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Interim 2009

Art

ART W10 Color, Image Marketing & Design. Colors are everywhere. Humans are surrounded by uncountable numbers of colors and influenced by those colors, often unconsciously

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

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

AuSable Institute

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

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

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

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

ASI 427 Ecology of the Indian Tropics (four semester hours). In this course, which is taught in Tiruchirapalli, India, the tropical ecology of south India is studied with an introduction and comparative analysis of coastal ecosystems, the plains, and montane tropical ecosystems of the

Biology

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

BIOL W60 Clinical Neuroanatomy. This course will attempt to link basic neural structure and function with neurological disorders. A concept of the three-dimensional structure of the brain and spinal cord will be formed by studying the gross features of the intact human brain and

Business

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

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

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

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

CAS W43 Jane Austen and Film Adaptations.

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

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

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

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

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

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

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

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

Chemistry & Biochemistry

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

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

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

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

Classics

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

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

Computer Science

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

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

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

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

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

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

IDIS 150 10 DCM: High School in the Movies. This course will explore how the world of the education has been portrayed in the movies. By offering descriptions of the current condition in the classroom or exhibiting positive and negative models of teachers, movies portray particular perspectives that may offer valuable lessons for those interested in teaching. Building on that data and the student's own school experiences several kinds of questions will be considered in the light of a biblical framework. What is the purpose of education? How do schools embody a

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

IDIS 150 16 DCM: Mathematics, Beauty, and the Mind of God. Many mathematicians find aesthetic pleasure in their work and in mathematics more generally. Bertrand Russell said "Mathematics, rightly viewed, possesses not only truth, but supreme beauty" and G.H. Hardy said "Beauty is the first test: there is no permanent place in this world for ugly mathematics." Some have connected their appreciation for mathematics with their understanding of God. Galileo is reported to have said, "Mathematics is the language with which God wrote the universe." Even Paul Erdős, though an agnostic, spoke of an imaginary book, in which God has written down all the most beautiful mathematical proofs. This course will survey beautiful topics from number theory, geometry, and analysis alongside the religious and mathematical perspectives of people working in these fields. No previous mathematical training is required for this course, but a willingness to learn the necessary mathematics is assumed. Besides learning some new mathematics, students will be expected to reflect on their own understanding of beauty and how it connects with our lives of faith. Students are evaluated on the basis of quizzes and a test that cover mathematical content, class participation, a course paper, and a final project (poster or presentation). M. Bolt. 8:30 to noon.

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

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

IDIS 150 19 DCM: Bonhoeffer's Life and Work. What did Jesus want to say to us? What does he want from us today? How does he help us to be faithful Christians today? These are the questions that dominated the life and work of the German theologian Dietrich Bonhoeffer. This course explores the political and theological contexts in which Bonhoeffer lived out a life of Christian discipleship. A study of his work, from a young lecturer in theology at the University of Berlin before World War II to a prisoner for his participation in a plot to assassinate Adolph Hitler, orients a proper understanding of Bonhoeffer's maturation as a theologian. Bonhoeffer's life and work present an opportunity to explore themes intimately related to a Christian

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

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

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

IDIS 150 26 DCM: Societal Views of Drugs. The pharmaceutical industry and clandestine drug laboratories make available to us drugs that can have myriad effects. Drugs can lengthen lives, relieve pain, replace hormones, relieve anxiety, sharpen mental awareness, alter sensations, change our behavior, enhance performance, help us lose weight, or just make us feel good. In this course, students study the history of the legalization of drugs in the U.S. and how some representative drugs work. They examine what drug properties determine whether or not a drug is legal to purchase and use, how drugs are legally made available in the U.S., who pays for these drugs, and what determines whether a drug is made available without a prescription. Then, students consider when the use of drugs shifts from being a blessing from God to making us lazy or to harming our bodies and our minds. What use of drugs is appropriate? Is it appropriate for us as Christians to take insulin, aspirin, Ritalin®, coffee, tobacco, or marijuana? Readings are taken from *Powerful Medicines* by Jerry Avorn, M.D., popular literature, and the Bible. Students reflect on, discuss, and write about drug use in various medical and social situations, and take tests based on the readings. R. Nyhof. 2:00 to 5:00.

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

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

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

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

IDIS 150 34

actually benefit artists in some ways? Evaluation will be based on class participation, a film journal, and a final paper. P. Goetz. 2:00 to 5:00.

