

First Year Seminars

Hope College
Fall 2009

WHAT IS A FIRST-YEAR SEMINAR (FYS)?

FYS is a small, discussion-driven class on intellectually important topics designed especially for students at the beginning of their experience at Hope. No seminar assumes previous knowledge of or experience with the topic. Your seminar professor will also be your faculty advisor and will work closely with you, not just in FYS but in supporting you as you begin to plan your future.

In FYS, you should expect intellectually challenging projects and assignments--sometimes done with other students. You will be actively engaged as you read primary texts closely, discuss the issues these texts address, pose problems, and pursue your own questions about the topic. As you work with your FYS professor in advising situations, you should expect to enhance your skills of self-reflection.

FYS will help introduce you to the life of the mind and to the kind of college-level learning expected in other classes at Hope--learning that is an open-ended, life-long process, not merely the passive absorption of facts.

HOW SHOULD I SELECT A FIRST-YEAR SEMINAR?

This booklet contains brief descriptions of each seminar. As you read them, mark the sections that most interest you; please select *at least 5 first-choice sections* and *at least 5 second-choice sections* since we'll need some flexibility to schedule not only your FYS, but your other classes as well. We also want you to tell us which 5 other sections you'd *prefer not to see* in your fall schedule.

Some of these descriptions may be immediately attractive to you; others may seem less so; still others may be puzzling. That's fine. We suggest you make selections not just on the basis of what you already know or are comfortable with. Rather, try to approach these descriptions by considering what you might learn from exploring new areas, taking new approaches, or raising new questions. Whatever sections you select, you should count on being challenged to look at what may be familiar issues in new ways and from perspectives you may not have considered. We've not included the names of the seminar professors because we don't want you to select your seminar based solely on what you think your major field may be.

FYS professors will have their own approaches, of course, but all will work from a common framework and set of goals. All will expect that you spend 4 hours on FYS work each week (apart from time spent in class)—viewing a film, reading, writing, using the library, working with other students, attending a lecture or arts event.

Before you graduate from Hope, you will focus in depth on at least one field--your major. In FYS, we emphasize that knowledge has no boundaries and is not department-based: that's why FYS is an IDS (*Interdisciplinary Studies*) course. Our hope is that FYS will stimulate your initiative to become broadly educated in the sciences, the arts, the humanities, and the social sciences: that initiative will be important not just for your liberal arts learning at Hope but for your life-long role as a learner after you graduate.

Several faculty have worked together on developing their FYS classes. This explains why some seminars have the same or similar descriptions.

Other descriptions refer to Hope's Critical Issues Symposium. Each year, a committee of students, faculty, and staff selects an issue to explore via the Critical Issues Symposium. Classes are canceled for the day, and the Hope community learns more about a critical issue—with help from nationally known keynote speakers, break-out sessions, discussion groups, and readings. This year's topic is *Water*. Several FYS sections have opted to explore issues involving water throughout the semester.

Several sections of FYS will complete 2 credits of the 4-credit cultural diversity (CD) general education requirement.

Several sections of FYS meet at times which conflict with team practices; fall athletes should not request these sections.

We'll do our best to fit one of your first- or second-choice FYS sections into your fall schedule--and to avoid those you've asked us to. Your FYS section will be included in the class schedule posted on your KnowHopePlus account in mid-July.

Happy reading!

☐ IDS 100-01 Third World Poverty: Evidence for Hope

(This section meets 2 credits of the 4-credit cultural diversity (CD) requirement.)

Many concerned people claim that the condition of poor people in Asia, Latin America, and Africa are bad and have been getting worse over recent decades. Some writers insist that globalization has had a devastating impact on poor workers. Nevertheless, there is very strong evidence of sustained improvement in the living standards of poor people in many parts of the Third World. In this course we will examine the evidence closely—looking for reasons why some countries have done better than others. We will also consider the challenges and the victories for those living in poor countries through the eyes of a woman who has worked at the grassroots level in several countries—especially Rwanda. Through her testimony, we will discover the creative possibilities for small projects, led by local people, to transform individual lives and whole communities. How does world poverty affect us—as students, future professionals, and people who exercise Christian hope? Can we become engaged in the process even over the course of this semester?

