

ARTS W40 Poetics of Type. This studio arts course will explore historical and contemporary typography in terms of design, use, and application. Students will be introduced to letterpress printing, letterform design, and expressive compositional studies. Studio assignments will include both physical and digital processes. The course is ideally suited not only for graphic design and visual arts students, but for anyone interested in type as an aesthetic vehicle in its own right. The curriculum will include offsite visits. This course will fulfill an elective credit in the Graphic Design major. Fee: \$25. 8:30 a.m. to noon.

BIOL W81 Ecotoxicology. Today's modern industrialized society uses approximately 60,000-80,000 different chemicals, including 1000-2000 new chemicals every year, in the form of pesticides, pharmaceuticals, personal care products, plastics, energy sources, and industrial chemicals and wastes. Some of these chemicals are significant environmental contaminants, presenting potential risks to individual organisms, including humans, and entire ecosystems. Ecotoxicology is the study of the effects of environmental contaminants on aquatic and terrestrial organisms, including relationships between chemical effects on the biochemical

~~CANCELED CS W80 Mobile App Development Using Swift. People are increasingly doing their "personal computing" using apps running on mobile devices like smart phones and tablets. Apple's iPhone and iPad are popular mobile devices, and the ability to create apps for these devices is useful. Swift is a programming language from Apple for creating apps for its various operating systems. In this project-oriented course, students will design an original mobile app, and then use the Swift language and Apple's XCode integrated development environment to implement their design. XCode includes a Simulator that allows students to test and run their apps without owning an actual Apple mobile device. Students who own an iPhone or iPad will be able to deploy their apps on their device. Prerequisite: CS 112. . 2:00 p.m. to 5:00 p.m.~~

EDUC W40 Equity and Justice in Schools and Communities. There is substantial concern in society about failing schools, low student achievement, and educational inequality. Urban education is a particular area of focus as many urban schools report low student achievement and graduation rates. Efforts to reduce educational and societal inequality highlight both the challenges faced by many students and teachers and the role that schools can play in increasing educational opportunities for all students. This course is designed to provide students with a greater understanding of educational inequities and the causes and impact of educational inequality. Students will explore the opportunities and challenges associated with urban schools and communities. Through readings, class discussions, group projects, activities, and visits to urban schools and community organizations, students will gain a foundation of knowledge, skills, and dispositions to better equip them to understand and confront inequities—as teachers and/or citizens—in school and society.

8:30 a.m. to noon.

EDUC W80 Teaching and Learning with Technology. This course seeks to move students beyond the technology skills used in a classroom, to employing frameworks that examine issues regarding implementation, administration and evaluation of academic technologies. Students will explore face-to-face and online educational environments, theoretical frameworks, and a variety of software applications in order to develop knowledge and skill in managing the content and tasks of the teaching profession as well as making instructional decisions regarding digital technology use for student learning and formation. After two weeks of analyzing frameworks and becoming familiar with technologies ranging from educational games to course management software, students will spend three days in an educational environment putting into practice the knowledge and skills they have developed. Prerequisites: IDIS 110, EDUC 102. 8:30 am to noon.

ENGL 374 English Grammar. A study of traditional grammar, focusing on its history, its system, its applications, its competitors, and its place in the 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, and a final exam

8:30 a.m. to noon.

ENGL W Shakespeare's Tragedies An intensive study of Shakespearean tragedy in its literary and historical context. Readings will include Macbeth, Othello, and King Lear, along with select classical tragedies and other readings in the history and theory of the genre. Class time will be spent primarily in discussion and analysis of the readings, with some attention to film and stage versions of the plays. Students are evaluated on brief responses to each reading, class participation, and a final exam. 8:30 a.m. to noon.

ENGL W42 The Inklings: C. S. Lewis, J. R. R. Tolkien, and the Fellowship of Writers. In this course, we will read selections from the famous and not-so-famous works of C. S. Lewis, J. R. R. Tolkien, Charles Williams, and Owen Barfield. These authors formed the nu

to the faculty and students at the start of the course. Prerequisites: ENGR 322 and the Metal Shop Class.

