a research paper, and a presentation. This course may fulfill an elective in the Sociology major. *M. Mulder*. 8:30 to noon.

**SOC W41 Sociology of the Future.** People have been imagining the future since ancient times. However, what these images look like, how they have been represented, and the purposes for representation are always changing. Some visions are bleak, others are blissful; some are fanciful, others are realistic; some warn or inform, others entertain. This course explores dominant themes and contrasts across three genres of social forecasting: utopian and dystopian fiction of the late 19th and early 20th centuries; “sci-fi” film, radio, and television since 1900; and nonfiction trend studies produced by “futuologists” since 1970. Course participants not only consider the content of these works, but also the works in relation to the society in (and for) which they were produced. The course concludes with student presentations of their own social forecasts. Evaluation is based on group presentations, written responses, and oral presentations. This course may fulfill an elective in the Sociology major. *M. Hughes*. 2:00 to 5:00.

**SOC W42 Wonder Woman.** This course explores the wonders of the female body using a medical sociological perspective. It begins with a socio-historic examination of the female body, followed by an examination of each phase of the female life course. Topics include gender socialization, pre-pubescence, the beauty mandate, eating and cutting disorders, pregnancy and childbirth, middle-age, menopause, and women of age. Class sessions include lectures, videos, guest speakers, and student discussion. Evaluation is based on daily participation, comprehensive reading, class presentations, and a journal that encompasses both academic resources and personal reflection. This course may fulfill an elective in the Sociology major and the Gender Studies minor. *S. Bluhm*. 2:00 to 5:00.

**SOC W43 Understanding Gangs.** This course is a study of the existence of gangs in our society with a focus on the history, identification, social indicators, and criminogenic factors that relate to gangs. Attention is also given to the process of community awareness, analysis, and response as it relates to a strategic plan directed at gang membership. Several guest speakers and an off site visit are scheduled. Evaluation is based on student papers, journals, and a group project. This course may fulfill an elective in the Sociology major. *C. Buquet*. 2:00 to 5:00.

**SOWK 381 Integrative Studies Seminar** (four semester hours). This course requires students to integrate the content of courses in the social work major and the practicum experience. Students draw on core concepts and principles from the profession and from the Christian faith

as they discuss issues associated with professional role and identity. Prerequisites: Social Work 371, 372, 373, admission to the B.S.W. program, and satisfactory completion of the practicum admission process.

**IDIS W17 Examining the Right to Die**. *J. Tatum.*

**IDIS W19 The Jamaican Journey**. *L. Schwander, T. VandenBerg.*

**IDIS W46 Gender and Performance in Muslim Societies**. *M. Ntarangwi.*

## Spanish

**SPAN W80 Spanish in Yucatan.** 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 into the present, and intensive globalization as it faces the future. It is the site of two universities and several mission organizations. Students live with Mexican families and attend daily 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. They keep a journal with notes from lectures and discussions as well as personal observations on Mexican culture and on their own experiences. Evaluation is based on satisfactory achievements of course goals, including participation in course activities, increased understanding of various cultural and religious phenomena of Mexico in general and Yucatan in particular, and growth in personal awareness and maturity as measured by journal entries, a language journal, reflection papers, cultural reports based on interviews, and a final oral presentation. This course may fulfill an elective in the Spanish major or minor. Prerequisites: Spanish 201 and permission of Spanish program advisor. Course dates: January 7-27. Fee: \$1955. *D. Zandstra*. Off campus.

**SPAN W81 Language and Culture in Granada.** Students spend three weeks immersed in Spanish language and culture by participating in this course. After an initial visit to Barcelona including visits to cultural monuments and a Christian welcome center for recent North African immigrants to Spain, students spend two weeks in Granada, a city of a quarter million people with a rich history, from Roman days through seven centuries of Moorish rule to the Christian reconquest. Students live with Spanish families and attend daily classes that focus on various aspects of Spanish language and culture. Students also visit mosques and churches and participate in excursions to Cordoba and Seville. Our course concludes with visits to Toledo and Madrid, enabling students to explore the Muslim, Jewish, and Christian cultures that form Spain's heritage. Students keep a detailed journal in Spanish consisting of notes from lectures and discussions as well as personal observations on Spanish culture and experiences during their stay. Evaluation is based on participation in course activities, increased understanding of Spanish language and culture, as measured by journal entries, reflection papers, and cultural reports based on interviews, and a final oral presentation. This course may fulfill an elective in the Spanish major or minor. Prerequisites: Spanish 201 and permission of Spanish program advisor. Course dates: January 7-27. Fee: \$3,700. *C. Slagter*. Off campus.

**CANCELLED SPAN W82 Spanish Convent Literature.** This course introduces the student to the place of the Spanish nun in the Catholic Reform movement of the sixteenth and seventeenth centuries through the study of their literary output and histories. Students review the historical moment of the Catholic Reform and study important Carmelite and Trinitarian nuns as María de san José Salazar, María de san Alberto, Cecilia de Nacimiento and Marcela de san Félix. The literature reviewed includes output in all genres: poetry, theater, and fictional and non-fictional prose. Of particular interest is the way in which these literatures provided an identity for the women that they instructed. The second half of the course comprehends how the "Spanish nun" has been reabsorbed into Spanish literature of other periods and the further dialogue that this

figure provides on issues of identity, in particular what it means to be a (Spanish) woman. Course discussion will include how different constructs in our own Reformed community have defined our own identities, both male and female. The course includes at least one field trip to visit Grand-Rapids-area nun artists. Evaluation is based on demonstration of daily reading through regular journal assignments and a final paper. This course may fulfill an elective in the Spanish major or minor. Prerequisite: 308 or permission of the instructor. *A. Tigchelaar*. 8:30 to noon.

**SPAN W83 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 various trips to health clinics and other health-related sites in Grand Rapids. Students are evaluated by means of in-class presentations/projects, vocabulary quizzes, unit tests, and a final paper or examination. 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 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, grammar quizzes, compositions, oral presentations, and a final exam are required. *C. McGrath, E. Miller, D. Tenhuisen, A. Tigchelaar, P. Villalta*. 9:00 to noon and 1:30 to 3:00.

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

**[IDIS W26 Theory and Practice of Quilting](#)**. *S. Clevenger*.

**[IDIS 356 World Language Pedagogy - Elementary Education](#)**. *M. Pyper*.