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

IDIS 150 37 DCM: C.S. Lewis: Integrating Reason, Imagination and Faith. This course will explore the extra-ordinary life and influential writings of one of the most exact and penetrating Christian minds of recent times, Clive Staples Lewis. C.S. Lewis (1898-1963) is perhaps the most widely read Christian intellectual of the twentieth century. The course concentrates on his integration of reason, imagination and faith. Students will be encouraged to freely investigate and find out how Lewis, honestly, painstakingly and faithfully, attempted to see, and apply to his life and writings, human life and history 3(wilde tw)- Lwd histor

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

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

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

IDIS 150 42 DCM: Having Faith in the Theatre. This course explores theatre as a cultural art form through which we see and learn about ourselves as Christians in this world. The theatre, as

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

CANCELED IDIS 150 43 DCM: Documentary Film & the Struggle for Truth. This section will study a number of documentary films on significant social issues and explore the accuracy

Dutch

Economics

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

[IDIS W15 Harnessing the Wind: Learn to Sail.](#) *J. Ubels, S. Vander Linde.*

Education

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

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

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

ENGL W42 Finding God in the Movies: The Masters. This course will look closely at the work of the “giants” in the domain of religion and film, particularly the work of the great Swedish filmmaker Ingmar Bergman (1918-2007) and the equally renowned Polish filmmaker Krzysztof Kieslowski (1941-96). No other filmmakers so invested themselves through the length of their careers in the challenge of exploring religious belief and the nature of God. Although Hollywood and film generally are usually seen as bastions of gleeful secularism, these two writer-directors produced an extraordinary body of film that is religiously acute and moving. The course will look at the sorts of religious statements these films make and how they go about making them, concentrating on the interrelation between these two. The course will begin by asking the question of what makes a film religious, and then move on to consider the drama of religious experience in the journey from darkness to light, from despair to hope, and from tragedy to comedy. We will also reflect on the nature of audience response and the legitimacy of oft-drawn distinctions between religious film and Christian film. As much as possible the course will follow a seminar format. Recent viewing of all films in the course is a requirement. Class sessions view films and discuss, including some time for professor lecture on filmmakers and meanings, though this is kept to a minimum. Students will be responsible for viewing the films, reading analysis of written texts. Evaluation is based on a daily log of reactions to films, three analytic papers, and a final exam on the substance of the course. The course is rather intensive, examining some fourteen films in as many sessions. It should also be noted that a number of the films in the course are R-rated and are very dark in their estimate of human life. The viewing list will include such films as Bergman’s *The Seventh Seal*, *Cries and Whispers*, *Autumn Sonata*, *Best Intentions*, *Private Confessions* and Kieslowski’s *Blind Chance*, *Decalogue*, *Three Colors*, and *Heaven*. This course may fulfill elective 3 12 Tf3ETo4(nd He)a0 G[(view)4(ing200

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

ENGL 339 English Grammar. A study of traditional grammar, focusing on its history, its system, its applications, its competitors, and its place in the middle-school and high-school classroom; special emphasis will be given to the system and terminology of this grammar. Student work will be evaluated by means of daily assignments, in-class projects, a test, and a short paper. *W. Vanden Kopple, E. Vander Lei.* 8:30 to noon.

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

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

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

Engineering

ENGR W80 Advanced Chemical Engineering. This course addresses essential advanced topics for design. Topics build on the foundational concepts from several earlier engineering courses. The course includes advanced topics from separations, heat transfer, and non-elementary kinetics. An introduction to mathematical modeling for advanced transport is considered. In addition, fundamental concepts of environmental, health, and safety issues, as well as corrosion and materials of construction for design are presented. Evaluation is based on daily homework, two class presentations, and a final exam. This course fulfills a required elective for senior chemical engineering students. Prerequisites: Engineering 330, 331, 335, and senior standing. *J. & J. Van Antwerp.* 8:30 to noon.

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

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

ENGR W83 Introduction to Power/Energy Systems Management. This course will introduce a broad range of theory and methods related to AC power system analysis and design. It will help students develop familiarity with power system engineering components, equipment and analytical tools. Students will understand and study the largest machine ever built-the integrated power grid- as well as the use of transmission grids as a means of transport/delivery of energy.

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

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

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

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

French

FREN 112 Multisensory Structured French. The second course in a three-course sequence of language study designed to meet the special needs of at-risk students. Materials are presented with an emphasis on understanding the nature of language. General language-learning skills are developed as specific foreign language goals are met. The course is open to students who, on the

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

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

Germanic & Asian Languages

GERM W80 German Interim Abroad. Participants engage with and improve their knowledge of the German language and culture on this study experience, which includes stays in Schleswig-Holstein, Berlin, locations in former East Germany, and in the Black Forest. Activities include three home stays, lectures, discussions, interviews, tours, and attendance at cultural and social events. Course participants choose where they will travel independently during the last five days. The course goals include active participation in course activities, gains in mastery of the language, increased understanding of various religious, political, and broadly cultural phenomena of Germany, and growth in intercultural sensitivity. This course satisfies departmental concentration. Prerequisites: German 215 and permission of the instructor. Course dates: December 28, 2008 - January 24, 2009. Fee: \$2597 and up to \$600 for personal and final-week costs. *C. Roberts*. Off campus.