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

ENGR W81 Mobile Robotic Systems. Mobile robotic systems are becoming more commonplace and are handling some of the most dangerous tasks, allowing humans to stay at a safe distance. In this course, students will learn about the historical development of mobile robotic systems, including some ethical issues surrounding such systems. Students will also analyze and design the electrical, mechanical, and control aspects of robotic systems. The final project will involve the construction and implementation of a mobile robotic system. Through this hands-on experience, students will learn about the mechanical structures needed to build the system, the motors and gears to drive the system, the sensors to guide the system, the wireless modules to communicate with the system, and the control algorithms and hardware to manage the system. Students will be evaluated on in-class discussions, lab write-ups, design project presentations, design project reports, demonstration, and their participation in the team design projects.

Prerequisites: C Language Programming or equivalent, Engineering 307 & 311, and Metal Shop Training (or permission of instructor). Preference given to senior-standing ECE engineering students.

8:30 a.m. to noon.

ENGR W82 Advanced Chemical Engineering Special Topics. 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. Prerequisites: Engineering 330, 331, 335, and senior standing.

8:30 a.m. to noon.

ENGR W83 Site Development and Design. The objectives of this course are for students to: first, to know the key elements used in the design of a civil engineering projects (e.g., topographical analysis, earth balances, infrastructure documentation and linkage, regulations and permitting, and integration of built and natural systems; preparation of contract documents Second, to understand and apply various land measurement applications (e.g., surveying, global positioning systems, and geographic information systems) that are typically used for SDD; and third: to learn sustainable SDD practices (e.g., LID and LEED) and Best Management Practices (BMP) and integrate these into course design projects. Fourth, learn from and interact with practicing professional engineers, scientists, developers and contractors Methods of teaching and learning: In addition to the class instructor, guest lecturers that are practicing engineers, scientists, surveyors and agency representatives will provide lectures and class assignments on tools and resources used in the site development and design process. Students will be divided into teams of 3 or 4 students and each team will be assigned a site. Each site will have a property survey, topography, and soils information provided by local consultants and/or governmental agencies. Student teams will receive the site information the first or second class. Students will receive initial instruction and class assignment using AutoCad Civil 3D and a follow-up help session. Teams will develop their site design using tools and resources presented in class. Teams will have three meetings with instructor to present and discuss progress design concept/schematic, base plan, and final submittal. Teams will present their design to the class with questions from students and instructor. Final design with cost estimate

will be submitted to the instructor. Prerequisites : Engr 306, Engr 320, and Engr 326, or permission of the instructor. . 2:00 p.m to 5:00 p.m.

ENGR W84 Sustainable Energy Systems. Renewable and sustainable energy systems are providing increasingly large fractions of the energy mix worldwide. In this course, students consider fundamental engineering principles, economic factors, and Energy Return On Investment (EROI) for a wide variety of renewable and sustainable energy technologies. Special focus is given to performance and design of wind and solar systems, and data from demonstration systems at Calvin University are analyzed extensively. Software packages that aid renewable energy system design are introduced. Daily assignments and several design projects are required. Prerequisite: Engineering 333 or permission of the instructor.

8:30 a.m. to noon.

FREN 112 Multisensory Structured French II. . 2:00 p.m. to 5:00 p.m.

FREN 132 Intermediate French. . 8:30 a.m. to noon.

GERM 150 Intermediate German Intensive. 8:30 a.m. to noon.