☐ IDS 100-02 Livin' La Vida Loca! Hispanic Life in the USA

(This section meets 2 credits of the 4-credit cultural diversity (CD) requirement.)

Did you know by the year 2020 one out of every five people in the U.S. will be of Hispanic origin? Learn more about this multifaceted group and the unique challenges they face. Using films, readings, and guest speakers we will explore the richness of this culture and shed light on the nuances of acculturation and assimilation among this population along with the recent debate on illegal alien status. Ricky Martin is not included!

☐ IDS 100-03 Welcome Home

You will spend the next four years of your life in Holland, Michigan. This may be the first time you will have left your home to live in a new place. What kind of place is Holland? What is its history? Who are the people who live, work and play here? What kind of community have they formed? In this course we will meet local people, visit local sites, and study local issues in order to connect with the currents that are shaping the landscape of Holland. In this process you will gain a glimpse of how your new home may shape you, and how you in turn may shape it.

☐ IDS 100-04 Fast Food Nation

We will take a look inside our nation's fast food industry and explore how the growth of this industry reflects major changes going on in our society. We will attempt to answer the question: "What should we have for dinner?" The answer is more complex than we might think. We receive mixed messages on a daily basis about what we should and shouldn't eat. Let's take a critical look at how economic and social forces influence the food industry and, in turn, how the food industry influences us.

☐ IDS 100-05 Images of College: Fact or Fiction

Students studying on lush green lawns, coffee chats with favorite professors, instant friendships with roommates, and semesters abroad—or huge lecture halls, all-night exam cram sessions, wild parties, and utter despair over declaring majors? What is your image of college, and where does it come from? What do you expect from college—and what does college expect from you? How do you envision your college years... and what will the reality be? In this course, we will examine college life through portrayals found in movies, plays, novels, memoirs, and essays. We will also assess those images against your own experiences as you begin your college career, explore the possibilities of a liberal arts education, and consider how to shape an image of college that will work for you.

☐ IDS 100-06 Alternative and Sustainable Energy

In 2005, Americans used 7,886 kg oil equivalent of energy per capita, compared to 3,773 kg for the European Union. Although the United States is the world leader in energy consumption, Europe leads us in sustainable energy development. During his campaign, President Obama proposed spending \$150 billion over the next ten years developing alternative energies. We will explore emerging energy technologies including wind, solar, and geothermal. These technologies will be weighed against each other and against other ways to use the existing energy infrastructure, such as carbon sequestration and cap & trade credits. Over the course of the semester, we will use economic, political, moral and scientific considerations to develop an energy plan to use this \$150 billion to gain world leadership in energy sustainability.

☐ IDS 100-07 Faith and Learning

At Hope College, what does it mean that "instruction is offered in the context of the historic Christian faith?" What should that mean? Is that possible in an academic environment of skepticism regarding the compatibility of faith and learning? Can we expect such integration of faith and learning or knowledge to be a reality even at Hope? If so, how can it be achieved? What must or can we bring to our courses of study to make such integration a reality? These are some of the questions with which we will wrestle in this course. We will also think and reflect on the question of how we might encounter God in such inquiries.

☐ IDS 100-08 Gödel, Escher, Bach - Creativity and Logic in Math & the Arts

Albert Einstein wrote, "The intuitive mind is a sacred gift, and the rational mind is a faithful servant." In this seminar, we'll explore the interplay of intuition and rationality--creativity and logic--in mathematics and the arts. What does it mean to come up with a "creative" solution to a problem? Or how is a particular work of art "logical"? Using Douglas Hofstadter's book *Gödel, Escher, Bach: An Eternal Golden Braid* as a guide for our explorations, we'll study great works of math, art, and music and discuss aspects of creativity and logic that weave them together. And, of course, we'll also develop some creative projects of our own along the way.

