

# Registration: Interim

## Interim 2007

### Art

**W40 Fiber Vessels.** This interim course will consider Fiber Art and Vessel Making in historical as well as contemporary terms. Each class day will begin with references to Art History, to Indigenous Cultures and Artists as well as current directions in Fiber work. Techniques in vessel making and fiber construction will be presented in a progressive manner. Students must be prepared to work in the studio for both the morning and afternoon sessions of each day. Students will be expected to keep a sketchbook to record ideas and technical information. They will also be required to investigate one area of Fiber Art beyond the technical information given in class. Course fee: \$60.00. No Pre-requisites. J. Van Reeuyk. 8:30 a.m. to 5:00 p.m.

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. Course fee: \$125 for materials. Prerequisite: Arts 250 or permission of the instructor. A. *Greidanus Probes* . 10:30 a.m. to noon and 2:00 p.m. to 5:00 p.m.

**CANCELED W63 Letter Text Grid.** Contextual and theoretical understanding of design issues that fuel typographic design across a range of media. In this course LETTER introduces the abstractions of neo-classicism that bred a strange progeny of nineteenth-century commercial typography which the twentieth century avant-garde artists explored as a theoretical system. TEXT considers the massing of letters into larger, continuous fields whose grain, color, density and silhouette are endlessly adjusted. Finally the GRID explores the spatial organizations that underlie every typographic system, from Dadaists and Futurists who attacked the rectilinear constraints of metal type to the systematic thinking of Swiss design conventions. The course demonstrates the elasticity of typographic systems which shapes content, gives language a physical body and enables the social flow of messages. Students will be evaluated on the basis of collaborative participation and design of 10 typographic assignments. Prerequisite: ARTS 305. *F. Speyers*. 8:30 a.m. to noon and 1:00 p.m. to 3:00 p.m.

**W80 Serigraphy.** This course focuses on different approaches to making screen prints, and includes color, image, and content development. Students also discuss the historical aspects of printmaking and the conceptual implications of the multiple. Production includes monochromatic and multicolor printing, and students all participate in a print exchange in order to develop an understanding of serigraphic techniques. Students are evaluated on a portfolio of prints and related drawings. Course fee: \$125 includes tools and screen. Prerequisites: Arts 250, Art 153. A. *Wolpa* . 8:30 a.m. to noon.

**W81 Thinking Architecturally.** This course is an investigation of certain fundamentals of architectural design, such as Proportion, Symmetry, or Hierarchy. Concise readings on these fundamentals, round-table discussions, and slide presentations will aid students in developing a vocabulary of analysis with which to understand architecture. Selected works which exemplify these fundamentals will be presented in depth. As a response, students will use this vocabulary with drawings to extrapolate critical information and graphically represent in a 2D image, or collage, the organizational elements present in the architectural work. Students will be evaluated on their 2D collages, one 3D collage, a final design problem, and class participation. Fee: \$20. Prerequisites: Art 153, Engr 103. *S. Fridsma*. 10:00 a.m. to noon and 1:00 p.m. to 5:00 p.m.

## **AuSable Institute**

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

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

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

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

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

## **Biology**

**W10 Tropical Ecosystems.** Tropical ecosystems contain the largest concentrations of Earth's biological diversity. Under the pressures of human population growth and resource use, tropical ecosystems are also experiencing the highest rates of biodiversity loss. Participants in this course will explore the plant, animal and ecosystem diversity of tropical habitats in Belize and Costa Rica and study strategies that these countries are employing to conserve biodiversity in the face of social and economic development. Ecosystems to be studied include coral reefs, rain forests, limestone caves, alpine cloud forests and paramo. Daily field work will combine plant and animal identification, investigation of ecosystem processes and evaluation of human impacts.

as well as its social and ethical implications. Students survey governmental regulations affecting laboratory safety, biohazards, containment of genetically-modified organisms, and patenting. Lectures and group discussions facilitate critical analyses of recent research articles and other scholarly literature, culminating in each student writing a position paper that critiques a current issue in biotechnology. Prerequisite: senior status in the biotechnology program or permission of instructor. **Note: This is a required course in the biotechnology program that also fulfills Integrative Studies core requirement.** *D. Koetje.* 8:30 a.m. to noon.

**IDIS W14 Cambodian Culture, Diet and Food Production .** *D. Dornbos Jr., H. Kim.*

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

**IDIS W28 Silent Spring and Stolen Future.** *K. Grasman.*

**IDIS W60 The Amazing Amazon: Searching for El Dorado .** *C. Blankespoor.*

## Communication, Arts & Sciences

**W10 Physical Theatre and Mime.** This class explores the techniques of physical theatre with a strong emphasis on Marcel Marceau and Mimeistry styles of mime. The students learn body control, rhythms, marches, attitudes (character development), tableau vivant (living statues), mimography, and mime illusion. The student's will be taught how to create a mime (mimography), and will be taught a mimeses (copy) of an existing work. The student's will work on improvisational pieces designed and performed during class time. The clasee also will have the opportunity to participate in presenting a mime for the Symposium. The exact mime to be performed for the Symposium will be determined after the first day of class when the group dynamic is accessed. The student will be introduced to the art of mime and physical theatre with the expressed purpose of encouraging the student's awareness of the potential of the body to communicate. This awareness will benefit the student's public and private life. At the completion of the class the student should be able to perform basic body isolations, basic mime techniques, and participate in a mime. Evaluation is based on class participation, improvisational work, execution of basic techniques taught and tested in class, and participation in the preparation for the performance number. Prerequisites: students must be able to physically participate. *T. Farley.* 8:30 a.m. to 5:00 p.m.

**W60 Screenwriting for the Narrative Short Film.** The primary objective of this hands-on, creative workshop is very specific – by the end of interim, students will have a polished short narrative screenplay (10 pages or less), ready for production. Students will pitch projects, perform multiple rewrites and in-class writing exercises and ultimately workshop their screenplays in-class with directors and actors (from concurrent interim course). By focusing on the collaborative nature of filmmaking, allowing time for experimentation and exploration, and writing with an eye toward local production (available locations, limited characters/known actors, and realistic budget and script length), students will be ready to hand-off their scripts to their favorite director or begin prepping to direct their scripts themselves as early as spring semester. In addition, students will see a wide range of successful short films, receive peer feedback, and read produced screenplays as in-depth interviews with some of today's most successful screenwriters. Evaluation is based on a final short screenplay, homework exercises, and class participation. Prerequisites: CAS 248/English 248 or permission of instructor. *R. Swartzwelder*. 2:00 p.m. to 5:00 p.m.