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

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

Greek

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

History

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

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

HIST380/IDIS 340 Field Work in Archaeology. This course is offered in conjunction with

HPERDS

HE W10 An Introduction to Nutrition. All food was created good.

Interdisciplinary (IDIS)

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

IDIS W13 International Teaching. This course is for students who want to explore the possibility of international teaching and consider what it means to be a foreigner involved in the education system of a developing country. Students will live with families in the capital city of Honduras, Tegucigalpa, and work in the International School and the Kingdom School, two different bilingual Christian schools which serve contrasting populations. The group will make several visits to visit other Honduran schools and to the development community in Nueva Suyapa. There will be weekend excursions to historic and cultural sites such as the Ruins of

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

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

of the United States in Jamaican affairs. Students will travel extensively through both the interior and coast of Jamaica meeting with community development workers, viewing development projects as well as factories and plantations all the while assessing the impact of these organizations on development. Field trips to museums, historical sites, Parliament, soccer

idea of simplicity and contentment. Students develop a deeper awareness of self, more rewarding relationships with God and others, and a greater appreciation of God's world as

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

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

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

IDIS W27 Film Noir and American Culture. This course is an interdisciplinary analysis of film noir, a “style” or “historical genre” of film that emerged during World War II and flourished

fire,

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

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

IDIS W46 Gender and Performance in Muslim Societies. The rise of pockets of Islamic communities in the West as well as expansion of existing ones in the global south point to a need to discussions of the role of religion in public life within contemporary globalization. This course will explore how received notions about being Muslim are constantly negotiated and constructed in everyday life as expressed through popular culture. Students will be invited to consider how popular media report and construct Muslim identities especially regarding gender (e.g., images of women as oppressed and men as irrational), and then contrast that with the ways in which Muslim peoples (especially women) express their own identities through musical performance.

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

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

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

IDIS W60 Business and Engineering in China. China's emerging economy has a large impact on today's world, especially in business and engineering. During this interim students will spend three weeks in China meeting with business and engineering professionals who are part of this reshaping of the global economy. The course will include the major cultural and economic centers of China, starting in Beijing, continuing in Shanghai and surrounding areas, then Xiamen, and finally Guangzhou and Hong Kong. Approximately ten meetings will be arranged with business and engineering professionals. In addition many important historic and cultural sites will be explored, including the Chinese new year celebration. Evaluation is based on a journal and a reflective essay. Preference will be given to students majoring in the business department or engineering. *Tm0 g0 0 1 7(c)4(loshe)tlG[(de)4(pa)4(rtme)3(nt or)-8(e0 0 1 201me[(with bus)-2(ines*

International Development Studies

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

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

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

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

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

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

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

NURS W61 [Belize: A Nursing Experience](#)

Mathematics

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

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

MATH W82 Curricular Materials for K-8 Mathematics. This course examines and evaluates K-8 mathematics curricula in the context of the NCTM Principles and Standards for School Mathematics. Although the emphasis this year will be on grades 6-8, curricula at all grade levels will be examined. Some of the curricula to be discussed are Everyday Mathematics, Investigations, Math TrailBlazers, Connected Mathematics, MathScape, MathThematics and Mathematics in Context. Students are expected to complete assigned readings, to participate in and lead sample activities and lessons, and to contribute to small-group and whole-class discussions of the materials under consideration. Evaluation is based on in-class participation, presentation of grade-level lessons, several written quizzes, and written projects. Optional K-8

Music

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

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

Nursing

NURS W10 Global Health. Health is a common human experience and a fundamental human right. Health problems, issues and concerns transcend national boundaries and must be addressed through cooperative action. This study of global health includes biological, social and environmental contributors to health and disease in populations around the world. Students will learn about characteristics, risk factors and effects of infectious and non-infectious disease, about world health inequalities, the role of nutrition and environmental factors on health, international

Philosophy

PHIL W10 Peaceable Kingdom. Though stewardship of the animal kingdom is one of the

Physics & Astronomy

ASTR W10 Astronomy in the Southwest.