☐ IDS 100-09 Decisions! Decisions!! Influence, Persuasion and Coercion in Everyday Life

Which FYS should you take? In what field should you major? Who are your friends? What brands do you buy? Life is filled with choices but who - or what - really determines our decisions? What role do our parents, religious beliefs, peers, significant others, and even salespeople play? Through field experiences, active research, guest speakers, videos and more, we'll examine the patterns, motives, and effects of influence, persuasion and coercion - how and why these techniques work, how to use them ethically, as well as how to protect ourselves from them and thereby become more informed decision-makers.

☐ IDS 100-10 **A Roof Over Our Head**

It has been said that there are only three things humans need to sustain life—water, food and shelter. Environmental crises and the population explosion pose unprecedented challenges. As a class we'll talk about the housing crisis in the United States from many perspectives and explore how we might be able to help in some small way. Along the way we also explore questions from a short book by Thomas Nagel "What Does It All Mean?" and "the emptiness of our hands" which tells the story of two writers who spend a season of Lent on the streets of Columbus, Ohio as homeless people.

☐ IDS 100-11 **Books From My Library**

There are a number of thought-provoking books, both fiction and non-fiction, that I have enjoyed over the years and that have forced me to confront difficult issues. This FYS has no theme other than we will read and discuss a selection of books from my library. If you enjoy reading to the point of not being able to put the book down and love to read while curled on the couch with a good cup of coffee, this one could be for you. Please note that we will deal with adult themes, some works will contain adult language, and you will be expected to read approximately 100 pages/week.

☐ IDS 100-12 **Christianity 2.1: The Next Generations**

(This section meets 2 credits of the 4-credit cultural diversity (CD) requirement.)

In the last fifty years Christianity has undergone its most radical geographical and cultural shift since the fall of Rome. In 1960, two thirds of the world's Christians lived in Europe and North America. Now two thirds live in the "global South"—Africa, Asia and Latin America. These Christians are more exuberant in their worship, place more faith in the supernatural, and read the Bible more literally than their European and North American counterparts. They are changing the face of world Christianity more rapidly than North Americans can possibly imagine. In this course we will examine the way our grandparents and great-grandparents worshipped, experience various ways Americans worship today and try to imagine how our grandchildren and great-grandchildren might worship. Students who register for this course will visit different churches on weekends; they will normally get to pick dates and times for their visits, but may occasionally be required to visit a church setting as a class.

All students in this FYS section should also request Rel 100-08, "The Many Faces of American Christianity"—see page 18 in the Guide to Registration for a description. All students in IDS 100-12 must also be enrolled in Rel 100-08 "The Many Faces of American Christianity". Together these classes complete the 4-credit cultural diversity requirement for general education.

☐ IDS 100-13 **Toasters, iPods, & Twitter: Technology's Impact on Everyday Life**

This class examines the social impact of household and personal technologies on our everyday lives. We will cover common technologies ranging from household appliances to communications technologies such as iPods, Facebook, and blogs. Through a cultural and historical approach, you will develop understanding about how common technologies influence how you think and experience technology and its messages; how you perform your gender and social class; how you interact with other people; how you learn in the classroom; and how you understand global issues such as clean water. As we discuss these issues, we will also look at how we can use technology ethically, creatively, and wisely. In addition to reading popular and scholarly writing about technology, the class will include multi-media presentations, hands-on activities in and out of class, and at least one field trip.

☐ IDS 100-14 **Think Globally, Act Locally: Stewardship of Water, Dirt, Air & Food**

(This section meets 2 credits of the 4-credit cultural diversity (CD) requirement.)