**W61 Producing the Short Film.** The class is dedicated to the production of a 10-minute narrative film to completion. All the pre-production, cast and technical crew positions are assigned to students. Students are given specific crew responsibilities, which are monitored similarly to a professional production. The cast of the film is composed of professional actors and shot on location using High Definition cameras and 16 mm film. Schedule of classes might change during the

**IDIS W35 Jazz: A Cultural and Musical History.** *G. Pauley*

**IDIS W80 Dead Man Walking.** *D. Leugs, M. Page.*



## **Chemistry & Biochemistry**

**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. *E. Arnoys.* 2:00 p.m. to 5:00 p.m.

**IDIS W18 Be Fit for Life: Bike Australia .** *R. Blankespoor, L. Louters, N. Meyer.*

**IDIS W22 Wilderness Adventure Skills in Panama .** *J. Britton, D. VanderGriend.*

**IDIS 242 Global Ecousutainability .** *R. DeKock, K. Piers.*



## **Computer Science**

**W80 AJAX Web Development.** Traditional web applications generally suffer from poor user interface response times because all interactions involve a server transaction and a page reload. AJAX techniques ( Asynchronous Java Script and XML) have led to a mini-renaissance of web applications (such as gmail and flickr) because AJAX offers a way to eliminating many server transactions. This is done by asynchronously downloading information from the server in XML format and handling the interface actions on the client side with JavaScript. In this course students will learn about XML and its use in web applications, including DTDs and schemas, parsing and validating, XPath, XLink, and XPointer, XSLT transformations, and common applications of XML such as OpenDocument, FO, RDF, and RSS. Students will then learn AJAX programming techniques and work in groups on AJAX web applications. Evaluation will be based on written homework, smaller programming assignments, and a larger group programming project. Prerequisite: CS108 or junior/senior status. *H. Plantinga* . 2:00 p.m. to 5:00 p.m.

**IDIS W62 Games and Movies for All.** *J. Adams.*

**IDIS W63 Bioinformatics for Everyone .**

## **Developing a Christian Mind (DCM)**

Developing a Christian Mind (DCM) is a first-year

**150 05 DCM: Documentary Film and Photography.** From the prevalence of documentary images at recent international art exhibitions, to the popularity of reality TV, still and moving



Calculus ( Newton , Leibniz, Berkeley ), the introduction of rigor leading to transfinite set theory

models can act as mediators with special attention paid to autonomous mediators. On a parallel track students study the mediation of Christ with the goal of understanding how general revelation might mirror or illuminate special revelation. The major objective is for students to understand the role of models in modern culture and how that relates to the nature and work of their Savior. There are no extra expenses involved. Kurt Schaefer has agreed to guest lecture on Karl Marx's model of the economy. Evaluation will be based on the following four things: A final examination with one part covering the common material and a second part covering section material, a team presentation sharing the results of research on some aspect of mediation not covered in class, quizzes (every other day), and finally, classroom participation. *D. Laverell* . 8:30 a.m. to noon.

**150 17 DCM: Money Matters.** This course focuses on personal finance decisions that students face now and will face in the future, such as consumer issues. Students develop a personal finance framework for giving, budgeting, saving, and investing



**150 20 DCM: Reading Genesis in the Context of Modern Science.** In this course students explore and reflect on the problem that modern evolutionary science creates for the traditional Christian doctrine of creation, especially at the points where that doctrine is shaped by the origin story of Genesis. Students read and discuss the problem as described analytically in texts and then look at diverse theories that Christian scholars have offered for reading Genesis in response to it. Readings include origin stories in translation from the Ancient Near East, for which

**150 24 DCM: The Scandal of the Incarnation.** This section is designed for students who wish to explore in greater theological depth various readings of the Creation-Fall-Redemption paradigm and the implications the Christian doctrine of the Incarnation of the Son of God might have for that paradigm. Readings will be from St. Irenaeus, the 2nd century theologian who first clearly articulated the Church's response to the growing anti-creational and anti-incarnational threat of gnosticism. Implications for the contemporary setting of Christians and Christian churches in American society will be discussed. *A. Griffioen*. 8:30 a.m. to noon .

**150 25 DCM: The Totalitarian Temptation.** What was the appeal of Nazism and Marxism-Leninism in the twentieth century? Both systems had worldviews of religious scope that claimed to answer all of life's questions and to provide meaning for human life. These claims put them in direct conflict with Christian worldviews. This course examines the propaganda that promoted and sustained Nazi Germany and the German Democratic Republic ( East Germany ), seeking to understand how evil systems generated widespread support . *R. Bytwerk* . 8:30 a.m. to noon.

**150 27 DCM: Worldviews and the Natural Environment.** The theme that this course will explore is how worldviews shape our behavior toward and interaction with the natural environment. In particular we will study the modernist worldview, a postmodern response to it and then some explicitly Christian worldviews with respect to our relationship to the natural world. The theme part of the course will also include a study and discussion of particular environmental issues of importance in today's world. The main way that these issues will be addressed is by way of student group research and presentations of their research findings in the classroom and by way of a poster session. *A. Leegwater*. 8:30 a.m. to noon.

**150 28 DCM: Worldviews and the Natural Environment** . Environmental issues generate much debate in the press, among policy-makers, and on a personal level. What shapes our view of the natural environment and how do these views affect our response to environmental issues? This course examines how different worldviews play out in human interaction with the created world. In particular, students study modernist, postmodern, and some explicitly Christian worldviews with respect to our relationship to the natural world. This course seeks to cultivate a mature Christian response to environmental issues, drawing on biblical themes of creation, fallenness, and redemption and their implications for environmental action, as well as develop a mode of being in this world that is consistently inspired by a Christian worldview and a Christian mind. *G. Bakker* . 2:00 p.m. to 5:00 p.m.

**150 29 DCM: Music, Manipulation, and the Mind of God.** This course will examine music's power to persuade in light of the Christian's call to spiritual freedom and service. A primary object of study will be film music. Students need to be willing to evaluate both aspects of music and some of the primary means and manners by which people in our society engage with it. *D. Fuentes*. 2:00 p.m. to 5:00 p.m.

**150 30 DCM: Unexpected Guests.** This course examines assumptions and common misperceptions connected with disability and especially meanings that reside in the mind of the observer rather than inherently in conditions labeled as physical, cognitive or emotional impairment. Facilitating inclusion of persons with disability labels into the life arenas of work, worship, recreation, education, and community living is a primary goal of the course, as is

understanding the themes of powerlessness, interdependence, and hospitality to stranger as they affect each of our lives. In addition to readings, discussion, and written reflection, students will interact with people who

the light of a biblical framework. What is the purpose of education? How do schools embody a worldview? What is the nature of effective instruction? What is the role of the teacher? What should be taught? How can schools be structured to enable rather than control students? Answers to these questions will be analyzed by using a variety of sources, such as the Bible and educational thinkers like Parker Palmer and Nel Noddings. The course is intended for students who are interested in exploring the profession of teaching and developing a beginning perspective of what it means to teach. *R. Buursma*. 2:00 p.m. to 5:00 p.m.

**CANCELED 150 35 DCM: Education and the Movies.** This course will explore how the world of the education has been portrayed in the movies. By offering descriptions of the current condition in the classroom or exhibiting positive and negative models of teachers, movies portray particular perspectives that may offer valuable lessons for those interested in teaching. Building on that data and the student's own school experiences several kinds of questions will be considered in the light of a biblical framework. What is the purpose of education? How do schools embody a worldview? What is the nature of effective instruction? What is the role of the teacher? What should be taught? How can schools be structured to enable rather than control students? Answers to these questions will be analyzed by using a variety of sources, such as the Bible and educational thinkers like Parker Palmer and Nel Noddings. The course is intended for students who are interested in exploring the profession of teaching and developing a beginning perspective of what it means to teach. *A. Boerema*. 2:00 p.m. to 5:00 p.m.

