

Registration: Interim

Interim 2014

Art

ART W10 Color, Image, Market & 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. *Y. Ahn.* 8:30 a.m. to noon.

ART W60 The Creative Toolbox. This course shepherds students through a repertoire of principles and practices of effective visual communications. It consists of a knowledge base that can only be developed through a practical hands-on experience. The course covers a series of challenging exercises in Adobe Illustrator and Photoshop that focus on personal and conceptual thought processes with an emphasis on concept rather than on technique. Preference is given to individual solutions that lead to developing one's graphic design skills. Focus is on principles such as frame reference, positive/negative relationships and cropping techniques, which engender innovative visual communication skills. Prerequisite: ENGL 101. *F. Speyers.* 8:30 a.m. to noon.

ART W80 London: Collecting the World. This course is intended to introduce students to both the history of collecting and the history of London through a survey of some of the most important museums and sites of display in England. While the focus will tend to fall on art objects, participants will visit a wide array of museums – including natural history collections and house museums. The first three days will be spent in Grand Rapids with the bulk of the course sited in and around London. Day trips will be made by train to Windsor, Oxford, and Bath. Exploring themes of display from medieval churches to the British Museum (founded in 1753), from Windsor Castle and the Tower of London to Tate Modern, the course will pay particular attention to the global circulation of goods and the cosmopolitan character of London. Immigration patterns and colonialism will be themes as students interact with this rich urban site. This course may fulfill an elective in the Art History major. Prerequisites: ART 153 & ARTH 101 or ARTH 102. Course dates: January 8-25. Fee: \$3200. *C. Hanson.* Off campus.

ART W82 Artist Book Production. This course introduces the design, production, and publication of Artist Books, focusing 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. Students engage in creating visual content through three-dimensional construction, incorporating movement, and integration of image and text, while organizing the design of these elements in the execution of visually effective artist books. The study of hand made books from illustrated manuscripts to works of contemporary book artists introduces students to both traditional as well as innovative materials and binding techniques. Students investigate both high and low technologies of reproducing imagery for the purpose of execution and publication. Bookmaking

is executed both individually and collaboratively. The class production includes several limited edition publications. The majority of class time is spent in studio activity generating a minimum of seven artist books. Teaching methodology includes illustrated lectures, demonstrations of skills in materials use and technology, guest presentations, readings, critiques and field trips. An exhibition of works completed during the course is planned. This course may fulfill an advance studio art course for Studio Art, BFA, & Art Education majors. This course may fulfill an elective for Art & Art History minors. Prerequisite: Arts 250 or permission of the instructor. A. *Greidanus*. 10:30 a.m. to noon and 2:00 p.m. to 5:00 p.m.

ARTS W10 Relief Techniques in Printmaking. This course will focus on relief techniques in printmaking as a basic introduction to print strategies. Course projects will address the multiple, editioning, seriality, and color in developing ideas through printmaking and drawing. Printmaking and drawing are inseparable as processes, and equally valid as products. In this course, students will gain an understanding of the relationship between process and product. In addition to producing print editions, students will also be expected to participate in discussions about readings. A. *Wolpa*. 2:00 p.m. to 5:00 p.m.

Biology

BIOL W10 Tropical Ecosystems: Development. Tropical ecosystems contain the highest concentration of Earth's biodiversity. Under the pressures of human population growth and resource use, tropical ecosystems are also experiencing the highest rates of biodiversity loss. How can successful conservation work be done such that the well-being of local people is not compromised or even promoted? And how can human-centered development work be done in such a way that the natural ecosystem to which humans belong is not degraded but possibly even enhanced? These are the fundamental questions we engage as we survey a variety of tropical habitats in Belize and Costa Rica-including coral reefs, mangrove swamps, rain forests, alpine cloud forests and mountain pinelands. Daily field trips will combine plant and animal identification, investigation of ecosystem processes and evaluation of human impact. Extended interaction with local inhabitants, including an overnight stay with villagers of Maya Centre in Belize will provide cross-cultural engagement credit for the course. This course will fulfill the CCE requirement. Course dates: January 8-28. Fee: \$3755. *R. Van Dragt, D. Warners.* Off campus.

BIOL W40 Forgotten Diseases Forgotten People: Neglected Tropical Diseases and the poor. Neglected Tropical Diseases (NTDs) have plagued humanity for millennia, with accounts of these painful and disfiguring diseases often appearing in the Bible and Talmud and also in the writings of Hippocrates. Over time effective treatment and control strategies have been developed and many of these diseases are largely eradicated in populations with good access to healthcare and reasonable standards of living. It is rather startling then to realize that 1.4 billion people (a sixth of the world's population) are currently infected with at least one NTD. NTDs represent some of the leading causes of chronic disability in low and middle-income countries, the lost productivity trapping people in a cycle of disease and poverty. It is estimated that every person among the "bottom billion"-(poorest 1 billion people) are infected with at least one NTD and over half the world's population remains vulnerable to infection. Importantly, these diseases are not restricted to impoverished tropical regions of the world. NTDs are increasingly prevalent among the poorest residents of the United States and other high-income countries. This class provides a historical perspective of the impact of NTDs on human health, an analysis of past and present public health strategies used to control these diseases, and explores what needs to be done to confront new challenges posed by NTDs. The course will focus on the interaction between poverty and health, exploring the impact of disease on global development. Students are responsible for reading assignments everyday and classes largely revolve around discussions of the assigned readings and/or documentaries watched during class. An extensive understanding of biological concepts is not required for this class and students from a variety of academic backgrounds are encouraged to enroll. This course may fulfill an elective for public health majors and minors. *Y. Bediako.* 8:30 a.m. to noon.

BIOL W60 Pathophysiology. Pathophysiology is the study of how the body's normal function is changed when disease strikes. This course presents aspects of many human diseases, including the biochemical or cellular causes of the disease, structural and functional changes resulting from it, and the prognosis related to it. Diseases of the cardiovascular, gastrointestinal, hormonal, muscular, neural, renal, reproductive, and respiratory systems are covered using the

classic organ system approach and case studies. Prerequisite: Biology 206 or 331. *R. Nyhof*. 2:00 p.m. to 5:00 p.m.

BIOL W80 An Eye Care Mission Trip to Mexico. Lack of access to corrective lenses is a major problem for people in areas that are medically underserved. In contrast, in the US thousands of glasses are discarded everyday as prescriptions change. Used glasses can, however, be put to good use when volunteer eye care professionals and assistants visit underserved areas to perform eye examinations and provide patients with glasses that most closely match their refractive error. The students in this course will spend 13 days in suburban Tijuana and rural San Quintin, Mexico with an ophthalmologist and an ocular physiologist, performing eye exams and dispensing glasses. The course will take place in the context of church development activities of Christian Reformed World Missions in these areas. The goals of the course are to study ocular function and pathology, learn about medical missions and international development, participate in and critically evaluate a service-learning experience and provide glasses to an under-served population. The course will begin with three days of class on campus introducing ocular biology, training in vision screening techniques and organization of donated glasses. Students will help to collect glasses and will read literature related to the course. The class will travel via San Diego, CA to Mexico. Clinics will be set up in churches where the students will interview patients, perform initial visual screening, serve as translators and dispense glasses under supervision of the ophthalmologist. On the final weekend students will visit the ophthalmology department at UCLA in Los Angeles and participate in recreational and Calvin alumni activities in San Diego. The course is intended for pre-optometry, pre-medical, nursing, public health and international development students. This course may fulfill an interim elective in the Nursing major. This course will fulfill the CCE requirement. Prerequisite: one course in biology. Courses in anatomy or physiology and Spanish are desirable, but not required. Course dates: January 8-28. Fee: \$1600. *L. Gerbens, J. Ubels*. Off campus.

BIOL W81 Ecotoxicology, Risk Assessment & Environmental Health. Today's modern industrialized society uses approximately 60,000-80,000 different chemicals, including 1000-2000 new chemicals every year, in the form of pesticides, pharmaceuticals, personal care products, plastics, energy sources, and industrial chemicals and wastes. Some of these chemicals are significant environmental contaminants, presenting potential risks to individual organisms, including humans, and entire ecosystems. Ecotoxicology is the study of the effects of environmental contaminants on aquatic and terrestrial organisms, including relationships between chemical effects on the biochemical and physiological levels to impacts individuals, populations, and ecosystems. Ecotoxicology examines the local and global fate and transport of environmental contaminants as well as current approaches for assessing toxicity and chemical risks. Ecotoxicology provides important data to inform the development of environmental policies that promote safe and sustainable use of chemicals. Ecotoxicology is an important sub-discipline of environmental science and public health, and as such this course is intended to benefit students interested in these fields as well as ecology, natural resources, pharmacology, medicine, environmental chemistry, and environmental policy. This course may serve as an upper-level elective in the environmental science major, environmental studies minor, public health major and minor, biology major and minor, biotechnology major, and biochemistry major. Prerequisites: BIOL 224 or 225 and CHEM 253 or 261. *K. Grasman*. 8:30 a.m. to noon.

BIOL 354 Winter Ecology. This course will study field and laboratory investigations examining the unique abiotic conditions and biological adaptations that determine ecological processes under winter conditions. Interpretation of scientific literature, study design, and the collection, analysis, and presentation of data will be emphasized. Students will develop and conduct research projects related to the winter biology of animals and plants. This course will include extensive field work at the University of Michigan Biological Field Station in Pellston, Michigan. Completion of this course will fulfill the research/investigations requirement for the B.S. degree in biology. Prerequisites: BIOL 225 and BIOL 250. Course dates: January 8-28. Fee: \$1200. *D. Proppe.* Off Campus

IDIS W20 Games in Community. *E. Arnoys, C. Blankespoor.* 2:00 p.m. to 5:00 p.m.

IDIS W43 Engaging Development in Cambodia. Course dates: January 7-28. Fee: \$3700. *L. De Rooy, D. Dornbos Jr, P. Dykstra-Pruim.* Off campus.

IDIS W60 China: Culture, Medicine & Bioethics. Course dates: January 8-27. Fee: \$3950. *H. Bouma, A. Shen.* Off campus.

IDIS W62 Sustaining Hawaii. Course dates: January 8-28. Fee: \$3500. *D. Koetje.* Off campus.

IDIS 150 01 DCM: Eugenics/Personal Genomics. *R. Bebej, J. Wertz.* 8:30 a.m. to noon.

~~**CANCELLED IDIS 150 02 DCM: Eugenics/Personal Genomics.** *A. Wilstermann.* 8:30 a.m. to noon.~~

Business

BUS W80 Who Needs Quickbooks? Churches, charities, companies... Just about any small to medium sized organization is a candidate for Quickbooks accounting software because every organization needs to know where the money comes from and where it goes. Financial stewardship and accountability are essential for churches and other not-for-profits as well as for-profit entities. Good data is the basis for good decision-making, and millions of smaller organizations utilize Quickbooks accounting software to track transactions and help make decisions. Students in this course learn how to use Quickbooks to set up and operate a basic accounting system, as well as how to generate understandable reports. Anyone who anticipates being the financial point person for a small to medium sized organization can likely benefit from this course. A fundamental understanding of accounting is necessary to utilize the course software. This course may fulfill an elective in the Accounting minor. Prerequisite: BUS 203 or BUS 204. *D. Cook.* 8:30 a.m. to noon.

[**IDIS W15 South Korea Business & Culture.** Course dates: January 8-28. Fee: \\$4,400. *C. Jen.* Off campus.](#)

[**IDIS W16 Indian Business & Christianity.** Course dates: January 7-29. Fee: \\$4400. *L. Van Drunen.* Off campus.](#)

[**IDIS 150 03 DCM: Leadership, Character & Virtue.** *B. Cawley.* 8:30 a.m. to noon.](#)

[**IDIS 150 04 DCM: Personal Finance.** *C. Cooper.* 8:30 a.m. to noon.](#)

[**IDIS 150 05 DCM: Faithful Business Practices.** *T. Cioffi, P. Snyder.* 8:30 a.m. to noon.](#)

Communication Arts & Sciences

CAS W10 Cinema Anywhere. Students are trained to shoot documentary, promotional, and interview footage. Two person teams (a cinematographer and an audio engineer) are seconded to various off-campus interims for the purpose of collecting and cataloging footage of Calvin students in the global classroom that has become an institutional signature. From the field via the Internet, students submit material for professor assessment. Student filmmakers will return to campus where they will edit promotional videos for the each of the off-campus trip's sponsoring departments, the college at large, and the media production program. They may also edit longer-form personal reflective documentaries or travelogues. Students will audition for spots in the course. ~~This course is a CCE optional course.~~ Course dates: January 8-28. Fee: Cost of trip going on. *B. Fuller*. Off campus.

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

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

SPAUD 512 Augmentative & Alternative Communication. This course will introduce augmentative and alternative communication and the strategies used to improve the communication skills of individuals with limited or nonfunctional speech. Focus will include an in-depth review of the assessment process, as well as the AAC needs of individuals with developmental and acquired disabilities across the age continuum. Hands-on experience with various methods of AAC strategies and devices will provide a clearer understanding of AAC intervention. Part I will focus on an overview of AAC. Part II will describe the AAC needs for persons with specific disabilities, and Part III will present AAC needs for specific environments. Students will develop an understanding of information related to concepts,

strategies, techniques and issues that are unique to the field of augmentative and alternative communication. Open to SPAUD graduate students only. *H. Koole*. 8:30 a.m. to noon.

IDIS W10 Adoption and Foster Care for Chinese Children with Special Needs (MAY).

Course dates: May 26-June 12. Fee: \$4481. *J. Vander Woude*. Off campus.

IDIS W22 *Into the Wood , Jr.- Sondheim*. *D. Freeberg, C. Sawyer*. 2:00 p.m. to 5:00 p.m.

IDIS W45 Film Noir & American Culture. *J. Bratt, B. Romanowski*. 2:00 p.m. to 5:00 p.m.

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

IDIS 150 41 DCM: Into the Woods, Jr. *D. Freeberg*. 2:00 p.m. to 5:00 p.m. and 6:00p.m. to 9:00p.m.

Chemistry

IDIS W12 The Rediscovering of Peru. Course dates: January 8-28. Fee: \$2655. *C. Tatko.* Off campus.

IDIS W17 Costa Rica River & Rainforest Expedition. Course Dates: January 6-26 Fee: \$3325. *R. Rooks, D. Vander Griend.* Off campus.

IDIS W20 Games in Community. *E. Arnovs, C. Blankespoor.* 2:00 p.m. to 5:00 p.m.

IDIS 150 07 DCM: Sustainability and Worldviews. *H. Fyneweaver, K. Piers.* 2:00 p.m. to 5:00 p.m.

Classics

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

LATN 122 Elementary Latin II: Intensive. Successful completion of this course allows the most able students from Latin 101 to advance immediately after the interim into Latin 202, and thus complete the foreign language core requirement via three courses taken in one academic year. The student learning objectives for the course are to master the basic grammatical components of the Latin language; to gain translation skills through both prepared and sight-reading exercises; to improve all aspects of language competency through English-to-Latin composition; to begin to understand some literary and stylistic elements of Roman literature; to grasp the place of the readings in the larger cultural and literary context of ancient Rome; to increase Latin vocabulary through regular memorization and testing; and to develop discernment in articulating a Christian perspective on the impact of Latin and Roman thought on modern culture. *D. Noe.* 2:00 p.m. to 5:00 p.m.

[IDIS W40 Italy: Ancient & Medieval.](#) Course dates: January 8-28. Fee: \$4,450. *Y.Kim, J. Winkle.* Off campus.

[IDIS 150 08 DCM: Homer, Augustine & Christianity.](#) *U. Dhuga.* 2:00 p.m. to 5:00 p.m.

Computer Science

IDIS W82 Big Decisions with Big Data. P. Bailey. 2:00 p.m. to 5:00 p.m.

IDIS 150 09 DCM: Lifhacking: Thoughtful Living. S. Nelesen. 8:30 a.m. to noon.

IDIS 150 10 DCM: Lifhacking: Thoughtful Living. V. Norman. 8:30 a.m. to noon.

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: Eugenics/Personal Genomics. Eugenics – the self-direction of human evolution through the promotion of desirable traits and the elimination of undesirable traits – is a philosophy we most commonly associate with Hitler and Nazi Germany. Would it surprise you to know that eugenics programs, including mandatory sterilizations, were vigorously promoted in the United States well before Hitler by prestigious institutions such as the Carnegie Institute and the Rockefeller Foundation, and by notable persons such as H.G. Wells, Theodore Roosevelt, J.H. Kellogg, and Woodrow Wilson? Would it surprise you to know that the American eugenics movement, American funding and American technology promoted Hitler’s human extermination program? For obvious reasons, after WWII eugenics programs and their support fell into disfavor. However, the sequencing of the human genome coupled with advanced technology has again made directed modification of the human species probable. However, is the genetic modification or selection of embryos to prevent disorders an acceptable form of “treatment,” as opposed to the drug therapies and surgical procedures used today? Is the unprecedented accessibility to data from your own personal genome (200+ diseases and traits for as little as \$100) leading us again down the slippery slope of hatred, discrimination, and devaluation of subsets of humanity similar to the original eugenics movement? What decisions go into obtaining and interpreting this genetic information, who should have access to it, and what values should guide our use of it? This course will evaluate the rise of eugenics, its original hopes, subsequent fall, and re-invigoration in the genomic era. Students will learn to recognize eugenics in all of its forms, and will evaluate its implications in political, socio-economic, moral, and religious contexts. A course field trip to the Holocaust Memorial Center requires a \$40 student fee. *R. Bebej, J. Wertz.* 8:30 a.m. to noon.