HIST W40 The Imperial Harem of the Ottoman Empire. The Ottoman imperial harem has the stuff of legend and caricature, and it is not hard to see why. As an institution meant to ensure dynastic continuity in a patriarchal empire, the harem combined slavery and sex, women, sultans, eunuchs, power, and political intrigue. It was also a place of extraordinary beauty, quite ordinary birth and death, deep learning, and outstanding musical and artistic talent. This course takes up the challenge of defining and understanding this fundamental institution as a window into the culture of the Ottoman Empire, a great world empire that lasted from the fourteenth to the twentieth centuries. The centerpiece of the course is Leslie Peirce's new biography of Roxelana (ca. 1503-1558), the Ruthenian captive who became the wife of Sultan Süleyman the Magnificent, moved into the palace, and dramatically transformed Ottoman political life. For context, we will also study the lives of common men and women through translated Ottoman court records, and compare them with roughly contemporary non-Ottoman European records. Students will gain basic familiarity with Ottoman history and the place of the harem in that history, and thereby deepen their understanding of what the study of history involves and what it is good for. Students will make presentations based on group research about published Ottoman harem memoirs and other original accounts; create a bibliography of these primary sources; build an annotated bibliography of secondary and theoretical literature on the harem and on women and gender in the Islamic world; keep a journal of responses; and write a final, integrative essay. An off-campus field trip to a Grand Rapids mosque is planned. Prerequisite: one course in the Historical Foundations core category
2:00 p.m. to 5:00 p.m.

creation of a troubadour culture. The class will collaborate on a performance of troubadour poems, with and without music. Although it is important to study and perform the songs in the original languages, English translations will be used in class. This course fulfills the Introduction to Medieval Studies requirement for those students who have selected a minor in Medieval Studies, but any student with an interest in the Middle Ages may enroll. Some experience with music is helpful, but no previous study of music theory or music history is expected. Readings (primary and secondary sources), recordings, and musical scores will be examined. One oral presentation and one concise research paper are required. This is a graded course. . 2:00 p.m. to 5:00 p.m.

IDIS 290 A The Cultural Self & Other. This course is designed with the potential diversities of participating students in mind. It takes as its point of departure David Smith's Learning from the Stranger: Smith applies biblical mandates to engage with and learn from others to a transnational context, reminding us that local and global awareness are interconnected and inform one another. Likewise, national and international students are

music. They study the Beatles in both their musical and historical settings as well as other important music and culture of the era. The course includes an analysis of the Beatles recordings and films, videos, and concert recordings. Readings include recent books and articles that give context to their music and their careers. There is an emphasis on understanding the music in the context of the career path of the artist, other music of the time, and other things going on in the world that both influenced and were influenced by their art. Christian engagement with the music of the Beatles and the culture of the sixties is an important part of the discussions. Evaluation will be based on a presentation on one year from the decade focusing on events and cultural issues, a personal essay on an album by a member of Beatles after the band broke up, and a short presentation on some other music released in this decade. 8:30 a.m. to noon.

IDIS W23 Theology of Narnia. Many Christians first encounter C. S. Lewis as children through reading his Chronicles of Narnia, but there is much in these books that children miss. Reading the books again as adults allows for a deeper exploration of Lewis' use of the Christian tradition, especially the medieval tradition that was his scholarly specialization. Students in this class are expected to read all seven of the Chronicles as well as one major secondary source. The class considers the theological and philosophical assumptions that drive these stories and the lessons - sometimes explicit, sometimes hidden -

contributes to our cultural understanding of each other. In addition, students meet and

gender fluid, non-binary, etc. We'll be engaging and critiquing various approaches to positive transformation, including *Queer Eye* and Ru Paul's *Drag Race*. We'll be asking about the role Christianity and Christians currently play in these approaches, and we'll be dreaming about what role they could play. Keep in mind: this debate goes far beyond thinking about what our bodies are supposed to look like—at the heart of this debate is the question of what our bodies (and, as a natural extension, we ourselves) are good for. This course is aimed at any student interested in thinking carefully and deeply about the ways in which our attitudes towards our own and others' bodies are shaped in relation to culture, and practical ways to transform rather than culture. The success of this course depends in a variety of ways on student participation. Students will be required to read assigned texts, to research and present other relevant articles/texts, and to participate regularly in class discussions. Each student will be required to write six separate journal entries (responding to assigned course readings), and to complete a final project (the nature of which is largely up to you, but which must contain a written component that links the project to major course themes). 2:00 p.m. to 5:00 p.m.