**150 36 DCM: Writing the Christian Life.** Autobiographies and personal memoirs are among the most popular genres of contemporary literature. They run the gamut from promotional to confessional and from self-serving to self-abasing. While most modern memoirs have little or no overt religious content, the genre was created by one of the greatest writers of the early Christian Church, Augustine of Hippo, and many later memoirists and autobiographers have echoed the themes of his *Confessions*. Starting with Augustine's classic *Confessions*, students read a series of autobiographies spanning sixteen centuries and representing a wide range Christian perspectives and faith backgrounds, that grapple with some of the perennial questions of human life. (*Why did my life turn out this way? What have I learned from my mistakes? Who deserves the credit or blame for all this? Am I free to start over again? Is this really part of God's plan?*) This course does not, of course, promise answers to such questions, of course, but it offers intellectual and spiritual stimulation by engaging students with a variety of points of view from different literary, theological, and historical contexts. *K. van Liere*. 8:30 a.m. to noon.

**150 37 DCM: They Even Quote it in *Wedding Crashers* : Bible Knowledge for Everyday Life.** Fell asleep in high school Bible class? Didn't have a high school Bible class? Wish you knew more about the Bible? Wish you knew *something* about the Bible? This class will provide an introduction to and overview of the Bible, while also giving you the tools you need to dig deeper. A great class for anyone who wants to gain a working knowledge of biblical literature and doesn't want to look like an idiot acquiring it. All comers and all questions are welcome. Can't spell Habakkuk? Can't say Habakkuk? Don't know the difference between Israel and Judah ? Or Peter and Paul? Mary and Martha? Then this is the class for you. Together we'll learn the books of the Bible, the genres of biblical literature, and the trajectory of scripture while reading the Bible, watching a few movies, viewing some TV shows, and discovering what ever happened to the Jebuzites. We'll go to chapel and see how the Bible frames worship on campus. We'll go to

a church service (or two) and see how the Bible is used there. We'll evaluate media used to teach the Bible to kids. *M. Hulst* . 8:30 a.m. to noon.

**150 38 DCM: Art and Christianity**

an initial and very general theological framework for thinking about eating as a moral act, which will be enlarged at the end of the course with a study of *The National Catholic Rural Life*

documentary about global warming, will be required. *A. Mast* . 8:30 a.m. to noon.

**150 42 DCM: The Church in the 21 st Century.** Few institutions have undergone more change in the past twenty-five years than the local Christian church. Changes in worship styl

differences between East and West and between pantheism and Christianity. What offers hope in his fiction of moving beyond this impasse are the frequent images of Jesus as faithful companion the phenomenon of global Christianity, and we will draw on the resources of Scripture and the

## **Business & Economics**

**BUS W10 Personal Finance.** This course is designed to help the non-business/economics/accounting majors explore the realm of personal finance. The course takes a fundamental look at everyday financial matters such as banking, consumer borrowing, mortgage financing, retirement planning, insurance, investing, taxes and budgeting. In doing so, the course introduces those not familiar with these issues to the basics needed to effectively manage personal finances today and in the future. Throughout the course an emphasis is placed on biblical principles which guide a Christian approach to stewardship. Local experts are invited to class to share information, experiences and perspectives. Student evaluation is based on class participation, presentations and assignments. This course is not open to students majoring in the department of economics and business *R. Medema*. 8:30 a.m. to noon.

**BUS W11 Hollywood and Business – The Good, The Bad and the Ugly.** Hollywood often portrays business as bad and ugly in movies including classics like *Citizen Kane*, *Glengarry Glen Ro*



on companies or locations to be visited. This course will satisfy a department elective for majors in the department. Prerequisites: Business 160 and Economic 222, or instructor approval. Fee: \$3,800. *R. Eames, E. Van Der Heide* . Off campus.

**BUS W82 Global Markets and Culture in New York** . Global financial markets affect life

## **Education**

## English

**CANCELED W40 Shusaku Endo's Mudswamp Faith.** The late Japanese novelist Shusaku Endo often acknowledged the cultural tensions he experienced between what he called his

**W44 Utopian Literature.** Human history began in one utopia, Eden , and it will end in another, the New Jerusalem. In the mean time, humans have busily invented utopias of their own, usually in order to make some comment on the actual societies surrounding their authors. Utopian literature is thus not merely playful fantasy, but also social satire. It offers itself as a contrast to the reader's own world, inviting comparison and perhaps demanding change. Students in this course explore several literary utopias, including (but not limited to) parts of Milton 's *Paradise Lost* , Thomas More's *Utopia* , and Charlotte Perkins Gilman's *Herland* . The course also includes anti-utopias such as Dostoevsky's *Notes from Underground* and Yevgeny Zamyatin's *We* . Brief lectures situate each work in its historical context, but most of the class is devoted to discussing the literary qualities of each work and the ways in which the literature challenges or changes the way we see our own world. Students are evaluated on their preparation, participation, and brief written assignments. *C. Engbers.* 8:30 a.m. to noon.

**W45 English Literary Psalms.**

and/or illuminate. Students will thereby better understand American literature and history and the role Christianity played and continues to play in Native American identity. Readings will include, among others, the writings of Occum, Appes, Zitkala-Sa, Waters, Momaday, Edrich, Harjo, Alexie, and Silko. Students will examine the literature in relation to the course. *L. Naranjo-Huebl*. 2:00 p.m. to 5:00 p.m.

**W48 Jacques Derrida for Beginners.** Many have argued that Jacques Derrida is one of the most important thinkers of the twentieth-century. This course will serve as a broad introduction to his work. Best known for the development of "deconstruction," Derrida was trained as a philosopher, but his work engages numerous other disciplines such as literature, politics, law, religion, psychoanalysis, and ethnography. The range of his writings makes Derrida of interest to students of literature, philosophy, religion, and poli sci, to name a few. Students will begin by reading Jim Powell's comic book *Derrida for Beginners* and viewing Dick and Kofman's movie *Derrida* (2002). From there, students will explore a selection of Derrida's most important works and the lexicon of concepts he uses to articulate his ideas about philosophy, literature, and culture. Students will engage with the tenets of deconstruction, consider how it has changed over time and in the hands of other thinkers, and explore the various permutations deconstruction has taken as it was exported from philosophy to other disciplines. The course will conclude with a viewing of Safaa Fathy's *D'ailleurs Derrida* (1999), a beautiful and evocative documentary very different in feel from Dick and Kofman's movie. Evaluation will be based on class presentations and a seminar paper. *J. Hardy Williams* . 2:00 p.m. to 5:00 p.m.

**CANCELED W80 Poetry of T.S. Eliot.** This course examines T.S. Eliot's poetry and poetic beliefs in their chronological development. We give close attention to historical, religious, intellectual, and biographical contexts. Evaluation is based on group work, research, and presentations. Prerequisite: one course in literature. *J. Timmerman*. 8:30 a.m. to noon.

**W81 Edit**

Special emphasis is given to the system and terminology of this grammar. Evaluation is based on daily assignments, in class projects, and test. *W Vande Kopple, J. Vanden Bosch.* 8:30 a.m. to noon.

**355 Creative Writing.** A course in the principles and practice of fiction or poetry, with the emphasis to be announced prior to registration each time the course is offered. Students will examine a variety of models and engage in extensive practice. Special emphasis will be given to the relationship of faith and art for the writer. Students may take both the fiction and the poetry version of the course for credit. *J. Timmerman.* 8:30 a.m. to noon.

## **Engineering**

**W80 Advanced Chemical Engineering.** This course addresses essential advanced topics for design. Topics build on the foundational concepts from several earlier chemical engineering courses. The course includes advanced topics from separations, heat transfer, and nonelementary 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

## **French**

**112 Multisensory Structured French II.** The second course in a three-course sequence of language study designed to meet the special needs of at-risk students. Materials are presented with an emphasis on understanding the nature of language. General language-learning skills are developed as specific foreign language goals are met. The course is open to students who, on the basis of adequate documentation, are continuing from 111 and expect to complete through the French 113 level. Evaluation will be by means of quizzes, tests, writing assignments, oral interviews, cultural projects and activities, journals, and small group sessions. *I. Konyndyk.* 9:00 a.m. to noon and 12:30 a.m. to 4:00 p.m.