~~CANCELLED IDIS 150 02 DCM: Eugenics/Personal Genomics.~~ ~~Eugenics—the self-direction of human evolution through the promotion of desirable traits and the elimination of undesirable traits—is a philosophy we most commonly associate with Hitler and Nazi Germany. Would it surprise you to know that eugenics programs, including mandatory sterilizations, were vigorously promoted in the United States well before Hitler by prestigious institutions such as the Carnegie Institute and the Rockefeller Foundation, and by notable persons such as H.G. Wells, Theodore Roosevelt, J.H. Kellogg, and Woodrow Wilson? Would it surprise you to know that the American eugenics movement, American funding and American technology promoted Hitler’s human extermination program? For obvious reasons, after WWII eugenics programs and their support fell into disfavor. However, the sequencing of the human genome coupled with advanced technology has again made directed modification of the human species probable. However, is the genetic modification or selection of embryos to prevent disorders an acceptable~~

form of “treatment,” as opposed to the drug therapies and surgical procedures used today? Is the unprecedented accessibility to data from your own personal genome (200+ diseases and traits for as little as \$100) leading us again down the slippery slope of hatred, discrimination, and devaluation of subsets of humanity similar to the original eugenics movement? What decisions go into obtaining and interpreting this genetic information, who should have access to it, and what values should guide our use of it? This course will evaluate the rise of eugenics, its original hopes, subsequent fall, and re-invigoration in the genomic era. Students will learn to recognize eugenics in all of its forms, and will evaluate its implications in political, socio-economic, moral, and religious contexts. A course field trip to the Holocaust Memorial Center requires a \$40 student fee. *A. Wilstermann.* 8:30 a.m. to noon.

IDIS 150 03 DCM: Leadership, Character & Virtue “...becoming a leader is synonymous with becoming yourself. It's precisely that simple, and it's also difficult. So let's get started.” (Warren Bennis). There is a lot of talk about “character” but what does it actually mean and how can we relate it to the world in which we live, learn, and work? The Christian life we lead is in the present, but God also redeems our past and has plans for our future. If we are to understand this Christian life, with its responsibilities and particular callings, we must start by understanding ourselves – in Christ. What does it mean to “put on Christ”? Our character is a complex interaction between God's 'wiring' of our bodies and background, the contributions others make to our life, and our unique participation in co-writing our story with God. Leadership first rests on character and the importance of ethics and authenticity. In business, and in life, you can't lead others if you can't lead yourself. In this course students explore the scriptural basis and foundation for Christian "character" and "virtue". "Who" we are is critical in dictating our moment-by-moment actions and the impact we have on others. Following the study of current virtue taxonomies, students explore their Core Identity – starting with purpose and calling and use new assessment tools and processes (e.g., personality, values, character strengths). The course culminates with the development of a Core Identity statement consisting of: Virtues, Values, Passions, Strengths, Competencies (knowledge, skills, abilities, and personality), and their Story. *B. Cawley.* 8:30 a.m. to noon.

IDIS 150 04 DCM: Personal Finance. Personal finance is a popular topic. Television, radio, direct mail, and the internet deliver a constant stream of advice from self-proclaimed experts. In the midst of this clamor, Scripture speaks to contemporary Christians. Can a Christian really have money? What about not serving two masters? This course explores this relationship by examining the elements of personal finance in the context of personal discipleship. Topics include socially responsible investing, debt and borrowing, and the attitudes Christians should take toward risk. Students will be able to look at their own habits while learning about bank accounts, investments, retirement savings, student loans, credit cards, budgeting, insurance, and more. *C. Cooper.* 8:30 a.m. to noon.

IDIS 150 05 DCM: Faithful Business Practices. Is business inherently evil, a sphere of activity that worships money, dehumanizes people, and destroys the earth? Or through God's grace can it be an avenue of redemptive activity, one into which the faithful are called to do His work? If the second, how do faithful men and women serve God in business? This is a daunting question. The course addresses these questions by examining Christian beliefs and practices to seek to understand how they may lead to faithful business practices. Students learn what

Christian practices are and develop their own understanding of how Christian practices can influence business practices. This work is based on field observations, lectures, and readings. *T. Cioffi, P. Snyder.* 8:30 a.m. to noon.

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

IDIS 150 07 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. *H. Fynewever, K. Piers.* 2:00 p.m. to 5:00 p.m.

IDIS 150 08 DCM: Homer, Augustine & Christianity. This course features selected readings from Homer's *Iliad* and *Odyssey* as well as Augustine's *City of God*. Through close reading, extensive classroom discussion, and crisp, concise essays, "Homer, Augustine, & Christianity" seeks to examine the first, and arguably most robust, account of the earthly city in Western civilization—namely, Homer's epic vision of a world in war and peace (and betwixt). Students then explore Augustine's attempt to delineate two kingdoms by their respective loves and ends. Foundational questions of the course include: What is the nature of human excellence (arête)? Does this excellence vary from person to person or is it uniform? What obligations does the human being who seeks excellence have toward self, toward others, and toward God? What resources are there within the Reformed confessions, relying as they do on Augustinian anthropology and soteriology, for answering these questions? Students in this course will demonstrate the following: (1) the skill to read literature closely across a range of styles and genres; (2) the acuity to use the foundations of Christianity as adduced in the Reformed tradition to examine and assess a foreign faith (namely, Archaic Greek religiosity); and (3) the ability to

engage critically with three of the most enduring works of Western literature in a distinctively Christian liberal arts context. *U. Dhuga*. 2:00 p.m. to 5:00 p.m.

IDIS 150 09 DCM: Lifehacking: Thoughtful Living. The term "lifehacking" means finding ways to get things done in smarter, unusual, or more efficient ways, whether by means of using technology better, or, going back to basics. The student will learn, practice, test, evaluate, and present various self-chosen and assigned lifehacking techniques, including, e.g., memorizing faster, eating better, taking better notes, taking better pictures, keeping your computer clean, learning how to do small talk better, how to save money better, listening better, better time management, etc. Students will also participate in some self-reflection activities, such as StrengthsFinders. Lifehacking techniques will be investigated and evaluated from a biblical, Reformed perspective, including an investigation of the difference between "efficiency" and "effectiveness". *S. Nelesen*. 8:30 a.m. to noon.

IDIS 150 10 DCM: Lifehacking: Thoughtful Living. The term "lifehacking" means finding ways to get things done in smarter, unusual, or more efficient ways, whether by means of using technology better, or, going back to basics. The student will learn, practice, test, evaluate, and present various self-chosen and assigned lifehacking techniques, including, e.g., memorizing faster, eating better, taking better notes, taking better pictures, keeping your computer clean, learning how to do small talk better, how to save money better, listening better, better time management, etc. Students will also participate in some self-reflection activities, such as StrengthsFinders. Lifehacking techniques will be investigated and evaluated from a biblical, Reformed perspective, including an investigation of the difference between "efficiency" and "effectiveness". *V. Norman*. 8:30 a.m. to noon.

IDIS 150 11 DCM: Capitalism. This course examines major Christian and secular critiques and defenses of market economies, including both moral and practical arguments. Students interact with these arguments and use them to discuss questions related to major policy disputes. Should we support international trade & globalization? How strictly should we regulate financial institutions? How much wealth should we redistribute? Additionally, the class focuses on questions of individual participation in market economies given a Reformed Christian worldview. In this vein, students consider their consumption and production choices. Are Christians called to buy Fair Trade? Should we buy primarily locally produced goods? Should a Christian business look different than a secular business? *S. McMullen*. 2:00 p.m. to 5:00 p.m.

~~**CANCELLED IDIS 150 12 DCM: Promoting equity in urban schools.** There is a great deal of concern in society today about failing schools, low student achievement, and educational inequality. In particular, schools located in urban communities are often subject to criticism and scrutiny because of their high drop-out rate and low test scores. Efforts to improve urban schools have highlighted both the challenges faced by urban students and teachers and the role that schools can play in increasing the educational opportunities available to their students. Discussions of urban schools and how to improve them, therefore, lead to a consideration of issues of equity and justice in schools and society and the potential for urban schools to promote equity. This course, seeks to investigate and explore issues of equity and social justice and how they relate to urban schooling. The course will involve readings, activities,~~

videos, group projects, and class discussions. It will also include visits to several local urban schools. Students will engage in learning activities designed to promote understanding and exploration of equity, social justice, urban schools, and urban communities. Through participation in this course, students will grow in their understanding of societal and educational equity and justice and the biblical foundation of these concepts, understand key characteristics of urban schools and communities, understand the opportunities and challenges that often exist in urban schools, and investigate how urban schools can promote equity and justice in both school and society. *J. Walcott.* 8:30 a.m. to noon.

IDIS 150 13H Honors 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, desires, and aspirations. We will ask questions such as these: How do these families differ from what might be considered God's design for families? What has brought about these problematic situations? How do characters' dreams seek to rise above the dysfunction? How are they the cause of it? How is redemptive hope present (or absent) in the different families? How is all of this relevant to our own lives? How can the study of such material glorify God, draw us closer to Him and others as we become increasingly conformed to His image, and help advance His Kingdom? We will study *The Tempest* by William Shakespeare, *A Doll House* by Henrik Ibsen, *The Glass Menagerie* by Tennessee Williams, *Death of a Salesman* by Arthur Miller, and *A Raisin in the Sun* by Lorraine Hansberry. *D. Urban.* 8:30 a.m. to noon.

CANCELLED IDIS 150 14 DCM: Writing, Faith & the Festival. This course will explore how currently active writers draw from the resources of religious faith in their fiction, creative nonfiction, and poetry. Students will consider how writers portray the life of faith, address taboo topics, balance emphasis on fallenness and redemption, and negotiate difficult ethical questions about what it means to tell the truth and be faithful in their lives and their work. Students will also consider the role of Christian publishing, Calvin's Festival of Faith and Writing, and various publications in the faith and writing subculture. Readings will represent a range of genres and topics and will be drawn primarily from the work of authors who will appear (or have appeared) at the Festival. *D. Rienstra.* 8:30 a.m. to noon.

IDIS 150 15 DCM: Utopian Literature. Utopian literature has traditionally been about places that are too good to exist in the world as we know it. The Garden of Eden is a kind of utopia; the redeemed heaven and earth promised in the Bible is another. In between those utopias, humans have always—and will always—create utopian visions of their own, usually in comparison to the cultures they live in, but also to pose larger questions: What would an ideal world look like? What in human nature prevents our world from looking like that? And wouldn't one person's idea of utopia be awfully oppressive or boring to someone else? Students in this course arrive at questions like these through class discussion of major utopian (and dystopian) works, such as Thomas More's *Utopia* and George Orwell's *1984*, through regular response papers, and through a final integrative essay. *C. Engbers.* 8:30 a.m. to noon.

CANCELLED IDIS 150 16 DCM: Science Fiction Stories. The way we work, play, and worship as individuals, families, and communities has been radically altered by science and technology. This course uses science fiction stories and films as the basis of discussion to

explore what it means to be human and Christian in a technological age. Using thought-provoking classic and modern science fiction literature, the class will examine the effects of technology on individuals and society. The course also explores current topics such as artificial intelligence, cloning, genetic engineering, and virtual reality. Students in this course will be able to articulate the theological themes from the common Plantinga textbook and use these in reflection on the topical themes of the course. Students will also be able to define and identify sub-genres of science fiction, including hard SF, apocalyptic, dystopia, alternative history, and cyberpunk. Students will be able to recognize technology as an aspect of culture formation and apply Christian principles and virtues to the evaluation of specific technologies in their societal context. *S. VanderLeest.* 8:30 a.m. to noon.

CANCELLED IDIS 150 17 DCM: John Wayne & St. Augustine. American Christians often assume a harmony between their love of nation and their religious tradition, viewing the U.S. as chosen by Providence for a unique role in world history. American mythology characterizes the U.S. a “new world,” a frontier where people could start over and reinvent themselves. This idea is expressed in a phrase on the Great Seal of the United States, *Novus Ordo Seclorum*, Latin for “a new order of the ages.” What do American nationalism and new world frontier mythology look like from the viewpoint of Christian theology going back to Abraham Kuyper, John Calvin, Augustine, and scripture itself? How do Christian views of human nature, masculinity and femininity, race, society, politics, and war compare to those in American nationalism? How have American nationalism and Christianity influenced each other? Questions like these are raised especially fiercely in the mythic history of the American West. As writer Wallace Stegner put it, this region is “America, only more so.” We might say, “America on steroids.” What do we learn on these questions from cowboys, Indian wars, the gold rush, gunfighters, and vigilantes? From characters like Daniel Boone, Kit Carson, Brigham Young, Narcissa Whitman, Buffalo Bill Cody, Sitting Bull, the Ingalls and their “Little House on the Prairie,” John Wayne, Clint Eastwood, and more. Some of these are real historical figures, some Hollywood entertainers, but sometimes it’s hard to tell the difference. To address these questions, this course examines basic components of Christian thought and the history of nationalism and frontier West mythology in the United States in relation to each other. Course material includes (1) common DCM readings, (2) readings on nationalism and frontier mythology in the U.S., and (3) films, TV shows, and other cultural material. *W. Katerberg.* 8:30 a.m. to noon.

IDIS 150 18 DCM: The Civil War & Reconstruction. The middle of the nineteenth century was a watershed in U.S. history: the Federal Union broke apart after a generation of sectional bickering; civil war left half the nation in ruins; and a campaign to promote racial justice was undone by paramilitary violence. The nation that emerged from the ordeal was richer and more powerful than ever before but it was no closer to the egalitarian promise of the Declaration of Independence. This course deals with the history of slavery and the secession crisis, rival explanations of the war’s outcome, and the controversial history of Reconstruction. Classroom activities include lectures, videos, discussions, student presentations, and a simulation game. *D. Miller.* 8:30 a.m. to noon.

IDIS 150 19 DCM: Understanding Islam. This course presents an introduction to the Islamic religious tradition within a historical context, from its beginnings until the twenty-first century. We take up the issue of the historical Muhammad, the revelation of the Qur’an, and the rise of

Islamic communities. We study the development of sects, theology, philosophy, and mysticism in the growth of Islamic societies, with the Ottoman Empire as a case study. Readings include Omid Safi's *Memories of Muhammad: Why the Prophet Matters*, an anthology of Rumi's poetry, and selections from Ottoman historical documents and the writings of modern Islamic thinkers. Discussions examine contemporary issues, including fundamentalism, terrorism, the status of women, the legacy of colonialism, the myth of an Islamic-Western confrontation, Palestine, and Christian views of other religions. We will visit a Grand Rapids mosque and meet Grand Rapids Muslims. *D. Howard*. 2:00 p.m. to 5:00 p.m.

CANCELLED IDIS 150 20 DCM: ~~Other Sheep I Have: African-American Missions in Africa.~~ This course will examine socio-historical, theological, and philosophical motivations for African-American Christians engaging in African missions work. The objective is to understand how one group of Christians has approached missionary work as a vocation, and how Christians may have multiple motivations for missionary work. The primary focus will be on African-American Protestants and their work in Africa historically and at present. *E. Washington*. 8:30 a.m. to noon.

CANCELLED IDIS 150 21 DCM: ~~Figuring Yourself Out.~~ The aim of this class is to help students figure themselves out by asking two kinds of questions. On the one hand there are the philosophical and theological questions, the "head-questions." We address these questions in the first hour and a half of class each day. As a guide, we read through C.S. Lewis's treatment of philosophy, theology and personal ethics, *Mere Christianity*, as well as the core DCM text, *Engaging God's World*. We study philosophical and theological questions of prayer, evil, free will, etc., and we examine how our approach to these questions affects our understanding of ourselves and of our walk with God. The second part of the class asks what might be called "heart-questions": questions of identity, self-image, personal history, thought life, loves, fears, etc. We address these in the second hour and a half of class each day. This section of class involves reflective journaling and small-group discussion: the aim is a better understanding of how to structure and understand the non-intellectual parts of yourself so as to strengthen your relationships with God and with other people—and, generally, the quality of your life. *D. Herrick*. 2:00 p.m. to 5:00 p.m.

IDIS 150 22 DCM: Christianity and Democracy in Africa. This course examines the fascinating interplay between Christianity and democracy on the continent of Africa. Numerous studies over the past decade point to the phenomenal growth of Christianity in Africa over the past century. At the same time, numerous African countries have experienced democratic transitions since the early 1990s. But what is the relationship between Christianity and democracy? This course will explore the rise of Christianity, the different expressions of Christianity, and the unique interaction between religion and politics on the continent. Students, engaging with a variety of articles, books and films, will discuss questions like "With so much religious vibrancy in Africa, why is the church relatively quiet regarding politics?" or "What is an appropriate Christian response to governance issues?" *T. Kuperus*. 8:30 a.m. to noon.

IDIS 150 23 DCM: God Rested, Why Can't You? Living in a life of a 24/7 world, the notion of rest may come to our mind as an anachronism, a fantasy, or simply unimaginable. While we are created to worship God and rest in Him, we tend to worship our work, and rest in ourselves.

These distortions affect our perceptions of ourselves, our relationships with others, and most importantly, our relationship with God. We may wonder, “Do I realize life while I live it, every minute?” This class will examine some of the personal and socio-cultural forces that drive us toward living restless life. In addition, this class will assist in developing a new perspective that will help rediscover leisure, work and rest. *Y. Lee.* 8:30 a.m. to noon.

IDIS 150 24 DCM: Mathematics & Beauty. Many mathematicians find aesthetic pleasure in their work and in mathematics more generally. Bertrand Russell said "Mathematics, rightly viewed, possesses not only truth, but supreme beauty" 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 will demonstrate an appreciation of mathematics from different areas, they will understand how mathematicians have connected their discipline with their conception of God, and they will have grown in their own understanding of beauty and how it connects with their conception of God. *M. Bolt.* 8:30 a.m. to noon.

IDIS 150 25 DCM: Infinity & the Mind of God. This course will examine several aspects of the notion of infinity and its relation to theological conceptions of the mind of God. Mathematical ideas about infinity, especially those from the theory of infinite sets inspired by the mathematician Georg Cantor, will play a prominent role in the discussions and readings. Students in this course will demonstrate that they understand the mathematical concepts of infinity, such as countable and unaccountably infinite sets, and compare and contrast them with philosophical and theological ideas. *C. Moseley.* 2:00 pm. to 5:00 p.m.