IDIS W33 Leadership and Emotional Resilience. This course explores the role of emotional health in the life of an effective Christian leader. Based on the fields of positive psychology, neuroscience, neuropsychology, leadership studies, economics, and sociology, students learn the nuts and bolts of psychological well-being as a prerequisite for effective leadership. A variety of practical exercises provide students with the opportunity for personal growth, self-awareness, providing resources for living "the good life" -a life full of purpose and meaning. This course was designed for first year Perkins Fellows but is open to non-Perkins fellows as well. 8:30 a.m. to noon.

IDIS W34 Personal Finance. All of us have been forced to make decisions that impact our future economic well-being. What is the best type of loan to finance higher education? How much college debt is too much? Can I afford to study abroad next semester? How will I pay for a car to get to my job? Are there any issues in signing that lease agreement for my off-campus house? Personal finance is a specialized area of study focusing on individual and household financial decisions: How much should I save? How much should I spend? How much should I give? Do6go9tp60.53()JTJs.89 30 612 s9 0 612q0.00012 7h5(I

all aspects of this rigorously challenging yet social game, including the bidding and scoring. They learn the intricate language of partnership bidding and ultimately adapt conventions for themselves. They also learn the etiquette and variations associated with tournament play. Ultimately, all members of the class play at least twice at the Grand Rapids Bridge Club (East Congregational Church on Wednesday afternoons) and possibly begin to earn Masterpoints. To begin to master the game, students train their logical problem solving, mathematical decision-making, and partnership building skills. More importantly, students develop an appreciation for a mentally invigorating game that they will enjoy for the rest of their communal lives. Students will also be encouraged to join the nearly 160,000 member American Contract Bridge League. Every day students will journal, take quizzes that promote problem solving and informational learning, and practice drills. For evaluation, class members compete against each other in informal tournaments, and write a cogent essay on the place of leisure activities in the life of a vibrant Christian.

JAPN W Opening a New Door to Hayao Miyazaki's World At present, Hayao Miyazaki is one of the most internationally recognized animation film creators. Why do you think his films are well received outside of Japan as well? Do you think how Japanese audience interpret and analyze each of Miyazaki's films would be the same with your own interpretation and analysis? In this course, some of fundamental values and principles that are ingrained in Japanese mindset as well as current social issues that Japan is dealing with are introduced through lectures in order to provide students with new resources for interpreting and analyzing Miyazaki's films. In addition, some of Japanese language expressions used in each film will be explained to provide "lost in translation" keys that may open hidden doors to Miyazaki's world. Then, we will view Miyazaki's films and discuss them in class. Students will be challenged to explore Miyazaki's messages based on a better understanding of Japanese mindset, some of current social issues in Japan, and Japanese language. Students will write a reflection essay on each film by incorporating what they have learned from lectures and class discussion. In the end, students will select a specific theme that is frequently expressed in Miyazaki's films and write a final organized reflection essay based on newly acquired knowledge of Japanese culture and language in addition to own Christian perspective. There is no prerequisite of this course. Any student who is interested in Miyazaki's work and Japanese language and culture will be welcomed. Learning outcomes will be assessed by short question-and-answer quizzes, active participation in small group and class discussions, reflection essays on films, and final organized reflection essay on own theme. 2:00 p.m. to 5:00 p.m.

MATH 170 Calculus & Elem Functions II.

8:30 a.m. to noon.

Math W82 Physics for Mathematicians. Advances in mathematics have often foreshadowed advances in physics, often by centuries. And physics has repaid the favor with tools for mathematicians. This class will be a historical survey of some of the great mathematical techniques that led to breakthrough physical theories. Mechanics, optics, and electromagnetism will all be hit upon. Mathematically, particular attention will be paid to variational problems which will be motivated by analogies between mechanics and optics. We'll find paths of least distance, paths of least time, and minimal soap bubbles. Other highlights will include discussions of symmetry, conics and Kepler's laws, Fourier series (for solving Kepler's equation), and deriving Maxwell's equations of electromagnetism from Columb's law and Einstein's Special Relativity. Lectures will be supplemented by daily exercises. This course satisfies the Interim requirement for the Mathematics major.