**122 Intermediate French** (core). This course is part of the closely integrated 121-122-123 sequence, which fulfills the requirements for foreign-language core. Students attend large group sessions in the morning and smaller group sessions in the afternoon to acquire skills in speaking, listening to, reading and writing French. Daily assignments, quizzes, tests and a final exam are required. Evaluation is based on daily work, quizzes, small-group participation, student presentations and the final exam. Pre-requisite: French 121 or equivalent. *Staff.* 8:30 a.m. to noon and 1:45 p.m. to 3:15 p.m.

**IDIS W24 Mediterranean Crossings** . *L. Mathews, C. Slagter.*

**IDIS 356 World Language Education in the Elementary School.** *M. Pyper.*





## Germanic & Asian Languages

**W80 German Interim Abroad.** This course is approximately four weeks long and is conducted throughout Germany . After a brief tour through northern Germany , the students spend days of study in Husum, Schleswig-Holstein , Berlin , in various locations in the former East Germany , and in the Black Forest . Course participants choose where they will travel independently during the last five days. Activities include three home stays, lectures, discussions, meetings, interviews, tours, and attendance at cultural and social events. 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 cross-cultural sensitivity. This course satisfies departmental concentration. Prerequisites: German 215 or permission of the instructor. Fee: \$2,195 and up to \$550 for personal and final-week costs.*M. Buteyn* . Off campus.

**122 Intermediate German** (core). 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

## **Greek**

**GREE 101R 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. *K. Bratt* . 11:00 a.m. to noon or 2:00 p.m. to 3:00 p.m.

## **History**

**W10 Genocide in World History.** This course examines incidents of genocide and human suffering in world history, with a focus on the twentieth century. It explores historical conditions that contributed to large-

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 a.m. to noon.

**IDIS W26 Model Arab League** . *D. Howard*.

**IDIS W40 Guatemala 's Historic Paradox**. *B. deVries, D. Miller*.

## **HPERDS**

**W10 Grand Canyon Outdoor Educator** .This community based learning experience held in the Southwestern United States is designed for students interested in developing wilderness leadership skills and advanced skills in expeditionary backpacking, canyoneering, backcountry first aid, and rock climbing. The course begins with a 4 day Rock Climbing Site Manager course at the Mentmore Climbing area adjacent to the Rehoboth, New Mexico community. During the next ten day phase, students will gain a Wilderness First Responder certification through the Wilderness Medical Institute of the National Outdoor Leadership School . The course concludes with a 6 day backpacking trip in the Grand Canyon . Here, students will gain skills in backcountry living and travel, outdoor education, and group leadership. During this phase, students will cover the 18 point Wilderness Education Association (WEA) backcountry curriculum. Over the period of three weeks in the Southwest, students will also be exposed to the following topics related to outdoor education and leadership; group dynamics and development, expedition planning, models of facilitation, wilderness therapy, wilderness ministry, group management and supervision, land management agencies, Leave No Trace, regional natural history, and environmental ethics. Fee: \$1,735. *R. Walter Rooks* . Off campus.

**W11 Managing and Facilitating High Ropes Adventure Courses.** This course is designed to teach concepts of leadership, by demonstrating process roles in leadership and experiencing ropes course activities as designed for the potential leaders of camps or educational institutions,

coach and which go into coaching a sport team (philosophy paper, coaching plan, and small group work). *K. Gall, J. Bergsma*. 8:30 a.m. to noon.

**W14 Women's Health.** This course focuses on personal decision making in all dimensions of women's health. We investigate, discuss, and share women's health concerns ranging from cancer to sexuality. We focus on the unique physiology and anatomy of women, as well as on health care use and advocacy. Community experts, women's health videos, and field trips to selected agencies add to our learning experience. Students are expected to make a class presentation, conduct a health interview, attend relevant January Series Lectures, and write two reaction papers on journal articles relevant to women's health issues. *D. Bakker, A. Warners*. 8:30 a.m. to noon.

**W40 Sport Nutrition.** Proper nutrition is a key ingredient for success in competitive athletic performance. The goal of the Sport Nutrition course is to investigate the types, amounts, and timing of food and fluid intake, as well as the fact and fiction surrounding nutritional supplements. Specifically, students will study the types of foods necessary before and during exercise, as well as the recommended food/nutrient intake for optimal recovery following exercise. Differentiation between eating on practice vs. competition days will be made, as well as performance eating during all-day events, and when traveling for competition. Students will learn the basics about analyzing food and training plans for strength, power, and endurance sports in men and women. The course will also cover the incidence of body dysmorphias (disordered eating, female athlete triad, Adonis complex), as well as strategies for weight gain. The course will combine a variety of lecture, guest speakers, computerized diet analysis, and group discussions and diet plans. Each student will complete a project that entails the development of a booklet of nutritional guidelines for high school athletes by sport and gender. Evaluation methods include quizzes, a final exam, and the project. If possible, students will pair up to deliver sport-related nutrition information in the Grand Rapids YMCA after-school programs in the Grand Rapids Public Schools. This course meet program requirements for the Exercise Science major. Course fee: \$25-40 for diet analysis software. No prerequisites, however completion of HE 256

**137 B#+ Bowling.** *M. Christner.*

**140A Swimming I .** *Staff .*

**155A Ballet I.** *J. Genson .*

**165A Ballet II.** *J. Genson.*

**173A Basketball.** *M. Christner .*

**176A#+ Ice Skating .** *Staff .*

**177A#+ Downhill Skiing.** *D. Gelderloos .*

**177B#+ Downhill Skiing.** *D. Gelderloos .*

**181A Badminton II.** *J. Kim .*

**186A#+ Gymnastics .** *C. Shilton, M. Christner .*

**198A#@ Scuba.** *G. Kimball .*

@ Elective only, does NOT fulfill core.

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

+ Class will meet off-campus.





small Red Sea island. We will focus on cultural relationships associated with very diverse environments. Topographical landscapes range from rugged highland to coastal lowland. Climate zones range from cool highland to some of the hottest locales on the planet. Agricultural zones stretch from moist, montane croplands to innovative irrigation systems in semi-desert areas. Students will also have opportunities to engage with people who represent three contrasting faith communities Orthodox Coptic Christians, Muslims, and 1st generation Protestants. The group will be based in the capital city of Asmara , one of Africa s most attractive cities, located 7,300 feet above sea level. Field trips will be informed by pre-trip briefings and interpretation en route. Longer excursions include a three-day snorkeling trip to a Red Sea island and an overnight stay in a rural, farming village in the southern highlands. Other planned activities include a bike-down-hike-up trek on the green belt escarpment, which marks the transition from Muslim lowlands to Coptic highlands; a day trip to a Muslim market town and a mountain-top monastery; participation in Orthodox Christmas festivities; and a trip to the largest archeological site in Africa . Evaluation is based on directed reflections in cross-cultural journal, quizzes drawn from the required texts and field trip briefings, and conducting two survey questionnaires aided by a university student translator. This course will fulfill an elective requirement for the International Development Studies (IDS) major. Prerequisites: none. Fee: \$2,785. *J. Bascom* . Off campus.