~~**CANCELLED IDIS 150 26 DCM: Living the Psalms.** This section of the “Developing a Christian Mind” course focuses on God’s world through the eyes of the biblical Psalms. It entails a history of the Book of Psalms, and study of the common genres of psalms (lament, praise, thanksgiving, and psalms for wisdom teaching or festival use), their spiritual and literary qualities, and their use in personal and corporate worship. The themes of Plantinga’s *Engaging God’s World* and other readings (hope creation fall redemption vocation kingdom-consummation) will be explored in specific psalms by the instructor and by students in their presentations and essays, so that there will be interaction between the Psalms and the Christian world and life perspectives that are central to the mission of Calvin College. *B. Polman.* 2:00 p.m. to 5:00 p.m.~~

IDIS 150 27 DCM: Music as Therapy in Everyday Life. Think of the myriad ways one engages with music through the course of a day. What needs in our lives does music fulfill? What needs in the world can be addressed by music? This course will explore the ways in which music can impact our lives, transforming us and reflecting God’s redemption of the world.

Through readings from contemporary musicology and the social sciences, films, and a variety of musical styles, students will explore the questions: 1) What is music? What are the possible roles of music within God's creation? 2) How does music make us human? 3) How might different musical forms and practices contribute to the restoration of a fallen world? and 4) How might music be part of a Christian's vocation, whether or not one is a professional musician? The field of music therapy will be looked at as a "case example" of themes and concepts discussed. No formal music training is required, though students will have the opportunity to participate in group music-making experiences. Student Learning Outcomes: Students will demonstrate the ability to examine critically the role of music in everyday life. Students will also gain an introduction to the field of music therapy, study its use with different client groups, and examine how this musical vocation may be part of God's redemption of the world. *E. Epp.* 8:30 a.m. to noon.

IDIS 150 28 DCM: The Music of Joy. "It is a certain sound of joy without words, the expression of a mind poured forth in joy." For St. Augustine, music—especially wordless singing—is a means through which joy becomes embodied in meaningful sound. This linkage of music and joy is deeply embedded in human culture from antiquity to the present day. And as for St. Augustine, such music is for many the expression of joy rooted in contemplation of God. But music can also trigger a response that is palpably similar to the experience of joy, that might be described as not only expressive of joy but an actual experience of joy itself. In this way it may produce what C. S. Lewis described as a "stab of joy:" an experience that may arise, unlooked-for, at any time and in any circumstances. Such experiences can produce an almost unbearable longing that finds its true object in Jesus Christ alone. Building on key passages in the Old and New Testaments, the task of this course is to assemble a framework for understanding joy and its relationship to the experience of music. Consideration is given to how joy emerges even in the midst of sorrow, and that the experience of joy can lead to compulsive behaviors and even idolatry. Musical examples include chants by Hildegard of Bingen and the polyphonic organum of the medieval cathedral of Notre Dame in Paris, music by Bach, Mozart, Beethoven and other classical composers, the progressive rock of Yes, the jazz of John Coltrane, and film scores by Howard Shore (*The Lord of the Rings*) and Vangelis Papathanassiou (*Chariots of Fire*). *T. Steele.* 8:30 a.m. to noon.

IDIS 150 29 DCM: New Urbanism. This course examines the current cultural debate over the way we build cities. After the Second World War, the US embarked on a historically unprecedented pattern of development: low-density, auto-oriented suburbs. As the limits of that pattern of development became apparent in the 1990s, the "New Urbanist" movement was spawned—a movement of architects, planners, environmentalists and citizen activists that has tried to recover more traditional ways of putting cities together, cities that are compact, walkable, transit-oriented and filled with mixed-use neighborhoods. Students will review the history of city-building in the west, in teams of four or five design a town for 30,000, and read articles and view DVDs that explore different aspects of the issue. Several guest speakers from the development and planning community of Grand Rapids will address the class. The overall goal of the class is to gain a deeper understanding of our built environment. *L. Hardy.* 2:00 p.m. to 5:00 p.m.

IDIS 150 30 DCM: Global Climate Change. The theme this DCM section explores is global climate change—a widely discussed topic today: in the media, among politicians, among scientists. Yet the various summaries offered often seem mutually exclusive. Have we ruined our environment beyond repair? Or is it simply not possible for humans to have a significant impact at all? In this course students practice reasoning skills needed to sift through competing claims and to define which issues are pressing. Further, students consider moral questions raised by the scientific results, such as stewardship of a common earth or justice when the actions of one group affect the environment of another. Finally, students consider how environmental policies balance environmental, moral, and economic factors. *L. Molnar.* 2:00 p.m. to 5:00 p.m.

IDIS 150 31 DCM: Interpersonal Relationships. Students investigate the psychology of interpersonal relationships – particularly one-to-one relationships – by examining their initiation, development, and patterns of interactions. Discussion includes topics such as roles, motives, aspirations, expectations, communication, self-disclosure, and resolution of problems. Classes consist of lectures, small-group discussions, analysis of case studies, films, and videotapes. The initiation, breaking, and restoration of relationships is an example of the creation/fall/redemption theme that will be developed in this course. *A. Shoemaker.* 2:00 p.m. to 5:00 p.m.

~~**CANCELLED IDIS 150 32 DCM: Human Decision Making and God's Will.** How does our reasoning shape our beliefs and how do our beliefs shape our reasoning? This course explores decision making as it relates to understanding ourselves, others, and God. A particular focus is how strengths and weaknesses of human decision making influence our choices and ability to choose. In addition, understanding God's will in light of our reasoning practices is examined. *D. Tellinghuisen.* 2:00 p.m. to 5:00 p.m.~~

IDIS 150 33 DCM This class is a joke: Psychological perspectives on humor. Humor is an integral part of the human experience, yet we rarely talk about it in academic settings. This course explores the many facets of humor, including a growing body of psychological research on why humor exists and how it impacts our daily lives. The course follows three themes: 1) Why were we created to have humor? 2) How and why has humor been distorted and sometimes causes harm? 3) How can we be discerning with humor and use humor in the way it was intended? Specific topics include: psychological theories of humor (including recent evolutionary accounts), Biblical portraits of humor, the way our brains process humor (including brain conditions where humor comprehension is diminished), how humor develops in children, adolescents and emerging adults, social and psychological effects of humor (i.e., dark humor, humor that stereotypes, etc.), and the relationship between humor and health. Considerable class time is devoted to critiquing and discussing examples of humor (e.g., comedy routines, movies, literature, sarcasm, jokes, etc.]. *J. Moes, B. Riek, D. Tellinghuisen.* 8:30 a.m. to noon.

IDIS 150 34 DCM: Movies & Music: Theological Themes. This course examines the expression of theological themes in select musical works and films. Compositions studied include works by Haydn (*The Creation*), Bach (*St. John Passion*), and Mozart (*Requiem*). Films analyzed include *Babette's Feast*, *The Mission*, *The Seventh Seal*, and *Amadeus*. Where possible, the relevant libretto or screenplay is read prior to listening to or viewing the work in question. Prerequisites: interest in theology, the arts, and their intersection; readiness to listen carefully and watch discerningly; and willingness to

engage in discussion. Students will: 1) acquire a knowledge of select theological themes 2) become acquainted with certain sacred compositions (and their composers) 3) enhance their listening skills 4) become acquainted with certain films (and their directors) 5) advance their skills in film analysis 6) exercise their skills in discussion and oral presentation. *R.*

Plantinga. 2:00 p.m. to 5:00 p.m.

IDIS 150 35 DCM: Wiesel, the Holocaust, & Theodicy. Among the challenges to the Judeo-Christian belief in an all-good, powerful, and loving Creator, the problem of evil (a.k.a. the question of theodicy) stands out. Among the atrocities of the modern world that aggravate the problem of evil for our times, the Nazi holocaust stands out. Elie Wiesel, an Auschwitz survivor and the 1986 Nobel Peace laureate, has devoted his life and writings to the remembrance of this horrific event in the attempt to discern and publish its moral lessons—above all: “never again!” This course wrestles with the problem of evil (theodicy) as facilitated by Wiesel’s holocaust experience and subsequent quest to sustain faith in God and hope for humanity in that arduous task to build a just and humane society. Students journey with Wiesel by aid of documentary and film, but principally through his own writings, which include *Night*, *The Trial of God*, *The Town Beyond the Wall*, and selections from his memoirs. Beyond the inspiration of Wiesel’s own life journey, students will deepen their appreciation of the question of theodicy, and of the theological resources for persevering in a world with an Auschwitz, a world still dangerously poised for genocide and mass annihilation. More particularly, students will become conversant in the issues surrounding theodicy, the range of “answers” offered to the problem of evil, as well as how Jewish theological and ethical resources, as exemplified by Wiesel, both inform and are formally commensurate with Christian resources, even if materially differentiated by one coming of the Messiah. *T. Thompson.* 2:00 p.m. to 5:00 p.m.

IDIS 150 36 DCM: Social Movements: Immigration. This course considers the dynamics of race, class, gender and migration in the United States particularly as they interact with migration and migration processes. Students examine the ways that North American race, class, and gender relations affect newly arriving immigrants and their access to participation in community. The experiences of migrants and their communities and how they understand their social location within these sets of relations are central to the course. Students consider the role of faith, religion and faith communities in the lives of people involved in migration processes. Students in this course demonstrate an understanding of the complexities of race, class, gender and migration. *L. Schwander.* 8:30 a.m. to noon.

IDIS 150 37 DCM: Catholic Reformers & the Hispanic Spiritual Tradition. As Christians, we are called to sharpen our understandings of our own practices and points of view through hospitable critical analysis of other peoples and cultures. This course does that by closely investigating the founders and legacy of a traditional “rival” of the Protestant Reformation from which Calvin College takes its bearings—the Catholic Reformation of the 16th and 17th centuries. We will engage with such spiritual giants as Saint Ignatius of Loyola and Saint Teresa of Avila as they explore the interconnections of spiritual devotion, faith and doctrine. We will also investigate through text and film how heirs of the Catholic Reformation throughout the centuries have dealt with issues that matter a great deal at Calvin College today. For example, we will study how the Spanish Enlightenment priest Benito Jerónimo Feijóo handled the intersection of faith and “science,” and we will use the Hollywood hit film *Romero* and Guatemala-centered

documentary *Reparando* to explore Christianity's counter-cultural mission and its calling to pursue political and social justice as this resonates both on the current Latin American scene and with the idea of Kingdom consummation in Cornelius Plantinga's DCM text, *Engaging God's World*. Join this course to see where, why, and how Catholic reformers and their inheritors might dialogue with Calvinists on important matters of theology, faith and spiritual practice. In the process, be enriched in your understanding of the religious background and potential spiritual perspectives of Hispanic neighbors in North America as you regularly receive opportunity to offer your own spiritual traditions and beliefs to the dialogue. Course and readings will be offered in English with some optional original texts for those who read Spanish. *A. Tigchelaar*. 8:30 a.m. to noon.

IDIS 150 38 DCM: Learning from the Stranger. This course is for students who would like to deepen their ability to “learn from the stranger” when participating in cross-cultural missions or off-campus programs. It is even for those who would like to explore how to learn better from other students, staff or faculty at Calvin who seem to come from a “strange” cultural or social perspective. In fact, this course is for students who are willing to explore how they themselves can become better “strangers,” so that others can learn well from them. In this course, students deepen their *cultural intelligence* (CQ), that is, begin to develop the knowledge, skills and virtues related to understanding cultures, including their own. There is a special emphasis on, and field trips involving, Native American cultures in Michigan. Lack of cultural intelligence can lead to severe problems, from oppression by dominant cultures to simple misunderstandings between roommates. At a national level, this can lead to human suffering. At an individual level, lack of cultural intelligence can result in lost opportunities to grow through encounters with those different from us. Throughout the course, Calvin professor David Smith’s book, *Learning from the Stranger*, humorously models how to deepen the **virtues** related to crossing cultures. Patty Lane’s book, *A Beginner’s Guide to Crossing Cultures* helps students sharpen their cross-cultural **skills** and **knowledge**. Together, these provide a widened lens through which students encounter the core DCM text: *Engaging God’s World*. *B. Haney*. 2:00 p.m. to 5:00 p.m.

IDIS 150 39 DCM: Jewish Thought and Culture. Christianity arose from a Jewish context, but many Christians are unfamiliar with Jewish culture. The Jewish people have developed traditions that are frequently different from those found in Christianity. Yet many Christians find that studying Jewish culture can yield unexpected insights into our own faith. This course aims to improve students’ understanding and appreciation of Jewish thought and culture (from ancient times until the present). Through this process, this course aims to encourage a greater understanding of the Reformed tradition of Christianity. We will study the lives and writings of several important Jewish thinkers. We will also explore creative and artistic works, looking for insight into Jewish culture and Jewish experiences. *D. Billings*. 2:00 p.m. to 5:00 p.m.

IDIS 150 40 DCM: The Local Church in the 21st Century. Few institutions have undergone more change in the past twenty-five years than the local Christian church. Changes in worship style, music, the visual arts, and the role of lay leadership have driven some of these changes. Still deeper, the very nature and mission of the church are also being reexamined. Many are asking, “What exactly is God’s purpose for the church? What is the role of the local church in the Kingdom of God?” Additionally the church in North America is being challenged by a society that is rapidly becoming more pluralistic, more secular, and more materialistic. Local

churches must be ready to respond and speak clearly to these and other issues. This course will challenge students to think carefully about the nature and mission of the local church within a broad Kingdom context, and about their own personal roles within in it. Please note: Students will be expected to visit local churches each Sunday of interim. *R.S. Greenway*. 2:00 p.m. to 5:00 p.m.

IDIS 150 41 DCM: *Into the Woods, Jr.* - Sondheim. Musical Theatre is the most collaborative of all arts, which include directors, choreographers, dancers, singers, actors, technicians, designers, musicians and the like. This course will incorporate students in various roles with supervision. The goal of the course is to educate and give students the opportunity to exhibit their musical and technical skills in a performance practicum, which will culminate into six performances of *Into the Woods Jr.* Sondheim's musical "Into the Woods Jr." – takes favorite storybook characters and brings them together for a timeless piece and rare modern classic. The story follows a Baker and his wife who wish to have a child, Cinderella who wishes to attend the King's Festival, and Jack who wishes his cow would give milk. When the Baker and his wife learn that they cannot have a child because of a Witch's curse, the two set off on a journey to break the curse. Everyone's wish is granted, but there are consequences.

This DCM is offered in conjunction with the regular interim course, *Into the Woods, Jr: On Stage*” for which students will participate either on stage or backstage in the play production, as well as complete DCM requirements through this additional course component. This dual-purpose course will meet in the afternoons with afternoon and evening rehearsals and performances. Some mornings and Saturdays may also be required for play production work, but no more than eight hours will be required on any given day. The final production of *Into the Woods Jr.* will be performed for the public February 6-8, 13-15, 2014 as part of the CAS Department's theatre season. All students in this course must commit to these two weekends for the performance of the play. Evaluation of student work for DCM credit will be based on successful completion of all readings, reflection papers and a final exam. (See listing for "Into the Woods, Jr" under regular CAS department interim courses, for more information.) *D. Freeberg*. 2:00 p.m. to 5:00 p.m. & 6:00 p.m. to 9:00 p.m.

IDIS 150 42 DCM: *Young Adults & the Church.* Young Adults, a.k.a. "Gen Y," "Millennials," or "Mosaics": who are they, and why are they (not?) going to church? These questions are much discussed both about and among the cohort in question, and have forced the Church to think strategically about its Biblical mandate to pass on its faith to future generations. This class will review the historical and sociological factors that have shaped this generation, including the differences and similarities present across cultural and socio-economical lines. The spiritual profile of this generation will be surveyed through studies of the "none-ers," of those who are attempting to recreate the church, and of those who see themselves living in exile from the church. Through discussions with pastors, church visits, and case studies, the impact of this generation's demands for diversity, flexibility, and innovation upon congregational life and worship will be explored. Students will develop an understanding of unique characteristics of faith development for this generation, as well as best ministry practices addressing these issues. *L. Elliott*. 2:00 p.m. to 5:00 p.m.

IDIS 150 43 DCM: DisAbility - Beyond Suffering. Students in this course will investigate a faith-filled view of disability. They will explore stereotypes of disability, definitions of disability, and historical responses to disability. In addition, course participants will develop a theology of disability and will describe a response to disability for both schools and worship communities. This course is open to all students who wish to explore society's and their own perspectives and responses to individuals who live with identified disabilities.

Following completion of this course, students will demonstrate understanding of what it means to be identified with a disability, society's typical view and response to disability, schools' and churches' response to individuals with disabilities, ethical considerations of one's response to individuals who live with disabilities. Readings, media presentations, interacting with those who live with disabilities and class discussions will form the primary course format. *P. Stegink.* 8:30 a.m. to noon.

IDIS 150 44 DCM: The Good Life: Home Economics in the Kingdom of God. What does the Kingdom of God look like when it's lived out in the stuff of everyday life—the food we eat, the clothes we wear, the cars we drive, the homes and neighborhoods we live in? This course will explore the theological, philosophical and practical sides of these basic questions within a Reformed context, as well as the answers being offered by a competing vision of life that is dominant in the twenty-first century: global consumerism. This course uses *Colossians Remixed* (Brian Walsh & Sylvia Keesmaat), *Engaging God's World* (Cornelius Plantinga Jr.) and additional resources to explore the role of fully awake Christians seeking to live faithfully in today's world. Interwoven with practical examples drawn from the wide realm of home economics, the course material touches on theological and philosophical concepts such as truth, storytelling, imagination, hope, modernism and postmodernism. Through reading, film viewing, discussion, guest speakers and special projects, students explore the problem of evil, but they are also encouraged to find hope in the Kingdom of God, rooted in individual practices and communal rituals. Students will emerge from the course with, the ability to apply a comprehensive Reformed worldview to our ordinary daily practices, an awareness of the systems and powers that influence human culture and a sense of hope rooted in the promises of God's Kingdom. *K & R. Vander Giessen-Reitsma.* 2:00 p.m. to 5:00 p.m.