We share a complex, divinely ordered world. But how do we share it? What do we mean when we say they "think globally" but "act locally?" Does lack of clean water in Somalia affect my plan to be an accountant in Indiana? Does my fast food hamburger really affect hunger or rain forests in Brazil? What does stewardship mean anyway? Does my faith shape how I view these issues? We will include an exploration of the politics, economics, and ethics of resource stewardship as well as resource access, with an eye to these issues both domestically and around the world. We will expand on readings regarding clean water in the world, Hope's Critical Issues focus for 2009-2010, and consider related resources – air, land and food – looking at how international, national, and local actors are involved in resource access and care. We will also explore how our personal vocation and calling affect and are affected by resources. This course will include multi-media, scholarly reading, field trips, and other engaging activities as we grapple with our common existence on the planet.

☐ IDS 100-15 **People, Prosperity, and Pollution**

Consequences of human actions for the natural environment are now painfully evident. Indeed, global warming, ozone depletion, photochemical smog, acid rain, and numerous other challenges to land and water now threaten the Earth's capacity to sustain life. Most of these challenges are (at least partly) caused by people, and it is people who will need to resolve them. Thus, environmental problems are not only problems *for* society, but also problems *of* society. During our course we will address questions such as: "What are environmental problems, who defines them and what impacts do they have on the environment and particular groups of people?" "What are the social, political, and economic causes of environmental degradation?" "What groups benefit most and what groups are most likely to be hurt by particular environmental problems?" And, "What is the likelihood for change and the movement towards a more sustainable future?"

This course will include a day-long field trip to Chicago (Thursday, November 19)

☐ IDS 100-16 Gender and Health

(This section meets 2 credits of the 4-credit cultural diversity (CD) requirement.)

Does being a man or a woman affect how you care for your body? Do you define being healthy as being illness free or could it possibly be a sense of well-being? How shaped are you by your culture as you care for yourself? We will explore the geography of health and illness. Possible topics include: “our bodies, ourselves”; human sexuality and contraception; war and health; poverty and health; cultural traditions which affect men and women’s health.

☐ IDS 100-17 Out of Africa: Narratives on Vocation and Grace

(This section meets 2 credits of the 4-credit cultural diversity (CD) requirement.)

Have you ever been in situations where you had to defend values important to you? In this course, we’ll meet individuals caught up in very difficult circumstances in several African countries such as South Africa during apartheid and Rwanda during the genocide. We’ll read about how they stood up for what they believed and in the process discovered grace and their vocation. As part of this African journey, we’ll also listen to guest speakers, view films, talk about what makes people influence the world for the good, and reflect on our own ability to make changes in our communities.

☐ IDS 100-18 Called to Hope

This course will examine both students’ immediate callings as college students at Hope College and how their college experience can contribute to their life-long development as people who spread hope effectively to those most in need of hope. We will study hope and practice hopeful action. In studying hope and calling, we will read what some intelligent people have said about these concepts; we will also read about people who have modeled hope. At the same time, we will participate in service to others and reflect on how our experience of service influences our thinking about the role of hope in human flourishing.

☐ IDS 100-19 Inspiration vs. Perspiration

“Genius is one percent inspiration and ninety-nine percent perspiration.” Thomas Alva Edison Genius. Guts. Madness. Determination. Hard work. Where do ideas come from? What does it take to bring something new into being? In this seminar, we’ll explore the artistic process from both the inside and the outside. We’ll read and discuss fictional and non-fictional accounts by composers, writers, filmmakers, mathematicians, and others. At the same time, we will each be engaged in a semester-long creative project of our own (artistic, dramatic, musical, literary or ... ?) to be unveiled at the end of the semester. No special gifts necessary, just the courage to give it a whirl.

☐ IDS 100-20 C. S. Lewis and the Liberal Arts

(Fall athletes should not register for this section, as it will interfere with practice)

C. S. Lewis is best known for his fantasy writing (especially the *Chronicles of Narnia*) and his books about Christianity. But he was also a teacher, and he wrote a good deal about schools and learning. This course will examine what Lewis said about education, the liberal arts, critical thinking, and vocation, mostly in his essays, but also in some of his fiction, including *The Lion, the Witch and the Wardrobe*, *The Voyage of the “Dawn Treader,”* *The Silver Chair*, and *Out of the Silent Planet*. We will discuss and write about how what he says can enrich and deepen our academic experience at Hope College.