**W10 Seeing Geograhpy in Kenya.** This interdisciplinary course travels to the Rift Valley

**W12 South African Miracle** . This course introduces students to a country with a tragic past but also a promising future. The primary academic objective of this Interim is to gain firsthand knowledge and understanding of how racial injustice has been encountered in political and industrial contexts. Participants in this Interim not only read and study South African history, culture, and industrial change - they also visit South African townships, meet with leaders engaged with South Africa 's political changes, and visit a platinum mine. Students explore - in readings, classes, and visits - South Africa's apartheid past, the struggles for and miracle of its democratic transition, and the political-economy of the mining industry where interactions of politics, business, and race are poignant. Specific on-site visits include Robben Island , Soweto mining hostels, the Institute for Justice and Reconciliation, the Apartheid Museum and much



Evaluation is based on participation, course readings, a service-learning journal, and a final paper. This course will fulfill an elective requirement for the International Development Studies (IDS) major. This course will fulfill the CCE core requirement. Fee: \$ 2,700. J . *Bouman, B. Hugen* . Off campus.

**W17 Honduras : Poverty & Hope** . Honduras provides a window into issues of poverty and hope. Participants will not only read and study Honduran history, culture and economy they will visit Mayan ruins, live with a Honduran family and see acres of US owned banana plantations as well as the inadequate plots on which many Honduran farmers try to scratch out a living. Students will try and begin answering the question of why is North America so wealthy and Honduras so poor and what is our responsibility as Christians? Students will explore in readings, classes and visits issues like US investment in Honduras , child sponsorship and short-term mission's role in community development. Finally, students will have the opportunity to begin learning or improve their Spanish by small group tutoring with experienced Honduran Spanish teachers. Evaluations will be based on participation, journals and a small project. This interim provides a satisfying mix of exciting travel, stimulating discussions, intensive Spanish and engaging speakers. This course will fulfill an elective requirement for the International Development Studies (IDS) major. This course will fulfill the CCE core requirement. Prerequisites: None. Fee: \$1,845. *R. Hoksbergen, K. Ver Beek, J. Van Engen*. Off campus.

**W18 Be Fit for Life: Bike Australia** . This course introduces students to concepts of basic fitness and nutrition that promote lifetime wellness from a Christian perspective. The basic components of good nutrition are studied along with the special nutrition demands associated with exercise performance. A special emphasis is placed upon the chemical and biochemical nature of nutrition and exercise. Students also study the efficacy of some of the current e the equipment is relatively inexpensive and this form of exercise is low impact. Biking in Australia also gives students an opportunity to gain insights into and appreciation for another culture. Students compare the exercise and nutritional attitudes and habits of two cultures and determine if there is any correlation with incidences of diseases such as cardiovascular disease. Students attend several evening classes during the fall semester and spend several hours researching a topic that they will present to the class during the bike tour in Australia . They also participate in a nutritional intake study and analysis, and participate in several tests that can be used to evaluate fitness. Student evaluations will be based upon class participation, a daily

projects as well as factories and plantations all the while assessing the impact of these organizations on development. Field trips to museums, historical sites, USAID, eco-tours, Parliament, soccer games, and tourist locations will also be used to examine the various political, social, economic and international trends that have shaped the island and impacted its potential for successful development. At the end of the interim students will have gained insights into the challenges of development as well as sensitivity to issues facing Jamaicans in the context of globalization. This course will fulfill an elective requirement for the International Development Studies (IDS) major. This course will fulfill the CCE core requirement. Fee: \$2,578. *L. Schwander, T. Vanden Berg* . Off campus.

**W20 Business & Engineering for the International Market.** In today's global economy, business practices, engineering design, product development, and product marketing must take the international market into account. This course introduces the student to the nuances of business practices and product development in the international market, focusing on business and R&D in Europe . Students will learn how the languages, history, culture, economics, regulations, and politics of Europe shape the business and design process through tours of businesses, engineering research facilities (both industrial and academic), manufacturing facilities, as well as discussion sessions with leading business executives and research engineers in Europe. Locales will include Amsterdam , Rotterdam , Brugge, Brussels , Paris , Koblenz , Offenbach , Munich , Nurnberg, Leipzig , Berlin , and Bremen . Additional religious and cultural locals will include visits to The Begijnhof, The Hague , Leuven, Versailles , Notre Dame Cathedral, Reims,

class participation, an oral presentation, reflective daily journaling, and a final paper. Upon completion of the course, students will be certified in SCUBA (NUUI) and sailing. This course will fulfill the CCE core requirement. Fee: \$3,375. *J. Britton, D. VanderGriend*. Off campus.

**W23 The Games of Ancient Greece** . Running more than 1000 years, the games of ancient Greece were among the most significant religious and social events of their times. This travel course to Greece will include stops in Corinth , Sparta , Olympia , Delphi, Athens , and the Island of Crete . Students will visit sites of interest related to the Crown Games of ancient Greece, the most famous being those of Olympia, while exploring the cultural connections of ancient Greek sport to politics, war, art, literature, social class, architecture, and economics.

to stay on several Chinese college campuses so that they may interact with Chinese college students. The trip also includes visits to schools, churches, Buddhist and Daoist temples, and shopping areas in order to understand how the Chinese live. Course activities include lectures, discussion, interviews, meetings, tours, and attendance at cultural and social events. Emphasis is on meaningful contact with Chinese people and enhancement of language skills. Evaluation is based on participation in course activities, gains in mastery of the language, increased



primary texts were written for the general public, this course is accessible not only to biology, chemistry, and environmental science majors but also to students in the areas such as engineering, political science and international development. No prior coursework in biology or chemistry is required. Student evaluation is based on written reports, presentations, and participation. *K. Grasman*. 2:00 p.m. to 5:00 p.m.

**W29 Elementary, My Dear Watson.** There is a serious oddity concerning this most famous of Sherlock Holmes's lines: it occurs nowhere in any of Conan Doyle's Sherlock Holmes stories. So where does it come from? In this course students pursue this and other mysteries as with Watson students track Holmes through some of the murkier stretches of human society. Along the way students explore Doyle's life and times, look at the social context of Holmes's adventures, trace selected themes of the times through the stories, and try to discover why Doyle disliked Holmes so intensely. Students read most of the Holmes stories and novels, and some of the early Holmes apocrypha, listen to old radio productions, watch some old TV shows, and see some of the classic Holmes movies. (Students will *not* read such abominable modern imitations as *The Seven Percent Solution* .) In addition to the above, class members are expected to participate in all class activities and to make one class presentation . *D. Ratzsch*. 2:00 p.m. to 5:00 p.m.

**CANCELED W30 Life Skills for Workplace Success.** Studies show that early preparation yields significant results. This course will move from an exploration of vocation and life calling through personal assessments and from job search assignments to workplace adjustment and survival issues. Emphasis will be placed on practical application of theory to practice within an interactive environment. By the end of the course, students will have arrived at preliminary conclusions regarding their general life direction (vocation) and be prepared for the spring launch of their personal job search. Evaluation will be based on collecting interview data as the basis for an oral presentation, completing daily exercises related to the course syllabus and journaling. Course fee: \$50.00. *B. Speyers, D. Hebreard*. 2:00 p.m. to 5:00 p.m.