IDIS 150 45 DCM: Multi-Sensory 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. *B. Fuller.* 2:00 p.m. to 5:00 p.m.

Dutch

DUTC W40 Dutch Interim Abroad. Experience Dutch culture and everyday life in the Netherlands. This course features extensive interaction and meetings with people in the Netherlands. Excursions to places of education, business, and political institutions, as well as museum visits, concerts, church services, and guided tours are also aspects of the course. Depending on language background of participants, individual students may receive semi-formal instruction in Dutch. Local and intercity travel is done via bus, train, and bicycle. Lodging is in comfortable hostels and home stays. Extended stays are in the cities of Amsterdam, Amersfoort or Harderwijk, and Middelburg with excursions to numerous other cities and into Dutch-speaking Belgium. There are several free days for travel. Course goals are that students demonstrate gains in Dutch language skills and that they increase their understanding of various religious, political, and cultural facets of the Low Countries. This interim is open to all students, but students having taken at least one Dutch language course are given priority admittance to this course. This course may fulfill an elective in the Dutch major and minor. This course will fulfill the CCE requirement. Course dates: January 8-28. Fee: \$3260. *H. De Vries*. Off campus.

Economics

ECON W80 Culture & Discrimination in LDCs. This course will explore and analyze the many forms of discrimination in less developed countries (LDCs), especially in collectivist LDCs, which are rooted in inherited beliefs, traditions, taboos, customs, and myths. These norms continue to play significant roles in marginalizing/discriminating against the poor, minority groups, and women, by limiting their capabilities, participation, and effective representations in many spheres of life. The course utilizes both the new institutional economic analysis (NIEA) and the capability approach (CA), which open up a genuinely interdisciplinary discussion. The course structure is divided into two main sections: first culture and gender discrimination; second, the ultra-poor and modern-day slavery. This course may fulfill an elective in the Economics major. Prerequisite: ECON 151 or 221. *A. Abadeer.* 2:00 p.m. to 5:00 p.m.

[IDIS W28 Personal Finance.](#) *E. Van Der Heide.* [8:30 a.m. to noon.](#)

[IDIS 150 11 DCM: Capitalism.](#) *S. McMullen.* [2:00 p.m. to 5:00 p.m.](#)

[IDIS 150 38 DCM: Learning from the Stranger.](#) *B. Haney.* [2:00 p.m. to 5:00 p.m.](#)

Education

EDUC W10 Zambian Education Developments (MAY). This course explores preschool—high school education and development in the area of Lusaka, Lusaka Province, Zambia. Participants will visit and later engage in aiding in Zambian public schools, in schools like the Esther School and the Helen DeVos Christian School started by American groups, and in International Schools in order to gain a deeper understanding of culturally sustaining pedagogy. The group will examine Zambian educational issues and the political, economic, and religious underpinnings to those issues through school visits and a weeklong classroom aiding experience, as well as through interactions with Zambian school leaders and church leaders. By examining another culture's educational structure and practices, it is a goal of the course to develop new ways of seeing possibilities for American schooling and international schooling. This course will fulfill the CCE requirement. Course dates: May 25—June 13, 2014. Fee: \$3850. *M. Terpstra.* Off campus.

EDUC W80 Teaching & Learning with Technology. This course will assist students in assessing his or her own administrative and instructional needs as a teacher and in becoming fluent with a variety of technologies that can be used to meet these needs. Students will explore existing educational environments and gain the knowledge needed to confidently assess a school's technology resources and determine which technologies they will effectively adopt. Exploration will include the enhancement of student learning to simple time saving tips for a teacher's day-to-day routine. Students will explore their own preferred teaching style and identify technologies that will help them reach a wider range learning styles. After two weeks of analyzing case studies and becoming familiar with technologies ranging from educational games to wireless course management software, students will spend one week in an educational environment putting into practice the skills they have learned. This course will fulfill an elective in the computer science in education minor. Prerequisite: IDIS 110 or equivalent. *M. Terpstra.* 8:30 a.m. to noon.

EDUC 343 Early Childhood Education: Preschool Field Experience. A field experience in a preschool setting that meets state requirements for the endorsement. Provides for analysis of teaching methods, materials, and classroom organization as they relate to the early childhood setting. Prerequisites: education 236, 337, 339, and Sociology 304. *S. Verwys.* Off Campus.

[IDIS W19 Beatles & the 60's: Music & More. R. Keeley. 8:30 a.m. to noon.](#)

[IDIS W23 Introduction to Storytelling. J. Kuyvenhoven. 2:00 p.m. to 5:00 p.m.](#)

~~**CANCELLED IDIS W80 Poverty, Homelessness, and Schooling.** Course dates: January 8-28. Fee: \$1250. *P. Stegink.* Off campus.~~

~~**CANCELLED IDIS 150 12 DCM: Promoting equity in urban schools. J. Walcott.** 8:30 a.m. to noon.~~

[IDIS 150 43 DCM: DisAbility - Beyond Suffering. P. Stegink. 8:30 a.m. to noon.](#)

English

ENGL W10 Finding God in the Movies: The Very Best Religious Films. This course will focus on the very best religious films ever made, a list that will include works as diverse as *The Shawshank Redemption* to *Babette's Feast*. Although Hollywood and film generally are usually seen as bastions of gleeful secularism, these films comprise an extraordinary body of film--some of filmdom's greatest, in fact--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 means and "message." The course will begin by asking the question of what makes a film religious, and then move on to consider the drama of religious experience in the journey from darkness to light, from despair to hope, and from tragedy to comedy. We will also reflect on the nature of audience response and the legitimacy of oft-drawn distinctions between religious film and Christian film. As much as possible the course will follow a seminar format. Recent viewing of all films in the course is a requirement. Class sessions view films and discuss, including some time for professor lecture on filmmakers and meanings, though this is kept to minimum. Students will be responsible for viewing the films and reading analysis of written critical texts. Students will keep a daily log of reactions to films, write three analytic papers, and take a final exam on the substance of the course. The course is rather intensive, examining a film just about every day of the term. It should also be noted that a number of the films in the course are R-rated and often dark in their estimate of human life. The viewing list will include such films as *Kieslowski's Three Colors: Blue*, *Malick's The Tree of Life* and *The Thin Red Line*, and *Robbins' Dead Man Walking*. The course is designed to immerse students in the work of the great masters of religious cinema in order to develop their own awareness of the religious capacities of cinema but also their exploration of the presence and character of the divine. *R. Anker*. 2:00 p.m. to 5:00 p.m.

ENGL W40 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 spirit and practical life, and the Romantics and their departure from Emerson. After reading Emerson, Thoreau, Dickinson, Alcott, Longfellow, Whittier, Hawthorne, and Bradford, the group travels to a living history experience in Plymouth Plantation, Massachusetts, to enter the period, and then to Concord, for on-site discovery, examination, and discussion with local academics and historians. The class remains in New England for 2 ½ weeks, visiting Salem, Cape Cod and Plymouth, Lowell, Boston, Amherst, and Springfield. The objective in each case is to unite the students' reading, their experience on site, and their own wrestling with what it means to be a Christian writer, artist, and thinker. This course may fulfill an English Department elective in the writing major, the literature major, the secondary and elementary education majors and the language arts major. Course dates: January 8-28. Fee: \$2325. *D. Hettinga, N. Hull, G. Schmidt*. Off campus.

ENGL W41 Faith & Fiction. Literary critic Lionel Trilling argues that the fundamental subject of American literature is salvation. This course looks at a selection of works by contemporary writers with a particular focus on the ways in which faith informs literature, and asks the

question: how does literature, in the words of Henry Zylstra, give us “more to be Christian with”? To answer this question, we will engage novels, short fiction, poetry, and films that center on faith questions. The class will consider, as well, the force of faith in literature in terms of critical essays, especially those written by many of the writers who have visited Calvin College as part of the Festival of Faith and Writing since 1990. This course may fulfill an elective in the Literature and Writing majors. *J. Holberg, J. Zwart.* 8:30 a.m. to noon.

ENGL W42 Human Creativity & the Literary Arts. This course is designed for, but not limited to, writers interested in exploring the creative process as well as looking for inspiration for their art. Throughout the course, students investigate answers to a variety of questions: What is the source of human creativity and how do writers tap into it? What can be learned from pioneers in and outside the literary arts—their methods, their studios, their habits of thought? What does creativity have to do with godliness? The primary text for the course is Peter Turchi’s *Maps of the Imagination: The Writer as Cartographer*, but students watch and discuss documentaries of various artists reflecting on their art—architects such as Frank Gehry, musicians such as Les Paul, photographers such as Annie Liebovitz, and others. The course approaches creativity in a multi-sensory, multimedia way. Class periods not only provide opportunities for the mind to roam in conversation but also hands-on exercises, mini-field trips, and invitations to play. Throughout the course, students reflect, dabble, scheme, and dream in a sketchbook—blank pages for their observations, questions, and creative responses, including the rough beginnings of stories, poems, or compositions. The ultimate goal, then, is that the course will serve as a hothouse for student creativity. The course may count as an elective in the Writing minor. With consultation of the student’s faculty advisor, the student may choose to substitute this interim for a class that fulfills a line in the Writing Major. *L. Klatt.* 8:30 a.m. to noon.

~~**CANCELLED ENGL W43 Writing Books for Children.** In this workshop students write short books for children in a number of genres—poetry, realistic, fantastic, or historical fiction, and nonfiction. Students read many examples of all of these genres as well as a number of essays about writing by established writers for children. Students are expected to write extensively, to critique each other’s work, and to make at least one presentation. Students should come with a willingness to take risks, to accept criticism, and to work hard. This course may fulfill an elective in the Writing major and minor. *D. Hettinga.* 2:00 p.m. to 5:00 p.m.~~

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

[IDIS W21 Inside the January Series.](#) *K. Saupe.* 9:00 a.m. to noon & 12:30 p.m. to 1:30 p.m.

[IDIS W29 Preparing for the Semester in Britain \(2 hours\).](#) *D. Ward.* 2:00 p.m. to 5:00 p.m.

[IDIS 150 13H Honors DCM: Dramatic Families.](#) *D. Urban.* 8:30 a.m. to noon.

~~**CANCELLED IDIS 150 14 DCM: Writing, Faith & the Festival.** *D. Rienstra.* 8:30 a.m. to noon.~~

IDIS 150 15 DCM: Utopian Literature. C. Engbers. 8:30 a.m. to noon.

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. This course fulfills the senior special topics requirement. Prerequisites: Engineering 330, 331, 335, and senior standing. *A. Sykes.* 2:00 p.m. to 5:00 p.m.

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

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

ENGR W83 Sustainable Energy Systems. Renewable and sustainable energy systems are providing increasingly large fractions of the energy mix worldwide. In this course, students consider fundamental engineering principles, economic factors, and Energy Return On Investment (EROI) for a wide variety of renewable and sustainable energy technologies. Special focus is given to performance and design of wind and solar systems, and data from demonstration systems at Calvin College are analyzed extensively. Several software packages that aid renewable energy system design are introduced. This course fulfills the senior special topics requirement. Prerequisite: Engineering 333 or permission of the instructor. *G. Ermer, M. Heun.* 8:30 a.m. to noon.

ENGR W84 Storm Water Management. Civil and Environmental Engineers today are frequently faced with the problem of managing the impacts of storm water within both urban and

rural environments. Management involves addressing issues of both storm water quantity and quality. The first objective of this course is to introduce the basic principles, computational methods, and treatment approaches used to manage storm water quantity and quality. The second objective is to introduce the students to issues of professional practice through site design projects. Guest speakers and case study reviews are also used to emphasize basic principles and management techniques. This course will fulfill the engineering special topics course. Prerequisite: Engineering 320 and 306 or permission of instructor. *R. Hoeksema*. 8:30 a.m. to noon.

[IDIS W42 In Search of Water in Kenya](#). Course dates: January 6-27. Fee: \$3995. *J. Bascom, D. Wunder*. Off campus.

[IDIS W43 Engaging Development in Cambodia](#). Course dates: January 7-28. Fee: \$3700. *L. De Rooy, D. Dornbos Jr, P. Dykstra-Pruim*. Off campus.

[IDIS W44 Business, Engineering & Religion](#). Course dates: January 3-25. Fee: \$4600. *R. Brouwer, N. Nielsen*. Off campus.

[IDIS 103 Oral Rhetoric for Engineers](#). *M. Steelman Okenka*. 8:30 a.m. to noon or 2:00 p.m. to 5:00 p.m.

CANCELLED ~~IDIS 150 16 DCM: Science Fiction Stories~~. ~~*S. VanderLeest*~~. 8:30 a.m. to noon.

French

FREN W80 Cap Haitien, Haiti. In this course students will spend three weeks teaching French to the student orphans of EBAC Christian Academy and Orphanage in Morne Rouge, Haiti. Students are housed at the Joshua House Missionary Lodge on the IDADEE Orphanage compound in Cap Haitien, Haiti. The EBAC orphanage houses approximately 100-130 orphans ranging in ages from toddlers to high school. Course work at the school is currently conducted in English. However, since French is the official language of Haiti these students must have a mastery of French in order to progress in their studies at a Haitian University or to find gainful employment beyond their immediate neighborhood. The two missionaries who run EBAC would like to strengthen the French language instruction for the orphans with the help of Calvin students. During the interim, Calvin students are exposed to Haitian Creole and study it and its origins prior to the trip. Additionally, the history of Haiti is studied along with a focus on economics and Haiti's extreme poverty and infrastructural dysfunction. Guest speakers share their experience working in Haiti. Excursions include a visit to historical sites like the Citadel; however, extensive travel outside of the greater Cap Hatien area is limited due to poor road conditions. This course may fulfill an elective for the French major/minor and for the International Development Studies major/minor. This course will fulfill the CCE requirement. Prerequisite: French 201 or the equivalent. Course dates: January 6-24. Fee: \$3140. *J. Vos-Camy*. Off campus.

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

[IDIS W27 French Cinema. O. Selles. 8:30 a.m. to 12:20 p.m.](#)

Geology, Geography & Environmental Studies

GEOG W40 The Geography of Terrorism. This course introduces students to terrorism from a geographic perspective. The course is formatted to provide both foundational theory and practical skills as a lecture and lab. Lectures and readings will include a variety of topics on terrorism, including investigation of definitions of terrorism, various historical and modern forms of terrorism, critical theory, issues of Christian faith in relation to terrorism, Homeland Security, and the state-of-the art of terrorism research from a geographic perspective. Laboratory work will be conducted using Geographic Information System (GIS) technology. Lab work will explore the spatial analysis and mapping of multiple forms of terrorism, vulnerability and threat analysis, border issues, privacy, international relations, and weapons of mass destruction. This course may fulfill an elective in the Geography major and minor. *J. Van Horn.* 8:30 a.m. to noon.

ENST 395 Environmental Studies Capstone. This course aims to develop a Christian philosophy of the environment and environmental management. Issues, problems, and controversies in environmental ethics are explored. Environmental thought is explored historically, through the perspectives of contemporary environmental movements, and finally from a Reformed, Christian perspective. These topics are studied in a seminar format with extensive readings, student reports, and discussion. Prerequisites: Environmental Studies 210 and 302 or permission of the instructor. This course fulfills the Integrative Studies core requirement. Course dates: January 8-28. Fee: \$1250. *J. Skillen.* Off campus.

GEOL 153 Big Sky Geology: Montana (MAY). This Interim course in Physical Geology is based in southwestern Montana, a location with a wide variety of superb geologic exposures and landscapes. 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. Field activities are an important part of the course, and afternoon field work most days 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, make an identified rock and mineral collection, and maintain a written field log. Course dates: May 26-June 9. Fee: \$1250. *G. Van Kooten.* Off campus.

[IDIS W42 In Search of Water in Kenya.](#) Course dates: January 6-27. Fee: \$3995. *J. Bascom, D. Wunder.* Off campus.

Germanic & Asian Languages

GERM W80 German Interim Abroad. Participants of this course will 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 southern former West Germany. Activities include four home stays, lectures, discussions, interviews, tours, and attendance at cultural and social events. Course participants choose where they will travel independently during the last four days. Course goals include active participation in course activities, growth in intercultural sensitivity, gains in mastery of the language, and increased understanding of various religious, political, and broadly cultural phenomena of Germany. This course will fulfill the CCE requirement. Prerequisites: German 301 and permission of the instructor. Course dates: December 28, 2013-January 23, 2014. Fee: \$2905 and up to \$650 for personal and final-week costs. *C. Roberts*. Off campus.

GERM 122 Intermediate German. This course is the second in a closely integrated sequence involving two semesters and the interim. The sequence is intended for students who have completed one to two years of high school German but who, on the basis of a placement test, are not prepared for 201. It is also open to students who show strong language aptitude in German 101, providing an accelerated core track. The course includes a strong emphasis on oral interaction and intercultural learning. Prerequisite: GERM 101/121. *M. Buteyn*. 8:30 a.m. to noon and 2:00 p.m. to 3:00 p.m.

DUTC W40 Dutch Interim Abroad. Course dates: January 8-28. Fee: \$3260. *H. De Vries*. Off campus.

IDIS W43 Engaging Development in Cambodia. Course dates: January 7-28. Fee: \$3700. *L. De Rooy, D. Dornbos Jr, P. Dykstra-Pruim*. Off campus.