Prerequisites: Math 172 plus one of 231, 255, or 270/271.

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

p.m.

Math W83 Nonlinear dynamics of discrete maps. In Mathematics 331 students learn about the effect of nonlinearity on dynamics and solution behavior for primarily continuous time systems. In this interim class students will learn about dynamics and solution behavior for discrete time systems, which can be thought of as the study of the range of an iterated function. Students will learn about such things as chaos, fractals, and Julia sets. Applications arise in areas as diverse as population dynamics, lasers, and economic forecasting; indeed, in any problem where the physical process at the next stage is explicitly determined by the current status of the process. While there will be daily lectures, the students will be doing group work in solving the homework problems. Moreover, the students will give oral presentations on their solutions to some of the more interesting and difficult problems. This course satisfies the Interim requirement

for the Mathematics major. Prerequisites: Math 231 or Math 255.
5:00 p.m.

2:00 p.m. to

PER 137 A Bowling. MW 10:30 a.m. to 12:00 p.m.

PER 137 B Bowling. MW 1:30 p.m. to 3:20 p.m.

PER 173 A Basketball. TTH 8:00 a.m. to 9:45 a.m.

PER 173 B Basketball. TTH 1:00 p.m. to 2:45 p.m.

PER 174 A Volleyball I. MWF 10:30 a.m. to 11:45 a.m.

PER 174 B Volleyball I. MWF 1:30 p.m. to 2:45 p.m.

PER 182 A Tennis I. TTH 1:00 p.m. to 3:00 p.m.

PER 182 B Tennis I. MW 8:00 a.m. to 9:50 a.m.

PER 183 A Tennis II. MW 1:00 p.m. to 3:00 p.m.

PHIL 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 the creatures under our care is one that Christians too often neglect to ask. This omission is unfortunate, given the mounting evidence of fallenness in the social and commercial practices that presently govern our relationships to animals. While large-scale animal farming has increased consumer convenience, this convenience comes at a cost, and not just to animals. Our current food system is also proving to have negative, if unintended, consequences for the environment, local and global commerce and agriculture in both rural and urban communities, and public health. In view of these considerations, the purpose of this course is two-fold: first, to gain insight into the problem through a survey of the theological, moral, environmental, and socio-economic issues surrounding the treatment of animals and the allocation of natural and human resources by our current food system and other industries that use animals; and second, to take the initial steps toward becoming agents of renewal by discerning an array of concrete approaches to addressing these problems (e.g., legislating for less intensive, more sustainable food systems, community supported agriculture, cooking and eating lower on the food chain, exploring "locavorism," urban farming and growing, vegetarianism and veganism, animal compassion advocacy, etc.). Students will be evaluated on the basis of their written responses to four reading-engagement assignments and a final position paper, as well as on their participation in class discussion and events.

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

POLS W40 United Nations: Multilateral Diplomacy and Practice. This course introduces students to multilateral diplomacy and the role of the United Nations Organization in international politics. Students will learn about the basics of diplomacy and the history, structure, and function of the United Nations Organization in addressing contemporary global threats, challenges, and opportunities. Students also will gain practical experience through participation in an on-campus simulation of the United Nations Security Council at the culmination of the interim term. In preparing for the simulation, students will learn about their assigned countries' perspectives on global security issues and the role of the United Nations in addressing such issues.

8:30

a.m. to noon.

~~CANCELED PSYC W40 Learning from Sexual Minority Christians: Biblical, Psychological, & Cultural Perspectives. Polarized thinking about Christianity and the LGBT+ community can obscure the fact that many sexual and gender minority persons are themselves Christian believers. This class will explore the landscape at the intersection of~~

might apply today. Students write a paper which is based on the material covered in class.
8:30 a.m. to noon.