**W31 Village Religion in China** . Traditional Chinese religion may be summarized as the worship of gods and ancestors and the exorcism of ghosts and demons. Each of these activities takes place in fixed places and, usually, at fixed times. Starting with the map of an imaginary village in southeast China , the course would look concretely at every site where worship and exorcism occur in and around village space: Why there? To what end? When? If the answers to the first two questions will reveal the religious logic of village space, the answer to the last will lead to deeper understanding of the Chinese festival calendar. Specific examples of the most important modes of worship and exorcism will be examined with the help of ethnographic materials (films, slides) collected by the teacher. The last part of the course will cover the contemporary scene and recent patterns of persistence and change in village religion. Goals of the course are: to have students gain an empathetic understanding of a very different cultural context than most of them have .00000912 0 61Gul



productive, the craft of hand-knitting wearable hats, sweaters, and scarves holds deep appeal for many people. In fact, knitting is no longer exclusively female territory—increasing numbers of men are discovering its interest and benefits. This class will explore the role and function of the craft of knitting in a variety of contexts: the building of community and delivery of social support; leisure; mental health and creativity; educational benefits for children; international development in women's cooperatives; social service and social justice; and the gendered nature of knitting. The class will also include practical instruction in the craft of knitting and time spent with both older adults and middle-school aged children, knitting together. Students need not know how to knit in order to enroll in the class. At least one field trip is likely. Evaluation is based on class participation, completion of a knitting sampler, contributions to group knitting projects, a research-based group presentation, attendance of at least one community knitting group and several short reflection papers. Students will be expected to purchase materials for at least one significant project, the cost of which will vary depending on the student's ambitions. No prerequisites. Materials fee: \$15.00. *C. Van Dyke, D. VanderPol*. 2:00 p.m. to 5:00 p.m.

**W37 Theory and Practice of Quilting.** This course is an introduction to the theory and practice of quilting. We will examine 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. In addition to the textbook, 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.

**W38 Social Justice, Spiritual Longing, and U2.** Arguably no other musical group has had as much pop cultural influence over the past two decades as U2. The band has been widely embraced by mainstream culture and has seemingly reveled in all the rewards that such popularity esteems. However, underneath a guise of throwaway rock/pop hooks reside sacredness and an urgent call to those listening hard enough. This interim class employs U2 as a vehicle for exploring themes such as political morality, liberation theology, and current social arrangements. Students critically examine U2's body of work in an effort to clearly articulate the responsibilities and agency of Christians in a fallen world. The study and processing includes lecture, discussion, films, CDs, readings, and presentations. Students are evaluated on participation and research projects. *M. Mulder*. 8:30 a.m. to noon.

**W39 Christian Discipleship.** This course uses two books by an exceptionally gifted and helpful writer on Christian discipleship. *The Life You've Always Wanted* addresses spiritual disciplines (e.g. slowing, celebration) that can help one become more God-centered. *Everybody's Normal Till You Get to Know Them*

Christianity to others. The primary goal of the course is stronger Christian commitments and greater awareness of contravening personal and cultural dynamics. Students are expected to prepare for and engage in class discussions about those issues and challenges and do daily reaction papers. *W. Joosse*. 8:30 a.m. to noon.

**W40 Guatemala's Historic Paradox** . This on-site course explores how the paradox of Guatemala 's cultural wealth and economic poverty has arisen historically and how it manifests itself today. Students will visit Mayan ruins, modern indigenous communities, colonial-era towns, sites of Cold War atrocities, contemporary development projects, sites of natural/environmental interest and religious sites - shrines and churches ranging from Mayan to Roman Catholic and Pentecostal. Students will read assigned texts prior to departure and en route to be used for reflection on their experiences in an academic journal written during the trip. The course serves as an elective in the History and Archaeology concentrations. By tailoring the reading and writing assignments accordingly, elective credit is also possible in Art History, International Development Studies or (request pending) Environmental Studies. Taught in English. This course will fulfill the CCE core requirement. Fee: \$2,485. *B. de Vries, D. Miller*. Off campus.

**W41 The Globalization of Christianity**. Christianity has become the first truly global religion and its characteristics have been transformed. The course examines how this globalization of Christianity has taken place and who the key actors have been. It looks at global Christian reality today: who the Christ





from perspectives that are historical, social, political, moral, cultural, and Christian Reformed. This work provides the context for what is the end-product of the course: a fully-staged production in the Laboratory Theatre of Tim Robbins' stage version of Helen Prejean's book, *DEAD MAN WALKING*. Prerequisite: Casting of production will be by audition and selection of other class members will be by interview. *M. Page*. 8:30 a.m. to 5:00 p.m.

**W81 World Language Education in the Elementary School.** Theory and practice of world language teaching in the elementary school. Study of language skill development, second language acquisition, methodologies, curricula, and programs. Off-campus school observations and aiding experience required. Should be taken in the junior or senior year, prior to student teaching. Required for elementary certification or K-12 endorsement in world languages, including ESL. Prerequisite: completion of or concurrent registration in Education 302/303. *M. Pyper*. 8:30 a.m. to noon.

**242 Global Ecosustainability.** An introductory study of earth systems with emphasis on computer modeling as a way to provide insight into societal issues related to global sustainability. Examples of global issues pertinent to the human society include climate change, the ozone hole, biodiversity, spread of epidemics, water resources, etc. A primary purpose of the course is to introduce "systems thinking", and to show the web of connections between systems. Hence students will be able to comprehend at a deeper level the connections between molecular substances such as chlorofluorocarbons and ozone hole depletion, as well as how government policy affects the economy, and relationship of population to various ecological issues. One of the ways to deepen understanding of these connections is through computer modeling. Computer applications such as STELLA will be employed, making use of a graphical user interface to build the necessary computer models. **This course meets the core requirement for the Global and Historical Studies category.** Not open to first year students. Prerequisites: Four years of high school mathematics or one college level mathematics or physics course. *R. L. DeKock, K. Piers*. 8:30 a.m. to noon.

## **International Development Studies**

**W40 Hope Amidst an Unjust War: Conflict in Northern Uganda .** Uganda is a divided country, with the south growing and stabilizing while the north is in turmoil. Life in the north has been disrupted by the war carried on for two decades by the rebel Lord's Resistance Army (LRA), with its theft, murder, and abduction of children, who are raped and turned into child soldiers. The course will focus on conflict in the north, in the context of the history of Uganda and the region. Examination of the conflict, and its effects on the development of the north, will lead into a study of the work that various Ugandan leaders and groups are doing to improve conditions, work for peace, and bring hope. Students will learn about this from readings, videos, and guest speakers, including two Ugandan development workers with experience in the North who will join the class for the last half of the course. Students will keep a journal on the readings, videos, and guest-speaker presentations, and complete group projects which will result either in class presentations on a specific aspect of the course or events to educate others about the situation in northern Uganda . Evaluation will be based on the students' journal, class participation, and project. With the permission of the student' IDS advisor, this course may fulfill an elective in IDS majors and minors. *G. Monsma*. 2:00 p.m. to 5:00 p.m.

**IDIS W12 South African Miracle .** *M. Heun, T. Kuperus*.

**IDIS W17 Honduras : Poverty and Hope .** *R. Hoksbergen, K. Ver Beek, J. Van Engen*.



## Mathematics

### **W81 Graph Theory.**

1890) branch of pure mathematics that has many applications to other disciplines, most notably computer science. The course is primarily a problem-solving class with student work consisting of homework problems, in-class group work, and student presentations of solutions (both written and oral). There is some direct instruction but the most of the learning will be through active participation in problem-solving. Problems will range from relatively concrete (though sometimes difficult) counting and enumeration problems to quite abstract theorems that require careful proofs. Graph theory is a good area in which to develop theorem-proving skills as the objects, though abstract, are finite and relatively easy to understand and the subject matter does not have any particular mathematical prerequisite. Applications of graph theory may be introduced but are not the major focus of this course. Students are evaluated based on their problem solutions and presentations. The prerequisite for this course is at least one of Mathematics 301, 312, 351, or 361. The course satisfies the requirement in the mathematics major of one interim course. *M. Stob.* 8:30 a.m. to noon.