Greek

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

History

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

HIST 380/IDIS340 Field Work in Archaeology (MAY). 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 2014 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 presentations, interview-based recording of modern Umm el-Jimal village culture, planning of a community heritage center, preservation of a large Byzantine house, and working as part of a team of professional archaeologists from Jordan and the United States. A lecture series on contextual subjects and lessons in Arabic will round out the week-day routine. Three weekends will be used for travel in Jordan, including a visit to Petra. A post session trip to Jerusalem is included in dates and fee. Course may be taken as Archaeology Minor Field Work Requirement or as History or general college elective. This course will fulfill the CCE requirement. Prerequisites: Interdisciplinary 240 or permission of the instructor. Course dates: May 26-June 23. Fee: \$3615. *B. de Vries*. Off campus.

[IDIS W40 Italy: Ancient & Medieval. Course dates: January 8-28. Fee: \\$4,450. Y.Kim, J. Winkle. Off campus.](#)

[IDIS W45 Film Noir & American Culture. J. Bratt, B. Romanowski. 2:00 p.m. to 5:00 p.m.](#)

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

~~**CANCELLED IDIS 150 17 DCM: John Wayne & St. Augustine. W. Katerberg. 8:30 a.m. to noon.**~~

[IDIS 150 18 DCM: The Civil War & Reconstruction. D. Miller. 8:30 a.m. to noon.](#)

[IDIS 150 19 DCM: Understanding Islam. D. Howard. 2:00 p.m. to 5:00 p.m.](#)

~~**CANCELLED IDIS 150 20 DCM: Other Sheep I Have: African-American Missions in Africa. E. Washington. 8:30 a.m. to noon.**~~

Interdisciplinary (IDIS)

IDIS W10 Adoption and Foster Care for Chinese Children with Special Needs (MAY).

Through readings, guest lecturers, classroom discussions, and experiential learning, students examine the social, medical and educational issues of Chinese children with significant special needs. Students travel to Zhengzhou in the Henan Province of China and learn through active volunteering in a foster care program, school, or parent support program in partnership with Bethany Christian Services Global, LLC. Students gain an initial understanding of Chinese culture and learn about health and educational services for orphaned children with special needs. Students are personally challenged by issues of faith and compassion as they volunteer in the programs. This course will fulfill the CCE requirement. Course dates: May 26-June 12. Fee: \$4481. *J. Vander Woude*. Off campus.

IDIS W11 W L'Abri Switzerland. L'Abri Fellowship is a Christian study center situated in the French-speaking portion of the Swiss Alps. Founded in the 1950s by 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; English is the language of instruction. Typically, students spend half the day in study, the other half working in the community. Up to six 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. This course is a CCE optional course. Course dates: January 8-February 1. *L. Hardy*. Off campus.

IDIS W12 The Rediscovering of Peru. This course is an opportunity to experience the hidden Peru. From the dry Pacific coast to the rugged Andes Mountains ancient cultures have left their footprint. Some were conquered; some abandoned, but all have contributed to the cultural development of modern Peru. Students will walk through the Moche Pyramids and the largest adobe city in the world, Chan Chan. The course will visit Cajamarca, an Incan resort town for the local hot springs. Students will travel to the site where Pizarro ransomed the last Incan ruler for a roomful of gold and silver. Additionally, a service-learning project will be undertaken with a local church. The goal of this course is to observe the historical development and geographical isolation that has instilled the cultural regionalism that persists in Peru today. This perspective will be used to examine the current tensions in environmental issues found in Peru. Additionally, students will engage the differences within the church in the developing world. Travel will center on Lima, Chimbote, Trujillo and Cajamarca. Day trips and trekking from these sites will give a broad scope to the students' experience. Evaluation is based on an ethnographic study, photo-documentation report, reflective journals, an oral presentation and brief essays. There is no language requirement for this course. This course will fulfill the CCE requirement. Course dates: January 8-28. Fee: \$2655. *C. Tatko*. Off campus.

IDIS W13 Experiencing Honduras from Coast to Coast. This course provides students the opportunity to dig deep and see the many sides of Honduras. Students participate with dozens of Honduran cyclists in an 8-day trek from Honduras' Atlantic coast in the North to the Pacific coast in the South. In 8 cities along the way, students have the opportunity to learn about the issues of education in Honduras, meet its best students and hear what the Transform Honduras movement is doing to improve education around the country. Students also spend time immersed in

Honduras' history in the Mayan city of Copan, experience snorkeling in its beautiful coral reefs and spend time with Honduran leaders in the nation's capital to learn about the tough issues this amazing country is facing and what is being done to bring about change. This course will fulfill the CCE requirement. Prerequisites: students will be required to have a complete physical exam and will need to demonstrate a high level of physical conditioning prior to being accepted for the course. Course dates: January 5-25. Fee: \$2485. *K. Ver Beek*. Off campus.

IDIS W14 Camino de Santiago: The Christian Tradition of Pilgrimage (MAY). Students experience the ancient Christian practice of pilgrimage, walking 450kms of the Camino de Santiago and staying in pilgrim hostels. Firsthand experience is supplemented by reading accounts written by pilgrims throughout the ages. As they walk, students interview fellow pilgrims to discover their motivations, their insights and the highlights of their journeys. Students collect and annotate a selection of these interviews as a part of their final project. In addition, each student chooses a particular focus to share with the group throughout the walk such as art, architecture, Spanish history, iconography, traveler stories, folktales and legends, religious rituals, physical challenges. No knowledge of Spanish language required. This course will fulfill the CCE requirement. Course dates: May 25-June 27. Fee: \$ 3540. *C. Slagter*. Off campus.

IDIS W15 South Korea Business & Culture. South Korea as an emerging and rapidly growing economy has a significant influence and impact on the global economy, church and society. It is important for Christians to understand God's intended role for business in society. Students will learn about national and international business practices by touring Korean and international companies while interacting with Korean business persons. The course includes the history, culture and religions of Korea as well as current business, economics and the Christian church today. Students will visit a Korean university and interact with their students on topics of education, business, culture, and international organizational relationships. Students will attend several very large and smaller Korean churches, and visit some local Buddhist temples. Travel throughout Korea will include major historical and cultural sites in a variety of cities such as Seoul, Andon, Gyeongju, Hapcheon, Busan, and Suncheon. Sites visited will include the demilitarized zone, important palaces, national parks, and folk villages. This course will fulfill the CCE requirement. Open to sophomores, juniors and seniors of any major. Preference given to students majoring in business, economics, accounting or international studies. Course dates: January 8-28. Fee: \$4,400. *C. Jen, E. Vander Heide*. Off campus.

IDIS W16 Indian Business & Christianity. It has become important for business persons to understand India. It is also important for Christians to understand God's intended role for business in society. Explore both by engaging with business people in India, many of whom are Christian. Travel to India (Delhi, Agra, Jaipur and Hyderabad) and explore the history and culture of India as well as engage in a ten-day unpaid internship in Hyderabad at either a for-profit or non-profit organization, many of which are operated by Christians with a business as mission model. The course includes fourteen distinct internships for fourteen students. All internships are in a specific area of business, accounting, economics or development studies, and students are matched according to expertise and interest. The internships allow students to experience business in India and work alongside their Indian peers. The course includes readings on Indian culture, business as mission and cross-cultural understanding. Open to sophomores, juniors and seniors of any major. Preference given to juniors and seniors majoring in business,

accounting, economics or international development studies. This course will fulfill the CCE requirement. Course dates: January 7-29. Fee: \$4400. *L. Van Drunen*. Off campus.

IDIS W17 Costa Rica River & Rainforest Expedition. This cross-cultural wilderness expedition features two national outdoor recreation certifications, instruction in two distinct wilderness skill sets; rainforest backpacking and white-water kayaking, and explores cultural life, environmental issues, and the ecology of the central mountains, rivers, and costal marine environment of Costa Rica. Following a 2 day on-campus Wilderness First Aid course offered by the Wilderness Medical Institute of NOLS, students will fly to San Jose, Costa Rica. The first phase consists of an eight day backpacking descent from high elevation cloud forest to low elevation tropical rainforest. During this trek, students will master backcountry living and travel skills, as well as gaining introductory knowledge regarding the diverse ecological systems. Following three nights of rainforest camping, students will enter the homestay phase. During the trek students enjoy cultural and Spanish immersion experiences through home stays with Costa Rican Families in remote rainforest communities. Following the trek, students will trade backpacks for whitewater boats. Over the next eight days, participants will gain whitewater rafting skills, hard shell kayak instruction, and a complete a 2 day Whitewater Rescue Technician course. The course will conclude with three days of surf instruction, a sea turtle habitat restoration project, and general exploration of the marine environments of the magnificent Pacific coast. Along with gaining wilderness and whitewater travel skills, students will develop cross-cultural awareness as they interact on a daily level with remote Costa Rican communities and Tico instructors. This course will fulfill the CCE requirement. Course Dates: January 6-26 Fee: \$3325. *R. Rooks, D. Vander Griend*. Off campus.

IDIS W18 A Real Pain of a Class. Pain is one of the most common reasons people seek medical care. Unfortunately, pain is inadequately treated due to patient and health care provider-related barriers including fear of addiction. Pain that is poorly managed may lead to anatomical and physiological changes in the nervous system that can result in pain becoming a long-term or chronic condition. The Institute of Medicine has called for far-reaching reforms in pain management and the education of healthcare professionals regarding pain and pain management. This course introduces students to the human pain experience as an unpleasant sensory and emotional experience that is influenced by one's social history and cultural expectations as well as individual differences in physiological, developmental and psychological makeup. Human physiology behind the sensation of pain is presented. Differing viewpoints on pain and suffering are discussed. Psychological and social aspects of pain and pain management including the effects of gender, culture and other socioeconomic factors are explored. Interdisciplinary representations of pain, including art and literature, are used to examine the experience of pain throughout history. Guest speakers present on pain and suffering, opioid addiction and pain management, opioid diversion and the legal system, pain management at end of life and barriers in the health care system to effective pain management. *B. Byma*. 8:30 a.m. to noon.

IDIS W19 Beatles & the 60's: Music & More. In this course the students get an overview of the career of perhaps the most important artists in 20th century popular music. They study the Beatles in their musical and historical settings as well as other important music and culture of the era. The course includes an analysis of the Beatles recordings and films, videos, and concert recordings. Readings include recent books and articles that give context to their music and their

careers. There is an emphasis on understanding the music in the context of the career path of the artist, other music of the time, and other things going on in the world that both influenced and were influenced by their art. Christian engagement with the music of the Beatles and the culture of the sixties is an important part of the discussions. *R. Keeley*. 8:30 a.m. to noon.

IDIS W20 Games in Community. Euro style games, made popular by games such as *The Settlers of Catan*, have pushed game playing into mainstream culture. New games stimulate interaction, reward planning and strategy rather than chance, and usually provide a mechanism to keep all players engaged until the very end. In this course students act as game players, critics, and designers. Through daily play of new games students explore aspects of well-designed games such as the mechanic, time of play, and clarity of rules. Students take turns serving as host, teaching both rules and strategies to small groups. Post-game discussions of game playability coupled with a daily journal provide students opportunity to reflect upon the appropriate balance between competition and cooperation in game play. Consideration is given for the role of hospitality in game play, choosing games appropriate for the audience, and employing games for fellowship rather than competition. One class session includes a Q&A with game designer(s). For a final project student teams design, construct, and present their own game. *E. Arnoys, C. Blankespoor*. 2:00 p.m. to 5:00 p.m.

IDIS W21 Inside the January Series. The Award-winning January Series brings some of the world's greatest authorities in their fields to Calvin to speak on a range of topics. Participants in this course encounter a diversity of issues and perspectives by attending the January Series programs. Students enjoy additional opportunities to interact with the speakers by watching live interviews with several presenters and spending part of each morning in personal conversation with the speakers. In response to the values and ideas they encounter with each speaker, students are challenged to clarify and articulate their own worldviews and to find ways to put their values into action. Course requirements include attendance at all January Series events. *K. Saupe*. 9:00 a.m. to noon & 12:30 p.m. to 1:30 p.m.

IDIS W22 *Into the Woods, Jr.* - Sondheim. Musical Theatre is the most collaborative of all arts, which include directors, choreographers, dancers, singers, actors, technicians, designers, musicians and the like. This course will incorporate students in various roles with supervision. The goal of the course is to educate and give students the opportunity to exhibit their musical and technical skills in a performance practicum, which will culminate into six performances of *Into the Woods Jr.* Sondheim's musical "Into the Woods Jr." – takes favorite storybook characters and brings them together for a timeless piece and rare modern classic. The story follows a Baker and his wife who wish to have a child, Cinderella who wishes to attend the King's Festival, and Jack who wishes his cow would give milk. When the Baker and his wife learn that they cannot have a child because of a Witch's curse, the two set off on a journey to break the curse. Everyone's wish is granted, but there are consequences.

This course will meet in the afternoons with afternoon and evening rehearsals and performances. Some mornings and Saturdays may also be required for play production work, but no more than eight hours will be required on any given day. The final production of *Into the Woods Jr.* will be performed for the public February 6-8, 13-15, 2014 as part of the CAS Department's theatre season. All students in this course must commit to these two weekends for the performance of

the play. Prerequisites for performers: basic music, acting and dance knowledge and availability for 6 performances in February. *D. Freeberg, C. Sawyer.* 2:00 p.m. to 5:00 p.m. and 6:00 p.m. to 9:00 p.m.

IDIS W23 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 story tell, riddle, share fables, tell tall tales, and share folktales. Participants consider the significance of Jesus' use of storytelling to teach. What may have been lost in the shift from the message told and heard, to a message received in text? Throughout the course, participants will consider storytelling as a spiritual activity of *Koinonia*, community building. The realization that Christians are called to be tellers of the Story, supplies urgency for growing abilities to listen, tell and make meaning with storytelling. Other emphases include the social-cultural root of stories as well as issues of voice and appropriation; the relationships of teller and listener as these elaborate narrative words into present relationships; storytelling as the development of a learning community; and storytelling as verbal art. *J. Kuyvenhoven.* 2:00 p.m. to 5:00 p.m.

IDIS W24 Spiritual Strength Training. Do you want to build your spiritual strength and be strong in the Lord? Do you want to deepen your relationship with God through the power of the Holy Spirit? This course is designed for students who desire to have a dynamic, intimate relationship with Jesus, and who long to cooperate with the Holy Spirit in all aspects of life. The third person of the Trinity is often the least known, yet it is He who makes Jesus Christ known to us. Special emphasis is placed on teaching students about the Holy Spirit to understand how one may be transformed and empowered to live as Christ leads, rather than charting one's own course and asking God to bless it. Course topics include: historical overview of the church's understanding of the Holy Spirit; overview of Spirit-led waves of revival beginning in the 18th, through the 21st century; theological and historical reasons why many traditions have resisted emphasis on the Holy Spirit; what the Bible teaches about the divine personhood, and inward and outward works of the Holy Spirit; how to receive guidance from, cooperate with, and be empowered by the Holy Spirit; how to discern and develop one's gifts from the Holy Spirit; and what the Bible teaches about the healing ministry of Jesus as it relates to spiritual, emotional, relational and physical healing. Students are regularly provided with opportunities for the practical application of theological and theoretical topics via the incorporation of in-class exercises; opportunities to pray with classmates; opportunities to dialogue with, and receive personal prayer from spiritual trainers; and participation in a 2-½ day on-campus Dunamis Project conference (1/23/14-1/25/14), sponsored by Presbyterian Reformed Ministries International. *J. Kraak, N. Van Noord.* 2:00 p.m. to 5:00 p.m.

IDIS W25 Theology of Narnia. Many Christians first encounter C. S. Lewis as children through reading his Chronicles of Narnia, but there is much in these books that children miss. Reading the books again as adults allows for a deeper exploration of Lewis' use of the Christian tradition, especially the medieval tradition that was his scholarly specialization. Students in this class are expected to read all seven of the Chronicles as well as one major secondary source. The class considers the theological and philosophical assumptions that drive these stories and the lessons - sometimes explicit,

sometimes hidden - that Lewis intends to teach. Connections with Lewis' apologetic writing will be made throughout. *L. Smit*. 2:00 p.m. to 5:00 p.m.

IDIS W26 Theory & Practice of Quilting. This 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. Students will need access to a sewing machine (which will be brought to class on a regular basis), and basic sewing supplies: scissors or rotary cutter and mat, fabrics, thread, batting, etc. *S. Clevenger*. 2:00 p.m. to 5:00 p.m.

IDIS W27 French Cinema. This course introduces French Cinema from the silent era to the present. Films chosen for the course cover a variety of genres (e.g., comedy, drama, documentary) and include classic films by directors such as Renoir and Truffaut as well as recent productions that earned popular and critical acclaim. The main goal of the course is to study the development of French Cinema and its presentation of French society, but we will also be looking at a number of films from other French-speaking countries (Belgium, Canada). Knowledge of French is an asset but not required as all films have subtitles. *O. Selles*. 8:30 a.m. to 12:20 p.m.

IDIS W28 Personal Finance. All of us have been forced to make decisions that impact our future economic well-being. What is the best type of loan to finance college? Can I afford to study abroad next semester? How will I pay for a car to get to my job? Personal finance is a specialized area of study focusing on individual and household financial decisions: How much should I save? How much should I spend? Do I need life and health insurance when I get out of college? What type would be best for me? Financial planning is a process of setting financial goals and organizing assets and making decisions to achieve these goals, in an environment of risk. This class will consider financial goals for Christians and will provide information and techniques to help students be good caretakers of what God entrusts to them. Topics covered will include: financial planning tools, goal setting and budgeting, tax planning, cash management, consumption and credit strategies, automobile and housing decisions, insurance needs, concepts of investing, and retirement planning. Class sessions will include lectures, presentations by finance professionals, video, and group discussion. Students will be evaluated on the basis of quizzes from text material, short paper presentations, and a final exam. *E. Van Der Heide*. 8:30 a.m. to noon.

IDIS W29 Preparing for the Semester in Britain (2 hours). This course is designed exclusively for students who will enroll in the 2014 Semester in Britain program. Because the 2014 Interim term ends after the Semester in Britain Program begins in England, we have planned this special Interim course, which will meet only until Monday, January 20 (on Friday, Jan. 17, we will meet in the morning and afternoon, so there will be a total of ten class sessions).