☐ IDS 100-21 Life Together: Faith Spirituality, & Social Justice in a “Glocal” Age

(Fall athletes should not register for this section, as it will interfere with practice)

This seminar focuses on “Life Together,” a phrase made popular by a famous pastor and theologian who stood against the Holocaust of Jews in his home country, Germany. In order to build collaborative communities of academic learning, spiritual growth, and community activism, we will focus on issues “globally” like colonization, the demise of indigenous cultures, and global mission movements, along with “local” issues here in the United States, like the historic problem of racism, social inequity, and other forms of marginalization academic experience, in order to have a more “glocal” (global + local) framework for our liberal arts education here at Hope College and beyond.

☐ IDS 100-22 Who am I? Identity and the Struggle with Contradictions

(Fall athletes should not register for this section, as it will interfere with practice)

Ever look at someone who you thought you knew, and then learn something about them that doesn’t seem to fit? What happens when that someone is us? Erik Erikson believed that forming identity is the major shift from childhood to adulthood. Finding out “Who We Are” is identifying the “other” and perhaps most interestingly, finding the “other” within ourselves and struggling with the contradictions. How does a social/ religious conservative write a book in support of gay marriage? (David Myers) Or a saint lose faith in God? (Mother Teresa). We will study life’s contradictions within others and ourselves through activities, discussions, interviews, readings and field trips to see how contradictions become who we are. Be ready to understand yourself and others with more insight and kindness.

☐ IDS 100-23 In Our Right Minds

The future belongs to a different kind of mind. Logical, linear thinking was the key to the “information age.” In the “conceptual age” you’ll need the six right brain skills we’ll develop in this class: design, empathy, innovation, play, storytelling and appreciating the meaningful moments of life. We’ll unpack the riches in magazines as varied as *Car and Driver* and *O*, study facial expressions from around the world, learn to generate better solutions for problems, improve our perception by drawing, discover the power of story, and practice gratitude with a Holocaust survivor. The course culminates in multi-media projects that practice these new skills. Our text will be Daniel Pink’s *A Whole New Mind: Why Right Brainers Will Rule the Future*, a book that has been called “right on the money” by *U.S. News and World Report*. Join us!

☐ IDS 100-24 Courage, Wildness, Learning

In this complex, challenging, and beautiful world, what might be involved in living a courageous life? Courage is a crucial part of our moral, intellectual, spiritual, emotional, and physical endeavors, but what might courage be, and how might we come to live more courageously? Whatever courage might be, it seems to involve a willingness to explore “boundaries,” to encounter the “edge” or “frontier” of our experiences--experiences involving physical challenges, social interactions, athletic pursuits, artistic ambitions, military actions, family dynamics, intimate relationships, social protest, intellectual searches, and college learning. Courage thus may involve a certain “wildness,” a “wildness” not so much of physical place, but of mind and heart that enables us to learn more about ourselves, others, and our world. Henry David Thoreau wrote, “In wildness is the preservation of the world.” What might such “wildness” be (as opposed to recklessness), and how might it contribute to living more courageously?

Now one cannot simply think or reflect one’s way into being more courageous; rather, as the ancient thinker, Aristotle, argued, we become more courageous by doing courageous deeds. Hence, in this class, we start with a 4-day, 3-night backpack trip in one of the wilder areas of Michigan. (No previous backpacking experience is required; all are welcome. Moreover, this is not some wilderness survival test; rather the trip is set up as an introduction to backpacking and back country travel.) Then when classes officially start, we will read and investigate stories, novels, plays, autobiographies about courage and wildness, and thereby consider what difference, if any, courage might make in our learning and our living.

