



Hope COLLEGE

HOLLAND, MICHIGAN

FIRST YEAR SEMINAR COURSE DESCRIPTIONS FALL 2016



WHAT TO EXPECT FROM YOUR FYS

The First Year Seminar (FYS) is a small, discussion-driven class on intellectually important topics designed especially for you at the beginning of your experience at Hope. All seminars are open to all first year students and assume no previous knowledge or skill. 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, expect intellectually challenging projects and assignments — as an individual and in a group 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. Your self-reflection skills will improve as you work with your FYS professor in advising situations.

FYS is an IDS (Interdisciplinary Studies) course because it emphasizes that knowledge has no boundaries and is not department-based. This course will stimulate your initiative to become broadly educated in the sciences, the arts, the humanities, and the social sciences. This is important not just for your liberal arts learning at Hope, but for your lifelong learning after you graduate.

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

HELP SELECTING FYS TOPICS

Course descriptions for each section of FYS are listed below. As you read through the descriptions, keep a list of the sections that most interest you. When you complete your registration worksheet, you will need to select 5 first-choice sections, 5 second-choice sections, and 5 least-choice sections. Registrar's Office staff will keep these in mind when creating your fall schedule. They need various options because sometimes courses fill quickly or do not fit in with the other courses in your schedule.

We suggest you make selections, not just on the basis of what you already know or are comfortable with, but by considering what you might learn from 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.

Each FYS professor has their own approach, but all will work from a common framework and set of goals. You will be expected to spend 4–6 hours per week on your FYS, outside of class time. This might include viewing a film, reading, writing, using the library, group projects or attending a lecture or arts event.

Some sections of FYS also complete the global learning general education requirement, either domestic or international. These sections are marked “GLD” (global learning domestic) or “GLI” (global learning international). More information about general education course recommendations for first year students can be found at <http://www.hope.edu/offices/registrar/registration-schedules/first-year-students/index.html>.

If you plan to be in the Phelps Scholars Program, please see the notes under sections 50-53. When completing your registration worksheet, select only these sections for FYS; you do not need to select any other sections.

IDS 100-01 Friendship and Its Enemies

“No one would choose to be without friends,” said Aristotle, “even if they had all the other goods.” Why is friendship so important? What gets in the way of friendship? How does friendship help us find our sense of purpose and calling? We will explore these and other questions through multiple disciplines and various kinds of reading: philosophical essays, biography, and literature. René Girard’s mimetic theory will provide a biblical account of human nature that helps understand what friendship has to overcome and how it fulfills what we are meant to be—why it is so significant that Jesus called his disciples friends. For an example of friendship between two people who also wrote about it, we will look at the lives and writings of C. S. Lewis and J. R. R. Tolkien. Most of all, you will be invited to reflect on your own experiences of friendship and on the films, songs, and other texts about friendship that have been meaningful to you.

IDS 100-02 Harry Potter and the Flying Dutchmen

Come explore the psyche of Wizards, Muggles, and Flying Dutchmen. Was Harry’s bravery a trait he was born with or a strength he developed to survive? How did Ron’s anxiety influence his triumphs and setbacks? Was Hermione’s brilliance and patience a result of a stable upbringing? Does the Sorting Hat know enough of a student’s character to properly place her or him in a house, or does placing them actually shape their character? How might your family influences, past experiences, strengths and potential shape your future at Hope and beyond?

This class will introduce students to the psychology of identity development, including topics such as Identity Achievement, Career Decision Self-Efficacy, Attachment Theory, Emerging Adulthood, Self-Fulfilling Prophecies and Attribution Theory, amongst others. We will utilize the theories to analyze the identity development of central characters in the Harry Potter novels as well as explore our own development.

You will be sorted, stretched, and asked to dig deeply into your future as you embark upon a new chapter in your story as a Flying Dutchmen at Hope College. *Note that this course requires attendance at a ½ day retreat Sunday, September 11.*

IDS 100-03 Walk the Walk

The news today is filled with health reports: “Nearly one-third of children and adolescents in the United States are overweight or at risk of becoming overweight.” Walking is one of the easiest and most natural ways to control weight. At the same time, we are walking less and less. In fact, many communities are designed in such a way that walking is difficult. In this class we will look at walking from a historical and sociological perspective. In addition to our classroom work, we will also be walking, so make sure you wear comfortable walking shoes to class.

IDS 100-04 Day1: Great Lakes

The Day1: Great Lakes First Year Seminar and Statistics course has a three-day field research experience on Lake Michigan's sand dunes before classes start (August 22-25, 2016). Students will collect data on Pitcher's thistle, a threatened plant, and analyze this data and other real Great Lakes data using the statistical methods they learn during the semester. The discussions for the course focus on ecological issues facing the Great Lakes and highlight the importance of research, public policy, and personal involvement.

The cohort of students engaged in this Day1 experience will live in Lichty Hall with other Day1 program participants. This will give participants more opportunities to build community with other

students interested in not only the Great Lakes, but also science, engineering and mathematics and applications of their skills to real-world problems. The faculty leaders of this program will also be your academic advisers. Students who have taken AP Stats or have a Math ACT score above 27 are encouraged to request this course. Students in the Day1: Great Lakes Statistics and First Year Seminar program will be registered for a 2-credit statistics course (Math 311 should be selected on the registration worksheet) and this 2-credit FYS course, both of which are taught together seamlessly as a single course by the same professors.