The aim of the course will be to introduce historical and cultural context that will prepare students for living in York, studying at York St. John University, and living in Yorkshire, England. We will do that by (1) reading and discussing general English history, (2) focusing on particular interpretations of major periods and events in English history, and (3) preparing for specific local excursions in and around York. Students will read a general text in English history, watch parts or all of various video series on England, read a selection of essays pertinent to Yorkshire history and culture, and write informal responses to these. Students will also, in small groups, conduct research to prepare them to lead (and provide contextual materials for) local excursions. *D. Ward*. 2:00 p.m. to 5:00 p.m.

IDIS W30 I Long, Therefore, I Am. Descartes famously exclaimed, "I think, therefore, I am." He believed that we human beings are fundamentally *thinking* things. This course explores an alternative picture of human beings, one according to which we are essentially *longing, desiring* beings. Through readings of both fiction and non-fiction, through music and movies, we will examine that deep and pervasive feature of human existence the Germans called *Sensucht*, 'a kind of perpetual *yearning* or *desire* whose defining characteristic is that of *unattainability*. Students will be challenged to consider how this fundamental feature of human existence fits with Christian anthropology. *K. Corcoran*. 8:30 a.m. to noon.

IDIS W40 Italy: Ancient & Medieval. The primary academic objective of this trip is to gain an understanding of the classical context in which western Christianity developed and flourished. Participants visit many sites in Italy, with special emphasis on the urban centers of classical, medieval, and Renaissance culture. On-site lectures address topics in Roman and early Christian history, religion, literature, art, and architecture. The itinerary includes Rome, Naples, Pompeii, Herculaneum, Sorrento, Palestrina, Perugia, Assisi, Ravenna, Bologna, Florence, Tivoli, and Ostia. This course may fulfill an elective in the Classics major and minor. Optional cross-cultural engagement credit is available for those who meet additional requirements. Prior course work in classical languages or culture is not required. Course dates: January 8-28. Fee: \$4,450. *Y. Kim, J. Winkle*. Off campus.

IDIS W41 Building Communities in Uganda. Like two previous courses, in Kenya in January 2010 and in Uganda in January 2012, this course seeks answers to a basic question in the ethics of development: how can governments, churches, and nonprofit agencies work together most effectively to improve lives and strengthen political and social structures in Africa today? World Renew (formerly Christian Reformed World Relief Committee) will again coordinate in-country visits, supplemented by contacts that the instructor has established with Catholic mission and development initiatives. Sites to be visited will include schools, clinics, and agricultural projects in cities and rural areas of central and northern Uganda. We will meet community leaders, medical workers, pastors, members of religious orders, and business owners and learn how Ugandans are coping with a history of civil war, drought, and autocratic government to build a better future. We will also meet students and faculty members at leading Catholic and Protestant universities. Included in our activities will be overnight stops in one of East Africa's leading game reserves, Murchison Falls National Park, and in the Budongo Forest, where visitors can observe chimpanzee populations in the wild. Readings on East African history and politics, fiction set in East Africa, articles on development ethics, and class lectures and discussions will provide a basis for student reflection on issues of justice, human rights, health care, and

community development in Africa today. This course may fulfill an elective in the African Diaspora Studies minor and the IDS major and minor. This course will fulfill the CCE requirement. Course dates: January 6-26. Fee: \$3700. *D. Hoekema*. Off campus.

IDIS W42 In Search of Water in Kenya. This course travels to Kenya. Water is our primary focus. We explore its complexities in the context of a pastoral land use, increased population, climate change, land degradation, economic development, cultural change (including that spurred by Christianity) and the efforts of non-governmental agencies. In Nairobi, we walk the city and visit the Kibera slum as well as meet with church leaders, US AID officials and World Renew staff. The main portion of the course is a 12-day trip to Samburu region. The overland trip crosses a variety of geographical and cultural terrains en route to the rangelands of a cattle community. Students then make an assessment of technical efforts to secure water – boreholes, traditional wells, water catchments on rock faces, pan dams, rehabilitated dams, and a capped spring – as well as consider future alternatives. Students also conduct a social survey so as to understand the cultural, economic, health and spiritual issues associated with water as well as the perception and reception to water projects. Students have first-hand exposure to Samburu culture while camping in a small community, and, have the option to do a home stay in a traditional manyatta. En route back to Nairobi, we spend two days at a national game park. The course concludes with a trip to the coastal town of Malindi. We stay at a Christian environmental group's guesthouse. We tour a mangrove swamp, debrief, and snorkel in Kenya's best marine reserve. Kenyans brief the group in Samburu as well as at the US Embassy, World Renew office, the game park, and the coast. The course may serve as an elective for engineering and geography majors as well as for majors and minors in International Development Studies. This course is a CCE optional course. Course dates: January 6-27. Fee: \$3995. *J. Bascom, D. Wunder*. Off campus.

IDIS W43 Engaging Development in Cambodia. The goal of this class is to identify and understand the root causes of abject poverty in Cambodia, then to visit and participate with a wide variety of organizations supporting development activities there. Issues engaged include food production capacity, land use trends, availability of adequate and clean water, availability of education and primary health care. We will engage with a variety of non-governmental organizations involved in supporting the holistic transformation of communities; World Renew (CRWRC) village projects enabling people to produce greater quantities of healthful food; water filtration and pumping methods, orphanages, Kindergarten classes, hospitals, and several Christian churches. Students will have opportunity to contribute service-learning hours by working with these organizations. The class will start by engaging the historic and cultural underpinnings that created the current situation in Cambodia. A visit of the Angkor Wat temples will lay an ancient historical foundation of Cambodian culture, followed by the Killing Fields and Tuol Sleng prison to underscore the recent impact of the Khmer Rouge. Students will gain a clear understanding of what current living conditions are in Cambodia for an average Cambodian citizen in urban and rural environments, what the impediments to change are, what can and is being done to make a positive and sustainable change, how to be agents of redemption in a deeply troubled society. This class is a cooperative learning adventure with Calvin College and Handong Global University (South Korea). This course may fulfill an elective in the International Development Studies major and minor. It also qualifies toward the requirements of the Engineering Department's International Designation program. This course will fulfill the

CCE requirement. Course dates: January 7-28. Fee: \$3700. *L. De Rooy, D. Dornbos Jr, P. Dykstra-Pruim*. Off campus.

IDIS W44 Business, Engineering & Religion. In today's global economy, business practices, engineering design, product development, and product marketing must take the international market into account. This course introduces the students to the business practices and product development in the international market, focusing on business and R & D in Europe. Students will learn how the languages, history, culture, economics, regulations, and policies of Europe shape the business and design process through tours of businesses, engineering research facilities, manufacturing facilities, as well as discussion sessions with leading business executives and research engineers in Europe. A second theme of the course reviews the history of the reformation with visits to Wittenberg, Heidelberg, and more. Locations will include Amsterdam, Brugge, Paris, Strasbourg, Munich, Nurnberg, Prague, Leipzig, Berlin, and Bremen. Additional religious and cultural locations will include visits to the Begijnhof, The Hague, Versailles, Notre Dame Cathedral, Reims, Dachau, Neuschwanstein, St. Vitas Cathedral, and more. This course will fulfill the CCE requirement. This course qualifies towards the Engineering Department's International Designation program. Course dates: January 3-25. Fee: \$4600. *R. Brouwer, N. Nielsen*. Off campus.

IDIS W45 Film Noir & American Culture. An interdisciplinary analysis of film noir, a "style" or "historical genre" of film that emerged during World War II and flourished in the postwar era. This course begins with an examination of representative films from the classic noir period (1941-1953), approaching them through close analytic and interpretive readings which we will discuss together in class. 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. This course may fulfill an elective in the Film Studies major. *J. Bratt, B. Romanowski*. 2:00 p.m. to 5:00 p.m.

IDIS W46 Law: Portrayal, Perception & Practice. This course offers students an opportunity to learn directly from legal practitioners about various aspects of law and legal practice. Students will participate in class lectures and classroom seminars led by legal professionals who will use feature films to explore specific aspects of law and to examine popular perceptions and cinematic portrayals thereof in comparison with actual legal practices. Through this process, students will be introduced to basic legal concepts and terms, as well as basic skills in writing and analysis. Students will be required to be active participants in class discussion and complete several analytical writing assignments based on topics covered in the course. This course may fulfill an elective in the Political Science major. *R. Vogelzang, J. Westra*. 2:00 p.m. to 5:00 p.m.

IDIS W47 Sound Design. Students in this course will learn about the acoustical and psychological basis of sound and how it is reproduced digitally by various means. Students will use "Pure Data" language to construct original sound objects, create sound pallets from sampled sounds they collect and process, and combine and modify ready-made sounds from music synthesizers. A substantial portion of the course will be spent analyzing and appreciating sound

art as it appears in music for films, video games, web pages, and art installations. Such examples will serve as models for original student compositions. This course may fulfill an elective for Music majors. *D. Fuentes*. 2:00 p.m. to 5:00 p.m.

IDIS W60 China: Culture, Medicine & Bioethics. The world's most populous country has a long, rich cultural tradition featuring unique views of life, persons, the human body, medicine, nature and the environment. As China has sought to modernize over the last half century, some of its traditions and practices have persisted, while others have become westernized. During this interim, students will spend 2½ weeks in China studying Chinese history, culture, philosophy, and religion, with an emphasis on their foundations for traditional Chinese medicine and modern medicine, and issues they raise in medical and environmental ethics. In Beijing, students will visit the Great Wall, the Forbidden City, Temple of Heaven, North Palace, Tiananmen Square, Beijing Zoo, and dine with local residents. In Shanghai, the class will participate in a short course on traditional Chinese medicine (TCM) at a local medical school and its affiliated hospitals, and visit additional venues in Shanghai. In the beautiful city of Zhangjiajie, students will visit the first national park of China including the Hallelujah mountains, villages of local minority groups, and cultural performances. This course will fulfill the CCE requirement. Prerequisite: one course in Living World or permission of the instructors. Course dates: January 8-27. Fee: \$3950. *H. Bouma, A. Shen*. Off campus.

IDIS W61 Partnering to Improve Health in Rural India. In this course students learn how a community-based primary health care (CBPHC) approach to health and development enables and empowers people and communities to take health into their own hands, particularly in a developing country. Sustainable community-based health and development are discussed as students learn about the multi-tier approach to community health that is practiced in the Comprehensive Rural Health Project (CRHP) villages with village health workers providing the majority of primary health care and health education at the grassroots level. The objective of CRHP is to work with poor and marginalized people and enable them to achieve an acceptable level of health through the primary health care approach. Through this approach people are enabled to improve their health and lives in a holistic sense. The emphasis is on building capacity, empowering people and working towards achieving equity and integration of all health services. The overall success of this project has prompted CRHP to focus increasing attention on its role as a model project for both government and non-government organizations throughout the world. The model is used by the World Health Organization. Students have classroom sessions aimed at practical application of concepts and take part in field visits and discussion sessions with village health workers and members of farmers clubs, adolescent girls clubs and the mobile health team. Topics addressed include the principles of community-based health and development and understanding primary health care and its implementation. The course also includes sessions on leadership and personal development. Students are personally challenged by issues of justice, compassion and faith as they interact with Indian people in a rural setting. This course will fulfill the CCE requirement. Prerequisite: Junior standing or above. Course dates: January 3-24. Fee: \$3900. *D. Bossenbroek, S. Couzens*. Off campus.

IDIS W62 Sustaining Hawaii. How do you feed a million people – not to mention plane loads of tourists – in an archipelago that is 2500 miles from everywhere else? This course explores how global and local forces have intersected in Hawaii over the past two centuries and how

sustainability, preservation, and diversification have become today's most pressing concerns. Our two-week stay in Hawaii includes trips to food producers, food processing facilities, farmers' markets, cultural centers, historic sites, and nature preserves. We also visit historic sites that feature prominently in Hawaii's cultural heritage – from the Polynesians who first settled the islands to the sugar companies that featured prominently in the overthrow of the Hawaiian monarchy and drive to U.S. statehood. We taste and explore the roots of Hawaii's unique cuisine. This and other mindful interactions with native Hawaiians and diverse ethnic groups – many of whom are descendants of those who came to Hawaii from all over the world to work in the plantations – earn students a cross-cultural experience. This course will fulfill the CCE requirement. Prerequisites: Living World core and Societal Structures core. Course dates: January 8-28. Fee: \$3500. *D. Koetje*. Off campus.

IDIS W63 Book of Revelation. Many Protestant evangelicals understand John's apocalypse to offer a "blue print" for the end of the world and therefore seek to correlate passages in the book with contemporary events. But many Christian churches and traditions, including the Reformed tradition, recognize the highly symbolic nature of the book. This course utilizes a documentary film covering the history of how Revelation has been interpreted through the ages. Most class sessions will be devoted to working carefully through the text of Revelation. Attention is also given to Revelation's relevance for Christian faith today. Prerequisite: one course in Religion. *D. Harlow*. 2:00 p.m. to 5:00 p.m.

~~CANCELLED IDIS W80 Poverty, Homelessness, and Schooling.~~ ~~Participants in this course will develop an understanding of the challenges of urban education with a particular emphasis on the effects of poverty on learning. Several schools that serve students in the urban environment will be explored. Participants will visit private and public schools in Chicago and Milwaukee. Particular emphasis will be given to the Cross Trainers Academy, a Christian school in Milwaukee, Wisconsin whose origins are in providing schooling to students who are homeless. Participants will engage in multiple experiences designed to explore aspects of educating students who live an urban schooling experience. Participants will learn from educators who coordinate programs for and who teach students in urban schools where a majority of students live at or below the poverty line. Participants will also read from authors who are engaged in this work, critiquing their ideas, and investigate challenges associated with living in large urban settings, including urban migration, decay, and revitalization. Students will also visit schools that educate students in an urban setting, comparing program strengths and challenges of these schools, aide in classrooms of the Cross Trainers Academy and engage visiting lecturers on the joys and challenges of urban education. This course may fulfill an elective in the Urban Studies minor. This course will fulfill the CCE requirement. Prerequisites: EDUC 102, SOC 151 or permission of the instructor. Course dates: January 8-28. Fee: \$1250. *P. Stegink*. Off campus.~~

~~CANCELLED IDIS W81 Brazil: A Study of the African Diaspora in Brazil.~~ ~~Students will spend three weeks immersed in Brazilian culture, history and language of the Northeast. The first two weeks of the interim will be spent in Fortaleza the capital of the Northeastern state of Ceará. Students will live with middle-class Brazilian families, have local excursions around Fortaleza and take two weekend excursions to Salvador and Recife. Students will be able to study a country that is important to any discussion and research on the African Diaspora, consider the role that African culture has played in Brazil's culture: music, religious forms, art, cuisine and~~

literature. Students will be exposed to a people whose culture helped forge the racial identity that must be considered in any talk about Brazil— Afro-Brazilian culture and the African diaspora. During the two weeks in Fortaleza the students will have language classes and historical/cultural conferences at one of the local universities. The final week of the Interim will be used to visit Recife, Salvador and Rio de Janeiro. Students will visit points of cultural interest such as musical and theatrical events, historical landmarks, museums, art exhibits and churches in Fortaleza, Salvador, Recife and Rio. This course may fulfill an elective credit for minors in Latin American Studies, African and African Diaspora Studies, International Development and Spanish. This course will fulfill the CCE requirement. Prerequisite: Open to students that have studied 2 years of a romance language in college, but High school students that have studied a romance language for 4 years, or native speakers will also be considered (there will always be cases where a student might be allowed because of a particular situation, by permission of the professor. Course dates: January 2-26. Fee: \$3500. *E. Miller*. Off-Campus.

IDIS W82 Big Decisions with Big Data. She is wearing a blue dress, flat shoes, and sunglasses; and she is chewing gum. Will she buy jewelry or go to the sporting goods department? People are buying a new car model for some unexplained reason. How long should the manufacturer keep making them? Marketing dollars are heavily invested in attracting new students to Calvin College. So, where are those dollars the most effective? Some decisions are immediate and some decisions are long term. Should the decision be made on gut feel, or should peta bytes of data be analyzed first? Leaders in business, education, politics, and other professions now have a wealth of data to support decision making. Much of the data is now collected, analyzed and available in real time. This course introduces students to the art of decision making and how to leverage technologies to support decision making. Specific topics include how to avoid decision making pit falls, the basic concepts and use of data mining tools and the use of decision making tools (e.g. influence diagrams). Students from business, liberal arts, computer science and information curriculums will collaborate to work through scenarios of policy and planning decisions. This course may fulfill an elective in the Information Systems major. Prerequisites: IS 171 & Mathematics 143. *P. Bailey*. 2:00 p.m. to 5:00 p.m.

IDIS W83/PHYS W80 Biophysics. Biophysics is a growing discipline in which the tools of physics are used to elucidate biological systems and develop advanced medical technology. The course covers a broad spectrum of topics, including why ants can easily lift many times their own weight, how CAT and PET scans work, how bees fly, and why our lungs must be coated with surfactant (biological soap). Medical biophysics is emphasized, both in using physics to understand the human body and in explaining how medical devices work. An additional feature of the course is that no calculators are used. All results are achieved by estimation, with a focus on learning the art of approximation. The class is highly participatory and the hope is that students will make the application of physical reasoning to biophysical systems their own, so that they can draw on this skill in the future. In addition to the above items, there is also a section devoted to the construction of simple biophysical simulations using the open source software package Sage. Note that no previous experience with simulations or Sage is needed. This course may fulfill an elective in the Biology major. Prerequisites: a semester of algebra based college physics or a year of algebra based high school physics. *P. Harper*. 2:00 p.m. to 5:00 p.m.

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

IDIS 212 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. Current effective solutions to global health problems are explored. 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 through small group discussions, presentations, quizzes, short papers and personal reflection. Sophomore standing required. *A. Ayoola, C. Feenstra.* 8:30 a.m. to noon.