Special Requirement: Those taking this course will need to arrive on campus on Monday afternoon, August 24. You may drop off belongings and furniture in your room on the afternoon of the 24th. You will then meet at the instructor’s house. We will leave for the backpacking trip early on the morning of Tuesday, August 25. We will return by 3:00 p.m. on Friday, August 28. There is an additional cost of \$140 (payable by August 1) to cover the expenses for this trip.

☐ IDS 100-25 The Herstory of Women’s Sports--Her Passion to Play

(This section meets 2 credits of the 4-credit cultural diversity (CD) requirement.)

What do Mary Outerbridge and Serena Williams have in common? Charlotte Cooper and Morgan Pressel? Senda Berenson and Candace Parker? Alta Weiss and Monica Abbott? Babe Zaharias and Jackie Joyner-Kersey? In their day, all of these women had a passion to play their sport better than anyone else had ever played it before. We will explore the journeys of these women sports pioneers and the roots of women in sports from before the birth of Christ to the female athletes of today. In the process, we will research the myths about female sport participation and see how Title IX changed the face of women’s athletics. We will read about and talk with sports heroines of the past and present, and contemplate what women athletes have to look forward to in the future.

☐ IDS 100-26 The Good, the Bad, the Ugly -- Sports in America)

“C’mon, it’s just a game!” How many times have you heard or said that infamous sports cliché? The struggle to put American sports in perspective can often lead to this exasperated proclamation, one that tries to boil down our games into trivial pursuits and simple physical endeavors whose meanings are limited merely to the fields upon which they are played. But sports are decidedly more than just games. They are social institutions and phenomena created by people who then impose their cultural practices and ideologies upon them. In doing so, we make sports integral and vital parts of our relationships, communities, and nations. This current-events-driven course will help students investigate the ways they perceive race, gender, class, deviance, violence, the media, economy, and education – all through a magnifying glass called sports. Students will think critically about sports to identify and understand social problems while also looking beyond scores and stats to see sports as social constructions that can reflect the ways people feel, think, and live their lives. In the end, at the final buzzer, students will find a greater sensitivity to the ways they choose to be consumers, leaders, participants, and change agents in society through sports.

☐ IDS 100-27 Whose Art is it Anyway?

The Louvre. The Met. The British Museum. These museums house priceless treasures of the past. But of whose past? Should people have to go to Egypt to see Egyptian art, or does it serve society better when such artifacts are in museums around the world, thus giving more people the chance to see them? Is it right to take a sacred object from a tomb or temple and put it in a secular museum? How about a body? What if a country wants an object back? Should England return the Parthenon Marbles back to Greece—even though they were purchased legally two hundred years ago? Was/Is the U.S. army morally obligated to make military decisions based on the preservation of archaeological sites during the Iraq War—or should only preserving the lives of soldiers and the population be the primary moral consideration? This class will wrestle with the complex questions of cultural heritage, patrimony, and politics. We will look at how many of the most famous antiquities were acquired by the great Museums of the West—some legally and some illicitly—and the ethical questions associated with returning objects to their place of origin—a question complicated when a country sometimes cannot properly care for these works of art. We will also engage with current moral and political questions such as the precarious position of archaeological sites during war and the tensions that arise when the needs of a dominant culture collide with the sacred ground of another culture. Fieldtrips will be a part of this course.

☐ IDS 100-28 The Book is Dead! Long Live the Book!

Although many declaim the death of the physical book—with its old-fashioned paper and print technology—we can’t seem to get away from using it. For those of us who love books, they are still the repositories of deep knowledge, learning, and delight—the kind that cannot (yet) be accessed through computer, Internet or Kindle. Even though we live in the computer age, the book is still the main technology we use learn deeply about big ideas and read big stories. We’ll look at the evolution of the book from Gutenberg to the most current print-on-demand technology. We’ll look at what came before the printed book and speculate about what might come after the book (if it ever does die!) We’ll make visits to a book arts center and a book preservation facility, and hopefully visit with a book artist or two. By the end of the semester you’ll know how to make your own books, filled with your own writing, using methods older than the printing press. Let’s make books—because before long, no one else will!