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

**MATH-160 Elementary Functions and Calculus (core).** 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.

## Music

**W10 Asian Communion in Song.** This course is open to all members of the Calvin Women's Chorale in the Fall 2006 semester and former members of the choir who took part in the East

-5 and

2005-6 school years. Members of the Calvin Women's Chorale will participate in worship services, present concerts, and provide workshops in the area of choral music in Beijing , China and Seoul , Korea . Students will experience worship in a cross-cultural context and communion with other members of the Body of Christ through fellowship and song, and get a glimpse into gender issues in that part of the world. The course will begin with a few days of rehearsals and lectures on campus. The sessions prior to the trip will include lectures by Calvin professors in worship, Asian music, religion, and gender studies. The choir's repertory will include a significant portion of music from Asian countries in addition to standard Western repertory. In addition to performing in various contexts, the students write daily journal entries on their experiences as they relate to the pre-trip lectures and participate in designated discussion times. They will be evaluated on the basis of daily participation and journaling and a final reflective paper. NOTE: DATES FOR THIS INTERIM ARE MAY 21-JUNE 10. Fee: \$3567. *L. Hoisington, P. Shangkuan* . Off campus.

**CANCELED W11 Introduction to Music Therapy.** Music therapy is the skilled use of music by a trained therapist to affect positive changes in the psychological, physical, cognitive and/or social functioning of individuals with health problems. This course will introduce participants to music therapy both theoretically and experientially through class lectures, on-site field observations, specified readings and in-class demonstrations. Students will be expected to attend all classes, submit required written reports, prepare a demonstration activity and take a final exam. No prerequisites are required to attend this class. *Sister Mary Margaret Delaski*. 2:00 p.m. to 5:00 p.m.

**W40 Music Theory Fundamentals.** This course introduces the student to the rudiments of music theory: rhythm, scales, key signatures, intervals, melody, chords and tonality. These



## Nursing

**CANCELED W80 Christian Nursing in the Philippines .** This course exposes nursing students to some of the unique nursing care situations of a developing country while allowing them to interact with other nursing students in Christian nursing programs. Opportunities to live, work and study alongside Philippine nursing students broadens Calvin students' understanding of Philippine culture. In addition, the close partnership of student to student provides many opportunities to develop an understanding of the expectations and responsibilities of a Philippine nurse and a developing health care system. Growth in cultural awareness and ability to interact with those of the Philippine culture is expected. Students travel on the large island of Luzon as well as on the smaller island of Negros Oriental . This allows students to see the striking contrast between wealth and poverty in Manila and the poverty of those living in the countryside. The beautiful tropical setting provides a backdrop for a culture of gentle people who have experienced major influences of the Spanish and Americans. The majority of the course involves experiencing nursing in both acute and community nursing settings in company with a Filipino student, with informal lectures and reflective discussions. Student evaluation is based on orientation meetings, a required reflective journal, and participation in course activities. This course will fulfill an elective requirement for the International Development Studies (IDS) major. Prerequisites: Pre-nursing student of at least sophomore standing or nursing student. Fee: \$2,725. *C. Feenstra.* Off campus .

**W81 Belize : A Nursing Experience.** In this course, students explore health concerns and care strategies for the people of Belize , a culturally, socially and economically varied nation of seven distinct groups including Mayan, Mennonite, Taiwanese, and Garifuna. Nursing students have the opportunity to serve in community clinics, private hospitals and struggling government hospitals. Students also learn from local herbalists, traditional midwives and folk healers, and learn about village health needs and the role of the community health worker and traditional birthing assistant in a Mayan village. The course includes an excursion to Guatemala to explore the contrast in health care and culture of these two developing countries. Students will also have the opportunity to live in a Mayan village. The course meets four times in the fall to enhance preparation for this experience. Course goals are that students demonstrate Christian nursing care, understand cultural health care and adapt nursing skills to a variety of settings. Student evaluation is based on preparatory readings, required journal, final presentation and participation in course activities. This course will fulfill an elective requirement for the International Development Studies (IDS) major. Prerequisites: Satisfactory completion of at least one semester of nursing courses and permission of the faculty. Fee: \$2,953. *R. Boss Potts.* Off campus.

**CANCELED W82 Nursing in a Native American Setting.** This practicum course is offered in conjunction with Rehoboth McKinley Christian Hospital in Gallup , New Mexico . Gallup sits on the edge of the largest Native American Reservation in the US , the Navajo Nation, and is a center for Native American culture. While in New Mexico students have the opportunity to explore clinical areas of interest while learning about the culture of Native Americans. The practice setting allows the students to work in a small regional hospital and many outpatient clinics. They will interact with a diverse group of clients, many of whom are Native American. Students also have the opportunity to interact with school children while doing health education presentations in local schools. The course foci is exploring cultural diversity and how it impacts

health care delivery. Students expand their knowledge through clinical practice, cultural events,

## Philosophy

**W10 Peaceable Kingdom: Transforming Our Relationships With Animals.** 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 and to honor the creatures under our care is one that Christians too often neglect to ask. This omission is especially tragic, given the overwhelming evidence of fallen-ness in the social and commercial practices that presently govern our relationships to animals. While large-scale agribusiness has



## **Physics & Astronomy**

**W10 Biophysics.** Biophysics is a growing discipline in which the tools and accomplishments of



## **Political Science**

**W11 Liars, Idiots & big Mouths: the Death of Public Discourse.** Cable news channels talk radio programs, newspaper editorial pages, and so-

## **Psychology**

**W40 Social Psychology in Film.** This course explores basic social psychological concepts and principles as revealed in contemporary films. Attention is given to the nature and dynamics of social thought, social influence and social relationships. Films portraying the processes of attitude formation and change, conformity and obedience, prejudice and aggression, social attraction and conflict are discussed in relationship to the relevant social psychological theory

**IDIS W39 Christian Discipleship. W. Joosse.**

## **Religion**

**W40 Anti-Semitism and the Holocaust.** This course explores the historical, moral, and theological dimensions of the Nazi Holocaust. Students study the history of anti-Semitism that culminated in Hitler's persecution of the Jews, the historical account of the Holocaust itself, and the moral and theological issues raised by it. Resources used in this class are books on the history of anti-semitism and the Holocaust, two books by Elie Wiesel, and various films about the Holocaust and its significance. The course also includes a four-day field trip to the United States Holocaust Memorial Museum in Washington , D.C. Evaluation is based on class discussion, a short written report, and a final exam. This course will fulfill the elective requirement for the religion major or minor. Fee: \$275 (approximate) for the field trip. *K. Pomykala*. 2:00 p.m. to 5:00 p.m.

**W41 Urban Missions in New York City .** Urban Missions and race relations are inseparable dynamics of modern city life. To understand one demands knowledge of the other. This course examines the overlap of urban living and human diversity by critically analyzing: 1)

Students are required to write a paper. This course will fulfill the elective requirement for the religion major or minor. *R. Whitekettle*. 8:30 a.m. to noon.