REL W41 Elie Wiesel, Prophet of the Holocaust: In Search of God and Humanity. Among the atrocities of the 20th century that aggravate the problem of evil for our times, the holocaust stands out. Among those who write and reflect on what an Auschwitz means for belief in God and humanity, and our future together, Elie Wiesel stands out. Elie Wiesel, the 1986 Nobel laureate, is aptly called the prophet of the holocaust, devoting his life to the remembrance of this horrific event in the attempt to discern and publish its moral lessons. This course traces the life, times, and ethical vision of Wiesel, particularly through his holocaust experience and subsequent quest to sustain faith in God and hope for humanity in its ever-elusive task to build a just and humane society. We journey with Wiesel by aid of documentary and film, but principally through his own writings, which

the theological challenges raised by Revelation and to its relevance for Christian faith and life today. Students are evaluated on the basis of class participation, daily answers to questions on the readings, a short reflection essay, and a brief oral report on their essay. Prerequisite: one course in Religion. The course is offered on a pass-fail basis.

8:30 a.m. to noon.

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

8:30 a.m. to noon.

SOC W40 Grand Rapids: Race and Place. This course examines the role of race and racism in Grand Rapids from the creation of the city to the current historical moment. According to data from the 2010 census, Grand Rapids was the 26th most black/white segregated major metropolitan area in the nation, and the 23rd most Latin/white segregated. How did that segregation develop? What maintains it? In 2015 Grand Rapids was ranked by Forbes as one of the worst cities for African-Americans economically, but in a separate piece Forbes ranked Grand Rapids the best city in the nation to raise a family in. How can this be? In addition to readings and lectures, this course looks to activists, religious leaders, elected officials, nonprofit organizations, and the business community to inform our understanding of this place. An experiential approach to learning about Grand Rapids offers students the opportunity to both explore the city and wrestle with its history

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reflection essays, reading quizzes, and a final exam. Fee: \$45.
to noon.

8:30 a.m.

IDIS 150 04 DCM: Eugenics and Personal Genomics. Eugenics (the self-direction of human evolution through the promotion of desirable traits and the elimination of undesirable traits) is a philosophy we most commonly associate with Hitler and Nazi Germany. Would it surprise you to know that eugenics programs (including mandatory sterilizations) were vigorously promoted in the United States well before Hitler by prestigious institutions such as the Carnegie Institute and the Rockefeller Foundation and by notable people such as H. G. Wells, Theodore Roosevelt, and J. H. Kellogg? Would it shock you to learn that the American eugenics movement, American funding, and American

, , and , identifying and evaluating why people play and watch sports, the interaction between sport and society, and the effects of sport on individuals and culture. In addition, the course explores common psychological issues in sport such as competition, motivation, leadership and aggression as well as sociological themes including race, gender, social class, youth development, and religion. Sport films serve as a catalyst for evaluation and discussion of sport in modern society and stimulate students to dig beneath the surface to explore the meaning of sport, including its intersections and contrasts with Christianity. While interacting with DCM and other sport readings, students work toward developing and articulating a Christian perspective on sport. The students review each film in online forums and comment on each other's reviews, fostering possibilities for class discussion. Class activities also include participating in some sport forms that are subjects in some of the films. Several films feature sports less known to Calvin students and sports that take place in international locations, which provides an opportunity to explore global similarities and differences in sport practice. Students also pair up to create their own documentaries that are revealed at the end of class. During this process they develop filmmaking and technological skills and learn how documentary films are influenced by the perspective of the directors and producers. . 8:30 a.m. to noon.

IDIS DCM Women

IDIS 150 09 DCM: Thinking Beautifully about Mathematics. Mathematics is typically perceived as a tool for scientific or technological purposes, or as a lofty enterprise, having a sense of living in some Platonic realm of forms. In this course, we will engage with both of these perspectives by viewing it as primarily a human activity engaging with the world as a creation. As such, we will develop the idea that a mathematician's profession is an example of developing a craft that seeks to view her or his subject matter through the lens of the Transcendentals: Truth, Goodness, and Beauty. We will see how this view of developing a craft engages with the Reformed perspectives on Creation, Fall, Redemption, and Vocation. With respect to the craft developed by the mathematician, we will explore various aspects of mathematics in order to investigate such themes as: the distinction between invention and discovery; formal versus contemplative reasoning; the ways beauty is seen in mathematics by mathematicians. Students will engage with these themes through group discussions, exploring various ideas in mathematics, and written papers aimed at developing their own approaches to thinking beautifully. 2:00 p.m. to 5:00 p.m.