☐ IDS 100-29 The Media, the Bible, & the Academy: Imaging/Imagining Gender in a Liberal Arts Education

(This section meets 2 credits of the 4-credit cultural diversity (CD) requirement)

How is gender depicted in the media? How have academic institutions and feminist discourse on women shaped your understanding of womanhood? What does the Bible say about the woman and how can we use the Bible as a lens to understand femininity and gender relations? What is the role of the masculine gender in discussions on female identity? This course focuses on divergent images and modes of representation of gender and gender relations from three critical perspectives: the media, the academy, and the Bible. It seeks to address changing perspectives on gender relations and to engage the ways in which gender has been imagined and represented from the medieval tradition to contemporary visual images in the media.

☐ IDS 100-30 **Happiness and the Good Life**

The Declaration of Independence tells us that our pursuit of happiness is a self-evident truth. But what is happiness? What is the best way to live in order to be happy? We'll consider what others have said about these questions in the history of Western and Eastern philosophy, religion, and literature, as well as contemporary psychology. We'll also watch films, interview others about their views of happiness, and come up with our own versions of what of happiness is.

☐ IDS 100-31 **Thinking About Travel**

When you dream about travel, what scenes do you imagine? Relaxing on a pristine beach? Studying guidebooks and donning headsets in museums? Sitting in coffee shops with new friends, attending churches in new languages, serving others by picking up a saw and a hammer in a new location? All of these scenes show you taking up new activities in new settings, but does the newness of being on the road go deeper than that? Is there any way that travel leads to a new you? In this class, we'll discuss the many forms of travel that we have taken and perhaps plan to take in the future. We'll read about other travelers' journeys. And we'll analyze the many ways travel shapes who we are and how we see the world.

☐ IDS 100-32 **If You're Happy and You Know It...**

Are you happy? Can you learn to be happy? Who has inspired you? Will work be a job or a calling? What brings you meaning? What are your goals? What do you really want to do? In what ways have you grown from your life experiences? From Pollyanna (optimism in the face of adversity) to Ghandi ("Be the change you want to see in the world."), we will explore happiness from numerous vantage points (research, spiritual awareness, and self-help). Our investigation of happiness will run the gamut from reading/writing to exploring self-awareness (yoga and mind-mapping...to name a few activities). Bottom-line...how can you construct your college work to bring meaning and happiness to your life now and in the future?

☐ IDS 100-33 **Peace Making**

War continues, as always, to be a primary constant in our world, much of it fueled, as always, by U.S. action, for better or worse. But in this most violent of nations, violence permeates our lives in many other ways as well, from the verbal and physical abuse of home, school, work, and popular culture, to the racial, gender, and class discrimination that results in poverty, unemployment, and despair. Why are we as a culture so violent? Why do we seem, through media and schooling, to focus on violence and those who most obviously deal in it, from criminals and law enforcement personnel, to those who wage war under the auspices of a legitimate government? Why do we know more about generals and crime bosses than about those who, through the years, have worked tirelessly, often with great success, for peace at home and across the globe? This seminar will take the time, through readings, discussions, writings, presentations, videos, and the occasional special event, to listen to the peace makers, find out why and how they have responded to this violent world, and discover what nonviolent answers they have to offer that could transform us as individuals, as a nation, and as a world community.