IDIS340/HIST 380 Field Work in Archaeology (MAY). 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 2014 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 presentations, interview-based recording of modern Umm el-Jimal village culture, planning of a community heritage center, preservation of a large Byzantine house, and working as part of a team of professional archaeologists from Jordan and the United States. A lecture series on contextual subjects and lessons in Arabic will round out the week-day routine. Three weekends will be used for travel in Jordan, including a visit to Petra. A post session trip to Jerusalem is included in dates and fee. Course may be taken as Archaeology Minor Field Work Requirement or as History or general college elective. This course will fulfill the CCE requirement. Prerequisites: Interdisciplinary 240 or permission of the instructor. Course dates: May 26 - June 23. Fee: \$3615. *B. de Vries.* Off campus.

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

International Development Studies

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

BIOL W10 Tropical Ecosystems: Development. Tropical ecosystems contain the highest concentration of Earth's biodiversity. Under the pressures of human population growth and resource use, tropical ecosystems are also experiencing the highest rates of biodiversity loss. How can successful conservation work be done such that the well-being of local people is not compromised or even promoted? And how can human-centered development work be done in such a way that the natural ecosystem to which humans belong is not degraded but possibly even enhanced? These are the fundamental questions we engage as we survey a variety of tropical habitats in Belize and Costa Rica-including coral reefs, mangrove swamps, rain forests, alpine cloud forests and mountain pinelands. Daily field trips will combine plant and animal identification, investigation of ecosystem processes and evaluation of human impact. Extended interaction with local inhabitants, including an overnight stay with villagers of Maya Centre in Belize will provide cross-cultural engagement credit for the course. This course will fulfill the CCE requirement. Course dates: January 8-28. Fee: \$3755. *R. Van Dragt, D. Warners.* Off campus.

BIOL W80 An Eye Care Mission Trip to Mexico. Lack of access to corrective lenses is a major problem for people in areas that are medically underserved. In contrast, in the US thousands of glasses are discarded everyday as prescriptions change. Used glasses can, however, be put to good use when volunteer eye care professionals and assistants visit underserved areas to perform eye examinations and provide patients with glasses that most closely match their refractive error. The students in this course will spend 13 days in suburban Tijuana and rural San Quintin, Mexico with an ophthalmologist and an ocular physiologist, performing eye exams and dispensing glasses. The course will take place in the context of church development activities of Christian Reformed World Missions in these areas. The goals of the course are to study ocular function and pathology, learn about medical missions and international development, participate in and critically evaluate a service-learning experience and provide glasses to an under-served population. The course will begin with three days of class on campus introducing ocular biology, training in vision screening techniques and organization of donated glasses. Students will help to collect glasses and will read literature related to the course. The class will travel via San Diego, CA to Mexico. Clinics will be set up in churches where the students will interview patients, perform initial visual screening, serve as translators and dispense glasses under supervision of the ophthalmologist. On the final weekend students will visit the ophthalmology department at UCLA in Los Angeles and participate in recreational and Calvin alumni activities in San Diego. The course is intended for pre-optometry, pre-medical, nursing, public health and international development students. This course may fulfill an interim elective in the Nursing major. This course will fulfill the CCE requirement. Prerequisite: one course in biology. Courses in anatomy or physiology and Spanish are desirable, but not required. Course dates: January 8-28. Fee: \$1600. *L. Gerbens, J. Ubels.* Off campus.

EDUC W10 Zambian Education Developments (MAY). This course explores preschool—high school education and development in the area of Lusaka, Lusaka Province, Zambia.

Participants will visit and later engage in aiding in Zambian public schools, in schools like the Esther School and the Helen DeVos Christian School started by American groups, and in International Schools in order to gain a deeper understanding of culturally sustaining pedagogy. The group will examine Zambian educational issues and the political, economic, and religious underpinnings to those issues through school visits and a weeklong classroom aiding experience, as well as through interactions with Zambian school leaders and church leaders. By examining another culture's educational structure and practices, it is a goal of the course to develop new ways of seeing possibilities for American schooling and international schooling. This course will fulfill the CCE requirement Course dates: May 25—June 13, 2014. Fee: \$3850. *M. Terpstra*. Off campus.

FREN W80 Cap Haitien, Haiti. In this course students will spend three weeks teaching French to the student orphans of EBAC Christian Academy and Orphanage in Morne Rouge, Haiti. Students are housed at the Joshua House Missionary Lodge on the IDADEE Orphanage compound in Cap Haitien, Haiti. The EBAC orphanage houses approximately 100-130 orphans ranging in ages from toddlers to high school. Course work at the school is currently conducted in English. However, since French is the official language of Haiti these students must have a mastery of French in order to progress in their studies at a Haitian University or to find gainful employment beyond their immediate neighborhood. The two missionaries who run EBAC would like to strengthen the French language instruction for the orphans with the help of Calvin students. During the interim, Calvin students are exposed to Haitian Creole and study it and its origins prior to the trip. Additionally, the history of Haiti is studied along with a focus on economics and Haiti's extreme poverty and infrastructural dysfunction. Guest speakers share their experience working in Haiti. Excursions include a visit to historical sites like the Citadel; however, extensive travel outside of the greater Cap Hatien area is limited due to poor road conditions. This course may fulfill an elective for the French major/minor and for the International Development Studies major/minor. This course will fulfill the CCE requirement. Prerequisite: French 201 or the equivalent. Course dates: January 6-24. Fee: \$3140. *J. Vos-Camy*. Off campus.

IDIS W12 The Rediscovering of Peru. This course is an opportunity to experience the hidden Peru. From the dry Pacific coast to the rugged Andes Mountains ancient cultures have left their footprint. Some were conquered; some abandoned, but all have contributed to the cultural development of modern Peru. Students will walk through the Moche Pyramids and the largest adobe city in the world, Chan Chan. The course will visit Cajamarca, an Incan resort town for the local hot springs. Students will travel to the site where Pizarro ransomed the last Incan ruler for a roomful of gold and silver. Additionally, a service-learning project will be undertaken with a local church. The goal of this course is to observe the historical development and geographical isolation that has instilled the cultural regionalism that persists in Peru today. This perspective will be used to examine the current tensions in environmental issues found in Peru. Additionally, students will engage the differences within the church in the developing world. Travel will center on Lima, Chimbote, Trujillo and Cajamarca. Day trips and trekking from these sites will give a broad scope to the students' experience. Evaluation is based on an ethnographic study, photo-documentation report, reflective journals, an oral presentation and brief essays. There is no language requirement for this course. This course will fulfill the CCE requirement. Course dates: January 8-28. Fee: \$2655. *C. Tatko*. Off campus.

IDIS W13 Experiencing Honduras from Coast to Coast. This course provides students the opportunity to dig deep and see the many sides of Honduras. Students participate with dozens of Honduran cyclists in an 8-day trek from Honduras' Atlantic coast in the North to the Pacific coast in the South. In 8 cities along the way, students have the opportunity to learn about the issues of education in Honduras, meet its best students and hear what the Transform Honduras movement is doing to improve education around the country. Students also spend time immersed in Honduras' history in the Mayan city of Copan, experience snorkeling in its beautiful coral reefs and spend time with Honduran leaders in the nation's capital to learn about the tough issues this amazing country is facing and what is being done to bring about change. This course will fulfill the CCE requirement. Prerequisites: students will be required to have a complete physical exam and will need to demonstrate a high level of physical conditioning prior to being accepted for the course. Course dates: January 5-25. Fee: \$2485. *K. Ver Beek*. Off campus.

IDIS W16 Indian Business & Christianity. It has become important for business persons to understand India. It is also important for Christians to understand God's intended role for business in society. Explore both by engaging with business people in India, many of whom are Christian. Travel to India (Delhi, Agra, Jaipur and Hyderabad) and explore the history and culture of India as well as engage in a ten-day unpaid internship in Hyderabad at either a for-profit or non-profit organization, many of which are operated by Christians with a business as mission model. The course includes fourteen distinct internships for fourteen students. All internships are in a specific area of business, accounting, economics or development studies, and students are matched according to expertise and interest. The internships allow students to experience business in India and work alongside their Indian peers. The course includes readings on Indian culture, business as mission and cross-cultural understanding. Open to sophomores, juniors and seniors of any major. Preference given to juniors and seniors majoring in business, accounting, economics or international development studies. This course will fulfill the CCE requirement. Course dates: January 7-29. Fee: \$4400. *L. Van Drunen*. Off campus.

IDIS W41 Building Communities in Uganda. Like two previous courses, in Kenya in January 2010 and in Uganda in January 2012, this course seeks answers to a basic question in the ethics of development: how can governments, churches, and nonprofit agencies work together most effectively to improve lives and strengthen political and social structures in Africa today? World Renew (formerly Christian Reformed World Relief Committee) will again coordinate in-country visits, supplemented by contacts that the instructor has established with Catholic mission and development initiatives. Sites to be visited will include schools, clinics, and agricultural projects in cities and rural areas of central and northern Uganda. We will meet community leaders, medical workers, pastors, members of religious orders, and business owners and learn how Ugandans are coping with a history of civil war, drought, and autocratic government to build a better future. We will also meet students and faculty members at leading Catholic and Protestant universities. Included in our activities will be overnight stops in one of East Africa's leading game reserves, Murchison Falls National Park, and in the Budongo Forest, where visitors can observe chimpanzee populations in the wild. Readings on East African history and politics, fiction set in East Africa, articles on development ethics, and class lectures and discussions will provide a basis for student reflection on issues of justice, human rights, health care, and community development in Africa today. This course may fulfill an elective in the African

Diaspora Studies minor and the IDS major and minor. This course will fulfill the CCE requirement. Course dates: January 6-26. Fee: \$3700. *D. Hoekema*. Off campus.

IDIS W42 In Search of Water in Kenya. This course travels to Kenya. Water is our primary focus. We explore its complexities in the context of a pastoral land use, increased population, climate change, land degradation, economic development, cultural change (including that spurred by Christianity) and the efforts of non-governmental agencies. In Nairobi, we walk the city and visit the Kibera slum as well as meet with church leaders, US AID officials and World Renew staff. The main portion of the course is a 12-day trip to Samburu region. The overland trip crosses a variety of geographical and cultural terrains en route to the rangelands of a cattle community. Students then make an assessment of technical efforts to secure water – boreholes, traditional wells, water catchments on rock faces, pan dams, rehabilitated dams, and a capped spring – as well as consider future alternatives. Students also conduct a social survey so as to understand the cultural, economic, health and spiritual issues associated with water as well as the perception and reception to water projects. Students have first-hand exposure to Samburu culture while camping in a small community, and, have the option to do a home stay in a traditional manyatta. En route back to Nairobi, we spend two days at a national game park. The course concludes with a trip to the coastal town of Malindi. We stay at a Christian environmental group's guesthouse. We tour a mangrove swamp, debrief, and snorkel in Kenya's best marine reserve. Kenyans brief the group in Samburu as well as at the US Embassy, World Renew office, the game park, and the coast. The course may serve as an elective for engineering and geography majors as well as for majors and minors in International Development Studies. This course will fulfill the CCE requirement. Course dates: January 6-27. Fee: \$4,045. *J. Bascom, D. Wunder*. Off campus.

IDIS W43 Transforming Cambodia. The goal of this class is to identify and understand the root causes of abject poverty in Cambodia, then to visit and participate with a wide variety of organizations supporting development activities there. Issues engaged include food production capacity, land use trends, availability of adequate and clean water, availability of education and primary health care. We will engage with a variety of non-governmental organizations involved in supporting the holistic transformation of communities; World Renew (CRWRC) village projects enabling people to produce greater quantities of healthful food; water filtration and pumping methods, orphanages, Kindergarten classes, hospitals, and several Christian churches. Students will have opportunity to contribute service-learning hours by working with these organizations. The class will start by engaging the historic and cultural underpinnings that created the current situation in Cambodia. A visit of the Angkor Wat temples will lay an ancient historical foundation of Cambodian culture, followed by the Killing Fields and Tuol Sleng prison to underscore the recent impact of the Khmer Rouge. Students will gain a clear understanding of what current living conditions are in Cambodia for an average Cambodian citizen in urban and rural environments, what the impediments to change are, what can and is being done to make a positive and sustainable change, how to be agents of redemption in a deeply troubled society. This class is a cooperative learning adventure with Calvin College and Handong Global University (South Korea). This course may fulfill an elective in the International Development Studies major and minor. It also qualifies toward the requirements of the Engineering Department's International Designation program. This course will fulfill the CCE requirement.

Course dates: January 7-28. Fee: \$3700. *L. De Rooy, D. Dornbos Jr, P. Dykstra-Pruim*. Off campus.

IDIS W61 Partnering to Improve Health in Rural India. In this course students learn how a community-based primary health care (CBPHC) approach to health and development enables and empowers people and communities to take health into their own hands, particularly in a developing country. Sustainable community-based health and development are discussed as students learn about the multi-tier approach to community health that is practiced in the Comprehensive Rural Health Project (CRHP) villages with village health workers providing the majority of primary health care and health education at the grassroots level. The objective of CRHP is to work with poor and marginalized people and enable them to achieve an acceptable level of health through the primary health care approach. Through this approach people are enabled to improve their health and lives in a holistic sense. The emphasis is on building capacity, empowering people and working towards achieving equity and integration of all health services. The overall success of this project has prompted CRHP to focus increasing attention on its role as a model project for both government and non-government organizations throughout the world. The model is used by the World Health Organization. Students have classroom sessions aimed at practical application of concepts and take part in field visits and discussion sessions with village health workers and members of farmers clubs, adolescent girls clubs and the mobile health team. Topics addressed include the principles of community-based health and development and understanding primary health care and its implementation. The course also includes sessions on leadership and personal development. Students are personally challenged by issues of justice, compassion and faith as they interact with Indian people in a rural setting. This course will fulfill the CCE requirement. Prerequisite: Junior standing or above. Course dates: January 3-24. Fee: \$3900. *D. Bossenbroek, S. Couzens*. Off campus.

SOWK W40 Development in Liberia. This course examines community development as one way to bring healing to a broken nation struggling to emerge from a lengthy civil conflict. Students listen and learn alongside some of the first social work students in Liberian history, at the Mother Patern College of Health Science in the capital of Monrovia. Together, this cohort spends time in the classroom and in the community, learning theory and witnessing it in practice at agencies throughout the capital and in villages in the interior. The course covers a variety of approaches to the problems of poverty and sustainable development, and focuses on cross-cultural engagement and participatory learning. This course may fulfill an elective in the IDS major. ~~This course will fulfill the CCE requirement.~~ Course dates: January 8-28. Fee: \$3750. *J. Kuilema, R. Venema*. Off campus.

[IDIS 150 22 DCM: Christianity and Democracy in Africa. T. Kuperus. 8:30 a.m. to noon.](#)

Kinesiology

KIN 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, personal life stories, Interim speakers and videos add to our learning experience. This course may fulfill an elective in the Health minor. *D. Bakker, A. Warners.* 8:30 a.m. to noon.

KIN W80 Exercise and Nutrition: Adjunct Therapeutic Modalities for Cancer Patients. A growing body of research shows that exercise and diet play a significant role in the prevention of disease. Less well known is the growing consensus that exercise and dietary therapy employed during cancer treatments improve survival rates and lessen the loss of fat-free mass associated with the disease/treatment process. This course will investigate what we know about cancer- its development, diagnosis and treatment, lifestyle factors associated with its incidence, and the side effects and persistent effects of cancer treatments, including surgery. It will then turn to the prevailing evidence of using exercise and dietary therapy to improve cancer outcomes. Students will study the exercise and diet prescriptive process, the role of health behavior change counseling, and factors involved in designing a cancer rehabilitation program. Students majoring in Kinesiology may wish to use the course as a platform for preparation for the American College of Sports Medicine/American Cancer Society's Certified Cancer Exercise Trainer certification exam. This course may fulfill an elective in the Kinesiology minor. Prerequisite: One core Biology course and one core Personal Fitness course. *N. Meyer, J. Walton.* 8:30 a.m. to noon.

~~**CANCELLED KIN 223 Movement and Health Education in the Elementary Classroom.** This course provides working knowledge of the fundamentals of health and physical education, emphasizing how movement can be integrated into the elementary classroom. Particular attention is given to the rationale, curriculum, resource materials, and learning activities most important to elementary students. An overarching theme within the course is to examine God's gifts of human movement and health and a Christian response to these gifts. This course is required for all elementary education students and will substitute for the physical education core requirement in the category of sport, dance and society. *S. DeKleine.* 8:30 a.m. to noon.~~

[IDIS W17 Costa Rica River & Rainforest Expedition. Course Dates: January 6-26 Fee: \\$3325. *R. Rooks, D. Vander Griend.* Off campus.](#)

[IDIS W24 Spiritual Strength Training. *J. Kraak, N. Van Noord.* 2:00 p.m. to 5:00 p.m.](#)

[IDIS 150 23 DCM: God Rested, Why Can't You? *Y. Lee.* 8:30 a.m. to noon.](#)

PER Activities Courses (1 semester hour)

PER 137 A Bowling#+. *J. Sparks.* 1:00 p.m. to 3:00 p.m. (MW).

PER 137 B Bowling#+. *J. Sparks.* 1:00 p.m. to 3:00 p.m. (TTH).

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

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

PER 180 A Badminton I. J. Kim. 10:30 a.m. to 12:15 p.m. (TTH).

PER 180 B Badminton I. J. Bergsma. 12:30 p.m. to 2:15 p.m. (TTH).

PER 182 A Tennis I. J. Bergsma. 10:30 a.m. to 11:45 a.m. (MWF).

PER 182 B Tennis I. J. Bergsma. 1:00 p.m. to 2:15 p.m. (MWF).

Fee required.

+ Class will meet off-campus.

