

## January 2021 On Campus Interim Courses (revised 10/20/2020)

What follows is a list of all the on-campus courses offered during January 2021. For interims that are not regularly offered, therefore not in the university catalog, the course descriptions are included below. The other courses can be found in the catalog or in self-service.

ACCT 210 A Computerized

on exercises to play (seriously) with Melville's tome. Students will be evaluated on the quality of the sketchbooks (25 page minimum), quizzes, and a short reflection paper on the reading process (4 page minimum), as well as their level of engagement with the assigned readings and class activities. There are no prerequisites for this class. In consultation with the student's faculty advisor, the course may count as an elective in the Writing Minor or a line in the Writing Major. This course is primarily designed for, but is also suitable for students interested in the Writing Minor

fundamental concepts of environmental, health, and safety issues, as well as corrosion and materials of construction for design are presented. This course fulfills

attendance and participation, participation in team exercises, regular quizzes from text and other reading material, a short paper and related presentation on a book of their choosing and a final exam. D. Pruis. 8:30 a.m. to noon.

FREN 112 A Multisensory Structured French II

FREN 132 A Intermediate French I

GERM 150 A Intermediate German I Intensive

IDIS 103 A Oral Rhetoric for Engineers

IDIS 103 B Oral Rhetoric for Engineers

IDIS 206 A Intro to Medieval Studies

IDIS 290 A & B Members of One Another: The Cultural Self and Others. As its title implies, this CCE course relies on the belief that we learn about ourselves as human beings through shared experiences with people from diverse backgrounds and of diverse perspectives and persuasions. We take as our point of departure David Smith's *Learning from the Stranger: Christian Faith and Cultural Diversity*. Smith applies biblical mandates to engage with and learn from culturally diverse neighbors as cultural beings ourselves to a transnational context, reminding us that local and global cultural awareness are interconnected and inform one another. From within this frame, all students are invited to lend their multi-cultured voices to the class. We will relate what we learn from Smith to the context in which we all now live. The US application is deliberately broad, touching on groups such as recent immigrants, historical minorities, older Americans and persons with disabilities, to give all class members an opportunity to gain awareness about and interact with human beings around several lines of cultural difference. As we learn together about various aspects of diversity (and, from there, commonality), class members will be encouraged to share their own individual sense of participation in or belonging to the United States cultural majority broadly speaking, or their identification with different cultural minorities or other home countries, or both. Requirements include class attendance at all six sessions, daily class participation, one worship serv/F2 11.04 Tf12.

theory), leadership studies (economics, politics and sociology), students will learn the nuts and bolts of psychological and spiritual well-being as a prerequisite for enduring justice seeking leadership. The course includes cross-cultural engagement through learning directly from diverse cultural leadership styles and cultural self-examination and awareness and fulfills Calvin's Cross-Cultural Engagement requirement. Course assignments include an interview with a justice-seeking leader, the creation of a five-minute TED Talk and a final paper. Christina Edmonson. 0-1 credit hours. Hybrid asynchronous and

also related to the life and death issue. This course is designed to help students improve their ability to work effectively in diverse and cross-cultural organizational settings. It also offers students the opportunity to develop their critical thinking on topics such as identity, relationships across differences, discrimination and bias, equality, and equity in organizations and how they relate to organizational issues of power, privilege, opportunity, trust, compassion, inclusion, creativity and innovation, and effectiveness. It also helps students to discover how to be Christ's renewal agents when they know how to change an organization's leadership, organization systems and practices to maximize the potential advantages of a diverse work force and value diversity as an asset for organizations' learning and adaptive change. Class sessions will be experiential and discussion-based. Students are graded by quizzes of readings, tests, reflection papers, case analyses, and group projects. 3 credit hour course. This course fulfills the Cross-Cultural Engagement core requirement. M. Lam. 8:30 a.m. to noon.

IDIS W36 Tolkien's "Lord of the Rings." Part of the power of J.R.R. Tolkien's epic story The Lord of the Rings is the fully developed mythological world of Middle Earth in which it is set. Its development began long before The Lord of the Rings was written and was an intentional vehicle through which Tolkien could work out complex ideas about creation and art, evil and suffering, death, stewardship, service, friendship, and hope. Evidence of the power of the (nonallegorical) story is the degree to which readers find it an insightful commentary on current issues of faith, politics, and more. Students in this course read The Lord of the Rings in its entirety. Occasional lectures illuminate the biographical and literary contexts for Tolkien's work. Most class time, however, is devoted to discussion of the daily readings, with the themes and applications that arise from them. In the final week, a marathon viewing of the Peter Jackson film adaptations takes place, accompanied by discussion of how the themes from the book are treated. Students are evaluated on participation in class discussion, a reading journal and a creative final project. The workload for this course is heavy: reading assignments typically exceed 100 pages per day. Students registered for the course should read The Hobbit over the break and expect an extensive quiz on the first day. Fee: none. Prerequisite: none. L. Molnar. 8:30 a.m. to noon.