IDS 100-05 Welcoming the Stranger: Immigration Stories and Gospel Perspectives

Immigration issues in our country are complicated and contested. Ultimately however, immigration is not an abstract concept — it's about families' hopes, dreams, and sufferings and can offer opportunities for Christians "to act justly, to love mercy and to walk humbly with our God". In this course we will read a variety of immigrant stories including young adult literature, nonfiction, and memoir; we'll also be talking with some past and recent immigrants to the Holland area. As part of our class, we will be participating in The Big Read Holland Area 2016 – a community-wide reading program in November around the reading of Edwidge Dandicat's *Brother I'm Dying*. In the main events and book discussions, we'll get to learn from past and recent immigrants in the Holland community as well as from people and organizations involved in immigration issues.

IDS 100-06 Holistic Health

Health is considered a condition of optimal well-being. Well-being encompasses every aspect of our self, not just the physical body. It is important to create balance in your life by nurturing your whole person. This includes addressing spiritual, mental, emotional, and physical needs. This course will explore many aspects of health from psychological/emotional well-being to nutrition and physical fitness. We will explore readings and discuss strategies to support these aspects of health. In addition to our classroom work, we will also be participating in a variety of physical activities. Be prepared to look at yourself from multiple perspectives to gain insight as to what makes you a "healthy" person.

IDS 100-07 Farm To Table

This class will join around the table for a culinary tour around the world as we examine what food means to various cultures. We will ask questions such as *Where does the food we eat come from? How does our food reflect our culture? What parts of a food culture do people take with them when they move from one place to another?* We will also examine how our food gets from farm to table in Michigan, the United States, as well as various other countries. Recipe for this class: 1 tsp readings/films, 2 TBS lively discussion, 1/2 tsp guest speakers, 3/4 tsp eating. Come hungry to learn.

IDS 100-08 Holiness and the Intellectual Life

How can we pray without ceasing, as St. Paul tells us (1 Thess. 5:17)? As busy college students, how can we "do all things for the glory of God" (1 Cor. 10:31)? What does it mean to be an excellent student? Is it different than being an excellent *Christian* student? Can study be a spiritual practice? We will explore these questions through reading Peter Kreeft's *Prayer for Beginners*, A.G. Sertillanges' *The Intellectual Life*, and St. Augustine's *Confessions*. But more than just reading, we will begin to cultivate the habits of being that lead to an integrated life of holiness and study. This class is not for experts, but for beginners; the only requirement is a desire to grow spiritually and intellectually.

IDS 100-09 C.S. Lewis and the Liberal Arts

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, in his essays and in some of his fiction, including *The Lion, the Witch and the Wardrobe*, *The Voyage of the "Dawn Treader,"* *The Silver Chair*, *The Last Battle*, and *Out of the Silent Planet*. We will discuss and write about how what he says can enrich and deepen your academic experience at Hope College.

IDS 100-10 Sports and Society in the Movies

There is no denying that sports are a pervasive part of society, but do we truly understand the extent of sports' pervasiveness and their paradoxical nature? Can we separate the hype from the reality and the myths from the facts when it comes to sports? In other words, do we question the ways sports affect cultural practices and ideologies, or are we content to stay rooted in uncritical attitudes toward these important social constructions? As human institutions, sports have positive and negative outcomes on relationships, communities, and nations: they unite AND divide; they are expressive AND controlling; they are healthy AND destructive; they are fair AND they are foul. In this class, we will delve more deeply into these aspects of sports in society by watching three critically-acclaimed sports films and reading the books on which those films are based. Students will think critically about sports to see them as social phenomena that reflect the ways people feel, think, and live their lives. In the end, at the final buzzer, students will find a greater sensitivity toward the ways they choose to be consumers, leaders, participants, and even change agents in society through sports.

IDS 100-11 The Great War, 1914–1918

Just over one hundred years ago, the world plunged into a cataclysmic war. The Great War (which came to be called World War I—after we knew there was a second one) transformed the world. The experience of combat, the political geography of Europe, Asia and Africa, the opportunities available for women, the technology, tactics and strategy of warfare, and the fate of empires were irrevocably changed by the war, in ways that nobody could have predicted in 1914. By studying documents, videos, literature, and historical analyses of the Great War, class members will increase their understanding of the war's significance for the history of the twentieth and twenty-first centuries. Students will work on developing critical reading, thinking, discussion and writing skills, and on the creation of a project using digital technologies, such as Web sites, digital photography, videos, or music.