Mathematics

MATH W80 Materials for K-8 Mathematics. This course examines and evaluates K-8 mathematics curricula in the context of the NCTM Principles and Standards for School Mathematics. Although the emphasis this year will be on grades K-5, curricula at all grade levels will be examined. Some of the curricula to be discussed are Everyday Mathematics, Investigations, Math TrailBlazers, Bridges, Connected Mathematics, MathScape, MathThematics, Mathematics in Context, and Singapore Math. Familiarity with a variety of K-8 mathematics curricula, with state and national mathematics grade level standards, and with state and national K-8 mathematics testing instruments is important for prospective teachers. Practice in designing exemplary mathematics lessons, making mathematics/literature connections, and solving mathematics problems are valuable skills for classroom mathematics teachers. 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. Optional K-8 classroom observations can be arranged for the morning hours. Students should arrange their schedules so that they can spend additional hours in the Curriculum Center. This course is required for the Mathematics Elementary major, and replaces Math 110 for Mathematics Elementary minors. Prerequisites: Mathematics 221 and 222. (with permission of their mathematics advisor). *J. Koop*. 2:00 p.m. to 5:00 p.m.

MATH W81 Matrix Polynomials. An introduction to the spectral theory of matrix pencils, which are polynomials with matrix-valued coefficients. From a physical perspective, problems of this type arise, e.g., when studying the dynamics of coupled mass-spring systems, vibration analysis of rail tracks, the study of corner singularities in anisotropic elastic materials, optimal control, and behavior of acoustic wave filters. Topics include symmetric and skew-symmetric matrices, quadratic forms, and the construction and analysis of “eigenvalue-finding” functions. The material is accessible to mathematically mature science and engineering students. This course meets the requirement for the Mathematics major. Prerequisites: Math 231 or Math 256. *T. Kapitula*. 2:00 p.m. to 5:00 p.m.

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

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

[IDIS 150 24 DCM: Mathematics & Beauty. M. Bolt. 8:30 a.m. to noon.](#)

IDIS 150 25 DCM: Infinity & the Mind of God. C. Moseley. 2:00 pm. to 5:00 p.m.

Music

MUSC W82 Leading Contemporary Worship. In recent years, praise bands (worship teams) have become one of the most common church music ensembles. This course gives students instruction and hands-on experience in all aspects of leading praise bands and contemporary worship music: fitting a praise band into the larger context of a church's worship, assembling a team of musicians, finding quality repertoire, planning worship services, arranging music, rehearsing a band, and leading worship. The course will include related topics such as sound systems, modernizing hymns, global and ethnic music styles, blended worship styles, and evaluating worship. This course may fulfill an elective for any concentration in the BA music program. Prerequisite: each student must have at least one area of musical performance (piano, guitar, bass, drums, voice, other instruments, etc.) equivalent to accomplished high school music-making, or gain the approval of the instructor. *G. Scheer.* 2:00 p.m. to 5:00 p.m.

[IDIS W22 Into the Wood - Act 1- Sondheim. D. Freeberg, C. Sawyer. 2:00 p.m. to 5:00 p.m.](#)

[IDIS W47 Sound Design. D. Fuentes. 2:00 p.m. to 5:00 p.m.](#)

~~**CANCELLED IDIS 150 26 DCM: Living the Psalms. B. Polman. 2:00 p.m. to 5:00 p.m.**~~

[IDIS 150 27 DCM: Music as Therapy in Everyday Life. E. Epp. 8:30 a.m. to noon.](#)

[IDIS 150 28 DCM: The Music of Joy. T. Steele. 8:30 a.m. to noon.](#)

Nursing

IDIS W18 A Real Pain of a Class. *B. Byma.* 8:30 a.m. to noon.

IDIS W61 Partnering to Improve Health in Rural India. Course dates: January 3-24. Fee: \$3900. *D. Bossenbroek, S. Couzens.* Off campus.

IDIS 150 33 DCM This class is a joke: Psychological perspectives on humor. *J. Moes, B. Riek, D. Tellinghuisen.* 8:30 a.m. to noon.

IDIS 212 Global Health. *A. Ayoola, C. Feenstra.* 8:30 a.m. to noon.

Philosophy

PHIL W10 Concepts of Nature. An examination of how nature is conceptualized by various thinkers, how their different pictures of the natural world shape responses to environmental issues, and the way that nature functions in Christian reflections on humans and their place in the world. The various readings in the course (Thoreau, contemporary environmental writers, Wirzba) will be supplemented with an extensive experiential component, including a week at Waltman Lake Lodge, with students encouraged to take an electronic ‘Sabbath’ for a week and spend extensive time out of doors. The class will also include a three day winter backpacking trip to experience the challenges of living without some of the basic provisions of modern life during the winter months. This trip will either be held on the Manistee River Trail or will be held at Wilderness State Park in one of the hike-in cabins; in the latter case students will either ski or snowshoe into the cabin with their supplies in backpacks. Basic equipment for the trip (tents, sleeping bags, stoves) will be provided. Students will be responsible for any specialized clothing (boots, snow pants) needed for the trip, and need to be capable of a reasonable level of physical exertion. Fee: \$275. *R. Groenhout.* 2:00 p.m. to 5:00 p.m.

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

PHIL W12 Peaceable Kingdom. Though stewardship of the animal kingdom is one of the primary responsibilities accorded to human beings in the Christian creation narrative, the question of how best to respect the creatures under our care is one that Christians too often neglect to ask. This omission is unfortunate, given the mounting evidence of fallenness in the social and commercial practices that presently govern our relationships to animals. While large-scale animal farming has increased consumer convenience, this convenience comes at a cost, and not just to animals. Our current food system is also proving to have negative, if unintended, consequences for the environment, local and global commerce and agriculture in both rural and urban communities, and public health. In view of these considerations, the purpose of this course is two-fold: first, to gain insight into the problem through a survey of the theological, moral, environmental, and socio-economic issues surrounding the treatment of animals and the allocation of natural and human resources by our current food system and other industries that use animals; and second, to take the initial steps toward becoming agents of renewal by discerning an array of concrete approaches to addressing these problems (e.g., legislating for less intensive, more sustainable food systems, community supported agriculture, cooking and eating lower on the food chain, exploring “locavorism,” vegetarianism and veganism, animal compassion advocacy, etc.). *M. Halteman.* 2:00 p.m. to 5:00 p.m.

[IDIS W11 W L'Abri Switzerland.](#) Course dates: January 8-February 1. *L. Hardy.* Off campus.

IDIS W41 Building Communities in Uganda. Course dates: January 6-26. Fee: \$3700. *D. Hoekema.* Off campus.

IDIS 150 29 DCM: New Urbanism. *L. Hardy.* 2:00 p.m. to 5:00 p.m.

IDIS 150 39 DCM: Jewish Thought and Culture. *D. Billings.* 2:00 p.m. to 5:00 p.m.

Physics

PHYS W80/IDIS W83 Biophysics. Biophysics is a growing discipline in which the tools of physics are used to elucidate biological systems and develop advanced medical technology. The course covers a broad spectrum of topics, including why ants can easily lift many times their own weight, how CAT and PET scans work, how bees fly, and why our lungs must be coated with surfactant (biological soap). Medical biophysics is emphasized, both in using physics to understand the human body and in explaining how medical devices work. An additional feature of the course is that no calculators are used. All results are achieved by estimation, with a focus on learning the art of approximation. The class is highly participatory and the hope is that students will make the application of physical reasoning to biophysical systems their own, so that they can draw on this skill in the future. In addition to the above items, there is also a section devoted to the construction of simple biophysical simulations using the open source software package Sage. Note that no previous experience with simulations or Sage is needed. This course may fulfill an elective in the Biology major. Prerequisites: a semester of algebra based college physics or a year of algebra based high school physics. *P. Harper.* 2:00 p.m. to 5:00 p.m.

[IDIS 150 30 DCM: Global Climate Change. L. Molnar. 2:00 p.m. to 5:00 p.m.](#)

Political Science

[IDIS W46 Law: Portrayal, Perception & Practice. R. Vogelzang, J. Westra. 2:00 p.m. to 5:00 p.m.](#)

Psychology

PSYC W60 European Influence on History of Psychology & Religion. This off-campus, European, dual-discipline course will involve the investigation of sites, museums, archives, and institutes of those individuals who created and contributed to the fields of experimental, clinical and cognitive psychology. The best way to understand these famous scientists and their contributions to psychology is to see where they lived, breathed and worked, thereby permitting a greater appreciation of how their contexts shaped their viewpoints and their theories. Our students' immersion in the birthplaces of these distinctive schools of psychological thought will help them integrate different areas of psychology in order to form a deep appreciation for the roots of these fascinating fields of psychology. Texts include original readings (translated) by Wundt, Freud, and Piaget. Additionally, the origins of these "fathers of psychology" are in cities in which the Church Reformers lived and worked, thereby allowing students the opportunity to experience reformation history where it happened. Aspects of reformation history we will investigate include: the Reformation museum in Geneva, Luther in Worms, the Heidelberg Catechism in Heidelberg and the Anglican Church in London. Selected Reformation texts are also included in the readings. Final course evaluations and presentations take place at Calvin the last day of interim. Through this experience, we expect our students to articulate the central concept contributions of each psychologist and reformer studied, but more importantly, understand how the cultural and historical context shaped these theoretical perspectives and what that means for a student of psychology and religion today. This course will fulfill the CCE requirement. Prerequisites: PSYC 151 and REL 121 or 131. Course dates: January 8-28. Fee: \$3850. *P. Moes, J. Yonker.* Off campus.

PSYC W61 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. Students are assessed with direct observation of skill development, behavioral ratings, and writing assignments. Appropriate for students in psychology as well as social work, pastoral counseling, or management fields. Prerequisite: Psychology 151. *J. DeBoe.* 8:30 a.m. to noon.

[IDIS 150 31 DCM: Interpersonal Relationships. A. Shoemaker. 2:00 p.m. to 5:00 p.m.](#)

~~**CANCELLED IDIS 150 32 DCM: Human Decision Making and God's Will. D. Tellinghuisen. 2:00 p.m. to 5:00 p.m.**~~

[IDIS 150 33 DCM This class is a joke: Psychological perspectives on humor. J. Moes, B. Riek, D. Tellinghuisen. 8:30 a.m. to noon.](#)

Religion

REL W40 Israel: Land of the Bible. This course, based in Israel at Jerusalem University College, studies the geographical and historical settings of the Bible. Students visit ancient historical and archaeological sites with about 80% of the course taught in the field. Students tour key sites in Jerusalem, throughout ancient Judea, and in the region of the Dead Sea, as well as making two multi-day excursions—one to Galilee and another to the Negev (southern desert regions). Students also experience contemporary Jewish and Arab cultures, along with the current religious and political situation. Jerusalem University College's location just outside the walls of the old city of Jerusalem makes it a perfect venue for first hand study of the biblical world. Students engage in readings, map work, and field studies. This course may fulfill an elective in the Religion major or minor. This course fulfills the CCE requirement. Course dates: January 4-27. Fee: \$4100. *K. Pomykala*. Off campus.

REL W41 Birth, Sex & 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. This course may fulfill an elective in the Religion major. *R. Whitekettle*. 8:30 a.m. to noon.

REL W42 One Bible, Many Readings. This course examines the emergence, development, and practice of non-Western-centered biblical hermeneutics. Special attention is given to the phenomenon of biblical interpretation in Asia: how the Bible, a Semitic book formed in an entirely different geographic, historical, and cultural context, and interpreted for so many centuries by the West, can and should be interpreted in Asia by Asian Christians for their own people. In what way does biblical authority help Asian Christians confess Christ in a multi-scriptural content? Through engaging in meaningful dialogue with others, students learn a balanced attitude toward diverse readings of biblical texts. This course will fulfill the CCE requirement. This course may fulfill an elective in the Asian Studies major and minor. *W. Lee*. 8:30 a.m. to noon.

[IDIS W25 Theology of Narnia. *L. Smit*. 2:00 p.m. to 5:00 p.m.](#)

[IDIS W63 Book of Revelation. *D. Harlow*. 2:00 p.m. to 5:00 p.m.](#)

[IDIS 150 34 DCM: Movies & Music: Theological Themes. *R. Plantinga*. 2:00 p.m. to 5:00 p.m.](#)

IDIS 150 35 DCM: Wiesel, the Holocaust, & Theodicy. *T. Thompson*. 2:00 p.m. to 5:00 p.m.

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 promoting class discussion, assessment, lesson 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. *K. Bergwerff.* 8:30 a.m. to noon & 2:00 p.m. to 5:00 p.m. (TTH).

Sociology & Social Work

SOC W40 Sociology of Hollywood. This course provides students with an opportunity to analyze Hollywood using their sociological imagination. Recognizing that media is a primary source of socialization, as well as an instrumental tool for teaching and inculcation, it is important to academically and critically consider the central source of media production: Los Angeles, California. Students will learn about the frontstage and backstage of Hollywood which involves becoming media literate by gaining a conscientious and deeper understanding of how media is made, how it works, and how it influences people, learning fundamentals of media and Hollywood history, developing a critical lens by learning how to ask key questions that breakdown the frontstage and reveal the backstage, and applying that critical lens to various topics such as media control, demographics (e.g. race, gender), celebrity, and faith. This course may fulfill an elective in the Sociology major. This course is a CCE optional course. Course dates: January 8-28. Fee: \$2295. *E. Marr.* Off campus.

~~**CANCELLED-SOWK W10 What's Health Got to do with It?** What is the role of health and health care in overall well-being? In what ways can we promote quality of life among those living with a chronic illness? This class explores concepts of person in environment, showing the interactions between physiological health and psycho-social-spiritual well-being. Students explore these interactions as they learn about the interactions between chronic illness and quality of life. A major part of the course focuses specifically on health disparities and models/interventions that seek to reduce these disparities among those with chronic illnesses (i.e. cancer, heart disease, diabetes). Readings and class discussions explore how systematic oppression and structural barriers contribute to poorer health outcomes, particularly in the area of chronic disease, among vulnerable populations. By the end of the course students will be able to describe the interactions between chronic disease and quality of life, recognize how discrimination and chronic stress contributes to health disparities among people with chronic illnesses, and identify psychosocial interventions that address these health disparities. *K. Admiraal.* 8:30 a.m. to noon.~~

SOWK W40 Development in Liberia. This course examines community development as one way to bring healing to a broken nation struggling to emerge from a lengthy civil conflict. Students listen and learn alongside some of the first social work students in Liberian history, at the Mother Patern College of Health Science in the capital of Monrovia. Together, this cohort spends time in the classroom and in the community, learning theory and witnessing it in practice at agencies throughout the capital and in villages in the interior. The course covers a variety of approaches to the problems of poverty and sustainable development, and focuses on cross-cultural engagement and participatory learning. This course may fulfill an elective in the IDS major. ~~This course will fulfill the CCE requirement.~~ Course dates: January 8-28. Fee: \$3750. *J. Kuilema, R. Venema.* Off campus.

[IDIS W13 Experiencing Honduras from Coast to Coast.](#) Course dates: January 5-25. Fee: \$2485. *K. Ver Beek.* Off campus.

[IDIS 150 36 DCM: Social Movements: Immigration.](#) *L. Schwander.* 8:30 a.m. to noon.

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 in 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. Students will improve their comprehension and fluency in the Spanish language, increase understanding of various cultural and religious phenomena of Mexico and particularly of Yucatan, and grow in personal maturity and awareness of cultural differences. Students keep a journal with notes from lectures and discussions as well as personal observations on Mexican culture and on their own experiences. This course may fulfill an elective in the Spanish major or minor. Prerequisites: Spanish 201 and permission of instructor. Course dates: January 8-28. Fee: \$2500. *S. Lamanna*. Off campus.

SPAN W81 From Page to Screen: Cinematic Adaptations of Great Hispanic Texts. Short stories, theater plays and novels have inspired a variety of fascinating movies in the Spanish-speaking world, some repeatedly so. In fact, some of the biggest hits in the cinematic history of any country are based on major nineteenth- and twentieth-century texts. This course will provide students with an opportunity to familiarize themselves with both – Spanish-language movies and texts which inspired them – perfecting along the way their listening, oral, writing and reading skills. In addition to discovering fascinating works and honing their interpretation skills, the students will also ponder the following critical issues: What is at stake in transforming a text into a movie? What is the nature of a work of adaptation (faithful transcription? original retelling? translation? improvisation?) and does it really matter? Do spectators view and judge such cinematic creations differently than other movies? How do films based on familiar texts impact our understanding and engagement with such texts? Why are there multiple cinematic versions of some texts (and not others)? To what extent does the director's worldview impact his/her creative decisions? The course will be conducted in Spanish. This course may fulfill an elective in the Spanish major or minor. Prerequisites: SPAN 301. *O. Shkatulo*. 2:00 p.m. to 5:00 p.m.

SPAN122 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. Prerequisite: Spanish 121. *M. Bierling, D. Zandstra*. 9:00 a.m. to noon and 2:00 p.m. to 3:00 p.m.

SPAN 358 Aiding in the Spanish Classroom. The goal of this course is to give advanced students of Spanish the opportunity to experience firsthand 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 302 with a grade of B+ or better and approval of the instructor through an application process. *P. Villalta*. 8:30 a.m. to noon and 2:00 p.m. to 5:00 p.m.

[IDIS W14 Camino de Santiago: The Christian Tradition of Pilgrimage \(MAY\). Course dates: May 25-June 17. Fee: \\$ 3540. C. Slagter. Off campus.](#)

[IDIS W26 Theory & Practice of Quilting. S. Clevenger. 2:00 p.m. to 5:00 p.m.](#)

~~**CANCELLED IDIS W81 Brazil: A Study of the African Diaspora in Brazil.** Course dates: January 2-26. Fee: \$3500. E. Miller. Off Campus.~~

[IDIS 150 37 DCM: Catholic Reformers & the Hispanic Spiritual Tradition. A. Tigchelaar. 8:30 a.m. to noon.](#)