IDIS W37 Chinese Medicine and Chinese Culture. Half of this course focuses on Traditional Chinese medicine (TCM) and the other half focuses on Chinese culture. TCM with its practice in acupuncture and herbal remedies is becoming more and more recognized and popular in western societies including the US and Europe. With a holistic approach, TCM focuses more on improving the body's natural ways of healing rather than combating germs directly. Therefore it is very effective in dealing with chronic conditions such as migraine, asthma, depression and infertility. It has also been used to complement the use of western medicine (for example alleviating the side effects of Chemotherapy). Knowledge about and familiarity with TCM has increasing values for future healthcare professionals. In this course the students learn the theory and practice of TCM. Students will also learn about Chinese history, philosophy and culture in this class. As China becomes more and more influential on the global stage, understanding of Chinese values and culture is increasingly important. Through instructions by native Chinese instructors, as well as field trips to Chinese restaurant, stores, church and Chicago Chinatown, students will have first-hand experience of Chinese culture. The course consists of lectures, discussions, presentations, independent projects and field trips. An all-day field trip on Jan 16 2021 is required. This course will fulfill the Cross-Cultural Engagement core requirement. No prerequisites. Fee: \$200 to cover field trips, class materials and guest speaker fees. A. Shen. 2:00 to 5:00.

IDIS W60 Clinical Experience in Healthcare. This course is a combination of field experience in clinical healthcare settings and morning classroom-based discussion groups. Students in this course will

participate in healthcare related activities in a clinical setting to gain patient care experience in medically underserved areas. Students will spend 12 days (3.5 hours per day) at an area clinical healthcare setting working alongside of healthcare professionals and patients. Morning and afternoon placements are available. 2 mornings will be classroom discussion of patient scenarios. This course

PER 137 A Bowling

PER 137 B Bowling

PER 173 A Basketball

PER 180 A Badminton I

PER 180 B Badminton I

PER 182 A Tennis I

PER 183 A Tennis II

PHIL W11. I Long, Therefore I Am. One way of understanding this interim course is as a sustained



cognate in Biology (B.S.) major. Prerequisites: One semester of university physics or a year of high school physics or permission of the instructor. P. Harper. 2:00 to 5:00 p.m.

POLS W10 Women and Politics. The United States has yet to elect a woman as President, and the United Nations has yet to be run by a woman. All around the world, women tend to be kept out of peace negotiations, judges' chairs, corporate boardrooms, and even schools. What does this mean for domestic and international politics? How did these stark inequalities emerge; how have women pushed back against them; and how might women "do politics" differently from men? In this course, we will examine the political thought and political activism of women across history and around the globe, from Mary Wollstonecraft (an 18th century British political theorist of women's rights) to present-day activists such as Pakistani Malala Yousafzi (a recent Nobel Peace Prize recipient and advocate for girls' education). We will also consider the vast diversity among women—how do race/ethnicity, class, religion, sexual orientation, ability, and other markers of identity mediate women's experiences with politics and with women's movements themselves? Students will be evaluated by their regular participation, reading responses, a research-based "un-essay" project, and a class presentation. Un-essays can take multiple forms, but they cannot be a standard research paper. For example, students might record a podcast on a current event that affects women in the political realm; they might design a campaign for social change anBT/F2 11.0 6123(a )9(rese)-(i)136(ent)at9(i)-8(n)3(ssue;)9(l)-8hey 5( )9(c)10(i)-8(g)-6(h)3(t).



An experiential approach to learning about Grand Rapids offers students the opportunity to both explore the city and wrestle with its history and identity, including the role of Calvin College. Race and racism will be examined through the lens of biblical justice. J. Kuilema. 2:00 p.m. to 5:00 p.m.

IDIS 150 01 The Big Bang Theory.

culture real food. These lab activities will be supplemented by guided visits to West Michigan companies producing some of these foods. Science and non-science majors are welcome; a science background is not assumed. Evaluation will take place through design and leadership of food-making experiments, reflection assignments, class presentation and integrative essays. A course fee of \$65 will be assessed to cover supplies and field trip expenses. K. DuBois & J. Wertz. 8:30 a.m. to noon.