**W43 Learning to Pray Like Jesus.** What does the New Testament teach about prayer, and how does that translate into real life? This course will explore the place of prayer in the New Testament, including the Jewish roots of Christian practice, and how the ancient church eventually developed its own monastic traditions through the Desert Fathers. Delving into the practical dimensions of the practice of prayer will include a look at the traditional spiritual disciplines of fasting and meditation. We will also investigate some of the theological questions raised by prayer: Can God be influenced? Does God change his mind? Does prayer make a difference in the world? Student evaluation will be based upon a book review, class participation and the keeping of a personal prayer journal. The final goal of this course will be for each student to cultivate of a more deeply personal, theologically informed, and historically aware, life of prayer. There are no fees or prerequisites for enrolling in this course. *D. Crump*. 8:30 a.m. to noon.

**CANCELED W44 Asian Biblical Interpretation.** 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? The course aims to enable students to read an extensive amount of biblical theological works of the Third-world perspectives, summarize and analyze the nature and contribution of this movement, attain balanced attitude toward diverse readings of biblical texts, and examine and construct their own biblical hermeneutical perspective. Evaluation is based on papers and an exam. This course will fulfill the elective requirement for the religion major or minor. *W. Lee* . 8:30 a.m. to noon.

**W80 Male and Female He Created Them: Biblical Portraits of Gender.** The Old and New Testament explore the meaning of our being created male and female in the image of God. This course studies those biblical texts which focus on our sexuality, the roles of men and women and the relationship between them. We read the love poetry of the Song of Songs, ponder passages from Proverbs, and consider relevant narratives, including Genesis chapters 1-3, selections from the laws, as well as gospel accounts and excerpts from the epistles. Inescapably, our discussion takes 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

lectures, guest speakers, films, student presentations and class discussion. Students are required to do daily readings, keep a reading journal, participate in class discussions and write a formal paper. Prerequisite: core course in Biblical Studies . This course will fulfill the elective requirement for the religion major or minor. *C. de Groot*. 2:00 p.m. to 5:00 p.m.

## Science Education Studies

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

**312 Teaching Science in Elementary School**. A consideration of the methods, pedagogies, and strategies associated with teaching science in elementary and middle school. Curricular resources for teaching science, including the use of technology and written materials, are also examined with consideration of the criteria for their evaluation. Additional topics include assessment, benchmarks and standards, and lesson and unit development. The relationship of Christian faith to the teaching of science in the classroom is also examined. Field experiences during normal course hours are included. Students will be assessed on completed homework assignments, two quizzes, a written final, a completed unit plan and lesson plan, and observation of their teaching in a local elementary school. Prerequisites: Education 302 and at least one natural science course. *J. Jadrich*. 8:30 a.m. to noon and 2:00 p.m. to 5:00 p.m. (Tdcrsee1Aef1 0 0 1 Plesso7 792 reW\* nBT teacJ. Jadri



**W43 WONDER WOMAN: Sociological Perspective on the Female Body.** This course explores the wonders of the female body from a medical sociological perspective. The course begins with a socio-historic examination of the female body and is followed by an analysis of each phase of the female life course, using various topics as exemplars of medical sociological concerns. Topics include gender socialization, sexual perversions and abuse, the beauty mandate, eating and cutting disorders, pregnancy and childbirth, menopause, health care access, and frailty. Objectives of this course include (1) increased understanding of and ability to use a medical sociological framework in analyzing the female body; (2) increased knowledge of social injustices that shape women's health over the lifespan; and (3) increased understanding of the wonders of the female body and the realities of each life phase. Class sessions include lectures, videos, guest speakers, and student discussion. Students will be evaluated on the basis of daily participation, quizzes on comprehensive readings, class presentations, and a journal that includes both academic interpretation and personal reflection. *S. Bluhm Morley*. 8:30 a.m. to noon.

**SOWK 381 Integrative Studies.** Integrative Studies Seminar (4 semester hours). This course requires students to integrate the content of courses in the social work major and the practicum experience. Students draw on core concepts and principles from the profession and from the Christian faith as they discuss issues associated with professional role and identity. Prerequisites: Social Work 371, 372, 373, admission to the B.S.W. program, and satisfactory completion of the practicum admissions process. *R. Chamiec-Case, P. de Jong* . 8:30 a.m. to noon.

**IDIS W16 Mexico : Culture, Family Life and Social Services.** *J. Bouman, B. Hugen.*

**IDIS W17 Honduras : Poverty and Hope .** *R. Hoksbergen, K. Ver Beek, J. Van Engen.*

**IDIS W19 The Jamaican Journey .** *L. Schwander, T. Vanden Berg.*

**IDIS W38 Social Justice, Spiritual Longing and U2.** *M. Mulder.*

**IDIS W41 The Globalization of Christianity.** *P. Freston.*



## Spanish

**W80 Spanish in Yucatan .** Students in this course spend three weeks immersed in Mexican culture and Spanish language in Merida , the capital of the state of Yucatan . Merida is a city of a million people with a colonial past, strong Mayan influence into the present, and intensive globalization as it faces the future. It is the site of two universities, as well as a center for several mission organizations. Students live with Mexican families and attend daily lecture and discussion classes, which focus on various 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 detailed journal consisting of notes from lectures and discussions as well as personal observations on Mexican culture and their experiences during their stay. Evaluation is based on satisfactory achievement 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, two reflection papers, three cultural reports based on interviews, and a final oral presentation. This course will fulfill an elective requirement for the International Development Studies (IDS) major. Prerequisites: Spanish 201 and permission of Spanish program advisor. Fee: \$1,800. *M. Bierling*. Off campus.

**W81 Argentina : Language, Landscape, Legacy.** This four-week course is designed to offer multiple perspectives on Argentina . Students and professors spend 23 days in and around Buenos Aires in addition to excursions to Córdoba and Salta or Mendoza and to Misiones ( Iguazú Falls ). While many of the experiences will be common to all participants, students may choose to focus on one of three areas: History, Language, or Missions; and some readings and programming will be restricted to individual areas. All areas will seek an increased understanding of the worldview and existential challenges of Latin Americans as exemplified in Argentine culture. Students will visit points of cultural interest such as musical events, tango shows, natural and historical landmarks, museums, art exhibits, and churches. Speakers will include well known theologians, historians, social activists and churchmen. Students will keep a journal of their readings and experiences, make an on-site report to the class, and write a final comprehensive essay. Those students desiring language credit will read and write in Spanish, and all will be lodged with Argentine families. Housing and guest speakers will be facilitated by the Kairos Christian Community. Students may upon advisor approval count this course both as an interim and as three semester hours of elective credit toward a program in History, in Spanish, or in Missions. This course will fulfill an elective requirement for the International Development Studies (IDS) major. Prerequisite: Spanish 202 or its equivalent. NOTE: DATES FOR THIS INTERIM ARE MAY 22-JUNE 20. Fee: \$3,750. *D. Zandstra* . Off campus.

**W82 Spanish for Healthcare Professions.** This course is an introduction to the terminology and cultural rhetoric of oral and written communication in Spanish relating to the fields of medicine and social work. The course is designed for advanced students of Spanish as it is conducted in Spanish. The course helps students develop language skills and increase cultural awareness of healthcare practices and needs for the patient or client of Hispanic background. Spanish grammar is reviewed while discussing medical and cultural issues, body language, and intercultural communications. Students are evaluated by means of in-class presentations/projects, vocabulary