IDIS 150 12 DCM: The New Urbanism. This course delves into the current cultural debate

IDIS 150 14 DCM: Banning the Imagination. This course focuses on the ways in which North American culture handles books, films, and visual art that many in the culture may find disturbing and problematic. The course will examine the ways that imaginative art has

media and of interest groups appropriate or misleading? What rhetorical approaches can be used that would be both honest and effective? Students will read in entirety Cornelius Plantinga's "Engaging God's World: A Christian Vision of Faith, Learning, and Living" and Elizabeth Kolbert's "Field Notes from a Catastrophe" in addition to a variety of short essays. Students will also view several documentaries and dialog with invited speakers. Class discussions will probe all of these things plus occasional lectures. Quizzes and short writing exercises will be used to evaluate understanding of key concepts. A term paper and presentation will assess either a form of renewable energy generation or a means of adapting to rapid climate change. 8:30 a.m. to noon.

IDIS 150 18 DCM: Detroit and the Challenges of Urban Renewal. Since the rebirth of American cities in the late 1990s, the debate regarding gentrification and the impact of common forms of urban renewal on economic equity within the city has grown in intensity. While cities increasingly cater to wealthy residents and tourists in close proximity to the city center with more and more amenities, those less fortunate residents needing affordable housing, economic opportunity, and health care appear to be falling further and further behind. This course examines the challenges associated with urban renewal by observing the contours of this process in the City of Detroit. After decades of decline and a recent bankruptcy, Detroit is the beginning stages of a comeback story of sorts. Downtown and midtown have seen considerable investment and redevelopment and certain neighborhoods are becoming increasingly attractive destinations. At the same time, it is difficult to assert that most Detroiters have directly experienced the benefits of this urban renewal. The fundamental question then for Detroit and other rising cities is how can the all residents be served by policy, particularly those at the economic margins that are most susceptible to displacement from the city. This course will explore this question by studying the shifts in urban politics toward the latter half of the 20th century and applying this literature to the unfolding story of Detroit. Moreover, students in this course will understand both the promise and peril of contemporary urban renewal through the Reformed Christian tradition. This course will spend the first two weeks of interim examining theories of urban politics and developments in Detroit. The final week of interim will be spent in Detroit where students will meet with various decision-makers in the city, tour different neighborhoods throughout the city, and observe the contradictions of urban renewal for themselves. Fee: \$500. 8:30 a.m. to noon.

IDIS 150 19 DCM: Movies and Music: Theological Themes. This course examines the expression of theological themes in select musical works and films. Compositions studied include works by Haydn (The Creation), Bach (St. John Passion), and Mozart (Requiem). Films analyzed include Babette's Feast, The Mission, The Seventh Seal, and Amadeus. Where possible, the relevant libretto or screenplay is read prior to listening to or viewing the work in question. Prerequisites: interest in theology, the arts, and their intersection; readiness to listen carefully and watch discerningly; and willingness to engage in discussion. Students will: 1) acquire a knowledge of select theological themes 2) become acquainted with certain sacred compositions (and their composers) 3) enhance their listening skills 4) become acquainted with certain films (and their directors) 5) advance their skills in film analysis 6) exercise their skills in discussion and oral presentation. Students will be required to do readings, keep a journal, write a paper, engage in discussion, and participate in a final exam. 2:00 p.m. to 5:00 p.m.

IDIS 150 20 DCM: Why Did I Do That? Social Cognition in Everyday Life. Why do we do the things we do? How much of our decision making operates at a conscious vs. unconscious level? What factors really decide our level of happiness? These are just a few of the questions that the field of social cognition addresses. This DCM course focuses on factors that influence our everyday behavior and decision making. This course follows three themes: 1) How do we process and utilize social information in our daily lives? 2) How do these processes both benefit us and how might they be distorted and harmful? 3) How can we use this knowledge to make better choices and behave in a more redemptive way? Specific topics include, psychological theories of decision making, Biblical views on human nature and behavior, factors that determine our level of happiness, how cognitive processes impact our relationships, and why humans are predictable. In addition to exams, students are evaluated through reflection papers which will include applications of the themes learned during the course.