IDIS 150 04 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

democracies such as the United States, as a Christian calling. Politics involves the authoritative but usually peaceful allocation of

maladies such as death, abandonment, and betrayal; these same families have members who each have their own dreams, desires, and aspirations. We will ask questions such as these: How do these families differ from what might be considered God's design for families? What has brought about these problematic situations? How do characters' dreams seek to rise above the dysfunction? How are they the cause of it? How is redemptive hope present (or absent) in the different families? How is all of this relevant to our own lives? How can the study of such material glorify God, draw us closer to Him and others as we become increasingly conformed to His image, and help advance His Kingdom? We will study Shakespeare's *\*The Tempest\**, Ibsen's *\*A Doll House\**, Williams's *\*The Glass Menagerie\**, Miller's *\*Death of a Salesman\**, and Hansberry's *\*A Raisin in the Sun\**, as well as Plantinga's *\*Engaging God's World\**. Students will have the opportunity to view video productions of the plays. Evaluation includes quizzes on each play and on *Engaging God's World*, several short integrative essays, a final take-home exam, class participation and Moodle Forums. D.V. Urban, 8:30 a.m. to noon.

IDIS 150 12 Literature, Ecology, and the Climate Crisis. Grappling with the climate crisis requires not only technological shifts and innovations but also a renewal of imagination and spirituality. This course engages fiction, poetry, and literary nonfiction connected to the climate crisis in order to challenge our



IDIS 150 20 The Unbearable Lightness of Economic Decisions: Are We Really Rational? How do human beings make choices? How do they make economic choices when their economic decision may involve substantial risk and uncertainty? Are those choices and decisions always rational? Mainstream economics has assumed that human beings and their behavior are fundamentally rational. However, many studies in behavioral economics suggest that human psychology plays an important role in economic decisions. These studies find that actual decisions people make are often seemingly irrational under the paradigm of the mainstream economics. Understanding our full humanity and the role of the human mind in economic decisions is important, as it helps to create better policies for our society and for the wellbeing of those who live in poverty. In this course, students will learn about the general thinking processes of human beings and psychology behind the processes. Students will also discuss the limitations, weaknesses, and dangers of our thinking processes using real world examples. Furthermore, students will extend the findings to Christian faith, seeking to explore the link between our full humanity and sovereignty of God through the lens of Christ. To this end, a significant portion of this course will



data analysis (hands-on in-class practicals and real-world case-studies) in light of DCM readings to gain additional perspective on themes of justice, truth, and revelation. Previous experience with statistics and/or computer programming is welcome but not required (the course does not meet the mathematics core or interim requirements). S. DeRuiter. 8:30 a.m. to noon.

IDIS 150 23 Reading the Newspaper with Blaise Pascal: Gambler, Moralist, and Lapsed Mathematician. Pascal believed that the chief obstacle to happiness that

students transitioning to Calvin. Preference given to first-generation college students. J. VanderMolen. 8:30 a.m. to noon.

IDIS 150 27 Techophobia: The Fear of Technology in Fiction. This course examines fiction (film, TV, short stories, novels) as an index of people's fears about technology. Students investigate the sources, contours, reasonableness, and possible effects of the technological fears expressed in fiction. The course will give special attention to deep-seated fears related to what it means to be human. Students will engage in class discussion, short group projects, analysis of film & TV, creative writing, and reflection on all readings and viewings. G. Pauley. 8:30 am to noon.

IDIS 150 28 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 been censored and banned for the sake of



redemption, learn to see them in a variety of biblical genres, and apply them to their own personal narratives. A. Vriesman. 8:30 a.m. to noon.

IDIS 150 35 Nature in Culture. Portrayals of nature are all around us. Ideas about the natural world can be found in music, movies, television shows, literature, and advertisements, as well as in physical spaces such as zoos, aquariums, and theme parks. This course examines how these popular representations influence our own understanding of the environment and our ideas about gender, race, and class. We will explore ideas about Native Americans as portrayed in popular movies like Avatar, how gendered language like the term 'Mother Earth' has shaped humanity's relationship with the natural world, and how these popular representations have influenced and been appropriated by the environmental movement. Throughout, we will pay close attention to how an historical understanding of nature in culture can shape our relationships with God's creation. N. Cunigan. 8:30 a.m to noon.