Political Science

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

Psychology

PSYC W80 Movies and Mental Illness. From the advent of the motion picture industry, movies

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

PSYC W84 Addictions: What, How and Why? This course explores not only the rapidly expanding knowledge of addictions but also how this knowledge is informing identification and treatment of addicted individuals with subsequent impact on society and the Christian community. Specific topics include biological, psychological and societal contributors to addiction and treatment modalities. Through the use of "The Addiction Project" film, selected readings, class discussions, projects and guest speakers, this course hopes to demystify the problems of addiction and our Christian responsibility toward individuals with addictions. The course will include an in-depth investigation of alcoholism most likely through the use of a first person account, "Smashed, Story of a Drunken Girlhood", a visit to an AA meeting, and examination of Christian perspectives concerning addiction as discussed in the book, "Alcohol, Addiction and Christian Ethics" and selected readings from the "Voyage of the Dawn Treader". Evaluation is based on class participation, a journal and a paper. 2 792 reW* nBTt10912 0 6pep g0 G

Religion

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

REL W44 One Bible, Many Readings. This course examines the emergence, development, and practice of non-Western-centered biblical hermeneutics. Special attention is given to the phenomenon of biblical interpretation in Asia: how the Bible, a Semitic book formed in an entirely different geographic, historical, and cultural context, and interpreted for so many centuries by the West, can and should be interpreted in Asia by Asian Christians for their own people. In what way does biblical authority help Asian Christians confess Christ in a multi-scriptural content? Through engaging in meaningful dialogue with others, students learn a balanced attitude toward diverse readings of biblical texts. Evaluation is based on class participation, presentations, and a final paper. This course may fulfill an elective in the Asian Studies major. *W. Lee*. 8:30 to noon.

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

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

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

Sociology & Social Work

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

SOC W41 Sociology of the Future. People have been imagining the future since ancient times. However, what these images look like, how they have been represented, and the purposes for representation are always changing. Some visions are bleak, others are blissful; some are fanciful, others are realistic; some warn or inform, others entertain. This course explores dominant themes and contrasts across three genres of social forecasting: utopian and dystopian fiction of the late 19th and early 20th century.

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

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

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

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

Spanish

SPAN W80 Spanish in Yucatan. Students spend three weeks immersed in Mexican culture and Spanish language in Merida, the capital of the state of Yucatan. Merida has a population of one million and offers a colonial past, strong Mayan influence into the present, and intensive globalization as it faces the future. It is the site of two universities and several mission organizations. Students live with Mexican families and attend daily lecture and discussion classes focusing on aspects of Mexican culture such as Mexican and Mayan history, the history of Catholicism and Protestantism in Mexico, and the current political and economic context. Students also participate in excursions to Mayan ruins and attend religious and cultural events. They keep a journal with notes from lectures and discussions as well as personal observations on Mexican culture and on their own experiences. Evaluation is based on satisfactory achievements of course goals, including participation in course activities, increased understanding of various cultural and religious phenomena of Mexico in general and Yucatan in particular, and growth in personal awareness and maturity as measured by journal entries, a language journal, reflection papers, cultural reports based on interviews, and a final oral presentation. This course may fulfill an elective in the Spanish major or minor. Prerequisites: Spanish 201 and permission of Spanish program advisor. Course dates: January 7-27. Fee: \$1955. *D. Zandstra*. Off campus.

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

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

SPAN W83 Spanish for Health Care Workers/Professionals. This course is an introduction to the terminology and cultural context of oral and written communication in Spanish relating to the fields of medicine and social work. The course is conducted in Spanish and is designed for advanced students of Spanish. The course helps students develop language skills and increases their cultural awareness of health care practices and needs for the patient or client of Hispanic background. Skills in Spanish are increased through the learning of health-related vocabulary, situational role play, and discussion of medical and cultural issues, body language, and intercultural communication. The course includes various trips to health clinics and other health-related sites in Grand Rapids. Students are evaluated by means of in-class presentations/projects, vocabulary quizzes, unit tests, and a final paper or examination. This course may fulfill an elective in the Spanish major or minor. Prerequisites: Spanish 202 or 203 (or higher) or permission of instructor. *D. Zandstra*. 8:30 to noon.

SPAN 122 Intermediate Spanish. This course is the second part of the closely integrated 121-122-202 sequence, which fulfills the requirements for foreign language. Students attend large-group sessions in the morning and small-group sessions in the afternoon to acquire skills in speaking, listening, reading, and writing in Spanish and participate in discussion of cultural topics related to the Hispanic world. Chapter tests, vocabulary, grammar quizzes, compositions, oral presentations, and a final exam are required. *C. McGrath, E. Miller, D. Tenhuisen, A. Tigchelaar, P. Villalta*. 9:00 to noon and 1:30 to 3:00.

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

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

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