8:30 a.m. to noon.

IDIS 150 21 DCM: The Big Bang Theory. This course will be a scientific and historical account of the progression of humanity's understanding of the physical universe, from ancient history to the present. Important discoveries will be highlighted along the way, with fundamental scientific concepts introduced as needed in order to provide a clear picture explaining the evidence supporting the big bang theory. In addition, students will explore the varying Christian perspectives on the big bang theory, seeking to understand some of the conflicting scriptural interpretive frameworks and scientific interpretive frameworks that can lead to disagreement over the theory's plausibility and theological legitimacy. This is not a survey introduction to astronomy but will cover topics pertinent to understanding the big bang theory as a scientific model. It is designed to be accessible to anyone with a high school level education in science and a firm grasp of algebra. Evaluation will be through homework, tests, and participation in in-class discussions and assignments

8:30 a.m. to noon.

IDIS 150 22 Documentary Film & the Christian Worldview. Documentary films have become increasingly popular over the last decade with the growth of online exhibition and streaming services. What is it about non-fiction media that compels us? What does this tell us about human nature? What do ideas and values rooted in Christianity suggest? This course examines documentary film as a creative medium to explore the beauty of our world and engage with its sorrows. We explore our own role both as embodied viewers, engaging our senses, and also as co-creators of our own non-fiction narratives. How should the Bible's call for us to love God and love our neighbor as ourselves shape viewing and producing documentaries? Our experience watching documentary films and videos will culminate with the production of our own short videos over the last two days of class.

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

IDIS 150 23 DCM: Politics as Christian Calling and Vocation: Possibilities and Tensions. This is a DCM for all who enjoy politics, or who are frustrated by politics but can't quite let it go because it seems too important. The class will explore whether it is possible to think of work in government and politics, particularly in representative democracies such as the United States, as a Christian calling. Politics involves the authoritative but usually peaceful allocation of power, and is thus a coercive exercise. And the ethical dilemmas in politics are many; involving both individual responsibility for imperfect action as well as the inevitably negative aspect of policy actions, even if mostly unintended. With its highly charged atmosphere, complex morality and ethics, and low

public trust, is contemporary politics, particularly in the United States of America, something that Christians should avoid? Or is this precisely the time that calls for engagement? The class will examine the historic Christian understandings of the role of government and its offices and realistic Christian expectations for government and politics today, in the DCM framework of creation, fall, redemption, and vocation. Concepts to be explored include the main Catholic (subsidiarity and solidarity) and Reformed/Protestant (sphere sovereignty) interpretations of the possibilities and obligations of Christian politics, expectations and hope for proximate public justice through politics, the questions of virtue and character by political actors, and other key markers of a thoughtful Christian discussion about politics and its processes and ends. Learning will be through a variety of methods including readings and their discussion, movies and videos, interviews with practitioners, and participation in simulations and games. Evaluation of learning will be from pre- and post-tests of the question of Christian faith and politics, and written responses to readings, interviews, and simulations. 8:30 a.m. to 12:00 p.m.

IDIS 150 24 DCM: Disability, Community, and Inclusion. This course will explore the history, nature, kinds, and social dynamics of disability. Two interconnected foci of the course will be (i) how individuals with disabilities have been regularly and systematically excluded from their communities, and (ii) how the inclusion of individuals in a community is good for the community itself. The course will thus involve critical reflection on what our practices reflect about our default understanding of community and how we should revise what community ought to be like. This course is open to all students who wish to explore society's and their own perspectives and responses to individuals who live with disabilities. Course requirements include readings, discussions, lectures, media, as well as a two-day conference at Calvin required of all students enrolled in the course. 8:30 a.m. to noon.

IDIS 150 25 DCM: Minecraft Geographies. The Minecraft gaming world allows users to

IDIS 150 27 DC