☐ IDS 100-34 **Conviction in an Age of Discovery**

New scientific discoveries or social modes of thought often seem to be at odds with longstanding and deeply-held convictions. This can be seen in historical settings such as the trial of Galileo, as well as in modern situations like school curriculum debates on evolution and intelligent design. This First Year Seminar will explore how we, as a society, deal with such conflicts using two elaborate historical games developed by the Reacting to the Past Consortium. In each game, students will each be assigned historical "roles" with secret "victory objectives." Students will then read relevant texts and use written and spoken dialogue to try to accomplish these goals, usually by persuading other class members of the validity of certain opinions or assumptions. You can read more about the Reacting to the Past Consortium at <http://www.barnard.edu/reacting/>

☐ IDS 100-35, 40, 42 **Creating Community Together (Limited to Phelps Scholars)**

(This section meets 2 credits of the 4-credit cultural diversity (CD) requirement)

These FYS classes are open only to students in the Phelps Scholars Program, a multicultural program available to Hope freshmen from all racial/ethnic backgrounds. Students who plan to be part of the Phelps Scholars Program should choose this section. Any student can read more about this program and apply to be a Phelps Scholar on-line <http://www.hope.edu/phelps/>

Can people from different cultures and backgrounds live harmoniously together? Can they learn to understand and appreciate each others' cultural assumptions and life experiences? How can a community be enriched by difference, and not fragmented by it? As members of the Phelps Scholars Program, we have a unique opportunity to create community together. The readings and discussions in the First-Year Seminar provide a framework to learn much from each other—and have a great time in the process.

☐ IDS 100-36 **A Journey Toward Responsible Eating**

In this course we will examine the ecology, economics, and ethics of food production and consumption. Topics we will explore include: global hunger and food aid, sustainability of food production, industrial farming, US agricultural policy, organic gardening, and human health. This course is not a subversive plot to convert you to vegetarianism, although it will challenge you to think about the consequences of eating high on the food chain. The course is not a treatise on human nutrition, yet it will

cause you to question the nutritional quality of your diet. The course will not serve as an endorsement of organic food, but it will explore the implications of buying and consuming organic products. Among the questions we will ask: Are you what you eat? How green is your diet? Where does my food come from? And, where can you get good Mexican food? A goal of the course will be for students to become more responsible eaters so as to better enjoy the gift of food. We will take some Saturday field trips to local organizations that are involved in food production or distribution.

☐ **IDS 100-37 The Roaring Twenties**

The 1920's was a decade of contradictions. The Ku Klux Klan hit the zenith of its power as the Harlem Renaissance transformed American culture. The stock market experienced its fastest rise and greatest drop. Americans elected a string of conservative presidents while at the same time flappers and denizens of speakeasies pushed the limits of social behavior. Women achieved the political victory of suffrage and then retreated from the workforce. Immigrants and their children took on an increasingly active role in society as Congress pushed to close the nation's borders. This class will explore these paradoxes and more by examining the politics, economics, literature and culture of what historians have called America's first modern decade.

☐ **IDS 100-38, 39 A Journey Toward Leadership: Finding your way at Hope College** (Fall athletes should not register for this section as it will interfere with practice)

All of us are leaders and followers at different times and in different ways. What unique gifts do you possess that contribute to your ability to lead, follow, and serve? In this course we will expect you to reflect, discern and accept the call to try to understand your values, standards and live into your vision. We will explore and identify ways to gain experience leading and following and will hear stories from leaders at Hope and within the Holland community. We will read what others have written about leadership and engage the meaning of leadership in a Christian liberal arts education. To more fully understand leadership the class will participate in service projects which provide unique insights into leadership. Together we will learn and grow as both leaders and followers, starting a journey that will enrich your college experience and better prepare you for life.

☐ **IDS 100-41 "Dude...Can I Clap Now?"** (Fall athletes should not register for this section as it will interfere with practice)

"Classical" music concerts can be scary. Why is everyone so quiet? Why can't I cough? Why don't they clap after every song? Oh, and my clarinetist-roommate corrected me: 'It's not a song, it's a PIECE.' Whatever, dude. No wonder classical music is dying. In this class, we'll examine and consider the social and economic factors that make this art seem so inaccessible, and we'll brainstorm ways to keep it alive. Activities will include attending concerts and recitals, writing reviews, interviewing working musicians, reading works by musicians and cultural anthropologists, and blogging about our concert-going experiences.