IDS 100-12 Your Passport to Global Citizenship

GLD – This course meets the Global Learning Domestic requirement

Although you've decided to attend a liberal-arts college in a relatively small town, you don't have to stay on campus for all four years — either mentally or physically! In this course, we'll come to a better understanding of our local context by setting our sights on the far horizon — focusing on the world that lies beyond Hope, beyond Holland, and beyond Michigan. We'll explore life in big cities, headlines from other countries, and the perspectives of people who are not like us. Our readings will be short but challenging pieces that are designed for an intellectually- and culturally-aware audience: news reports, investigative essays, opinion pieces, short fiction, and reviews of art, music, theatre, and film. Our vigorous discussions will help us to become better world citizens and to develop a more cosmopolitan outlook. We'll take a weekend trip to Chicago, we'll know about the latest trends in New York and L.A., and each of us will map out a possible future journey abroad.

All students in this course should be simultaneously enrolled in a foreign language (at a level appropriate to their ability in that language) and should be willing to consider spending time outside the United States, either during college or immediately afterward.

IDS 100-13 Integration of Faith and Learning

At Hope College, “instruction is offered in the context of the historic Christian faith”. What does that mean? 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? Is it a realistic possibility anywhere? 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 encounter God in such inquiries.

IDS 100-14 Day1: Watershed

This course begins with a three-day field and laboratory research experience in the Macatawa Watershed. Students will learn about this watershed that surrounds Hope College and begin conducting research for three days before classes start (August 22-25, 2016). Students will address issues of water quality that have plagued Lake Macatawa for over a century. The research findings are essential for understanding the impact of Project Clarity (www.macatawaclarity.org), a community-wide effort to clean up the waters of Lake Macatawa in a sustainable way. Teams will use standard and cutting edge experimental techniques, including next generation DNA sequencing of the watershed bacterial communities. These techniques are foundational to emerging scientific fields, ranging in application from personalized medicine strategies for treating cancer and other diseases to understanding and mitigating global climate change. The readings for the course focus on ecological issues facing the Great Lakes and highlight the importance of scientific research, public policy, and personal involvement in our communities.

The students engaged in this experience will live in Lichty Hall, providing opportunities to build community with other students interested in not only the watershed and the community, but also in science, engineering and mathematics and applications of their skills to real-world problems. The laboratory director will be the resident director in Lichty Hall. Participants will enroll in a 1-credit introductory laboratory course and a 2-credit FYS course in their first semester, providing a fully integrated, unique transition to college life. Students will register for a 1-credit introductory laboratory course in the spring semester as part of the yearlong program. The introductory laboratory sequence will serve as credit toward introductory chemistry and biology laboratories and as general science credit for non-science majors.

IDS 100-15 Folk Music and Local Culture

In the 21st century, electronic mass media allows cultural trends in fashion, food and music to spread around the world almost instantaneously. Despite the many benefits of such quick and easy communication, mass media has also contributed to the breakdown of traits that delineate local culture in different geographic regions. In other words, vastly different cultures have become much more like one another, and our beloved melting pot is at risk of becoming quite bland.

As we seek to embrace diversity, we need to become people who can identify and embrace the real differences between cultural groups. In order to do so, we must learn to understand our own unique cultural perspectives. In this class, we will explore the unique vernacular culture of different locales in America, paying particular attention to local folk music styles (from bluegrass to the blues and everything in between). We will seek to grow in our understanding of other cultures, and we will dig deeper into the cultural identity of our own communities. You may even play a banjo!

IDS 100-16 Choices

GLD – This course meets the Global Learning Domestic requirement

As you enter college, you will be faced with so many choices and decisions. What should I major in? How should I spend my free time? This class will explore your choices and focus on how and why we make the choices we do. Our choices can be related to our values. Students will complete a personal inventory of their self-esteem. Guest speakers will present their definitions for success and happiness, and students will develop their own definitions. The choices you make in college will affect your life forever. Let's explore those choices!

IDS 100-17 Water: Precious, Precarious, Problematic, Perplexing, Promising

GLI – This course meets the Global Learning International requirement

Water is essential for life. Despite this, or perhaps because of it, humans have put this precious resource in a precarious state in the world; rivers have run dry, aquifers are overdrawn, pollution is widespread, and much of the world lacks access to safe drinking water or water for basic sanitation. This raises many global, domestic, and local problems, and conflict over water is increasingly common. Americans, especially, treat water in perplexing ways, mostly based on our perceptions that water is (or should be) abundant, accessible, and affordable. At the turn of the century, then UN Secretary General Boutros Boutros Ghali said, "Water will be more important than oil this century." We are slowly waking up to this reality, responding in many cases in a manner that provides promise that we are rising to meet the challenge.

This course will look at water from each of these "Five P's" perspectives as we delve into the scientific, political, economic, societal, and religious implications of water. Included will be a virtual connection with students at the American University of Nigeria who are simultaneously enrolled in a water-related course at their university, giving the course a distinctive global perspective.

IDS 100-18 #adulthood

That horrifying moment when you're looking for an adult, then realize you're the adult. So you look for an older adult, someone successfully adulthood... an adulthood adult. We are all faced with this dilemma at one time or another in our life. There is a lot of pressure to know your major, have your career goals set, and look like you have your life together. Social media shows us the friend that took a gap year and is traveling the world while taking perfect Instagram photos, or the friend that landed a dream job without going to college, and then there's that friend attending an Ivy League school on their way to running the next big startup company. It is easy to compare ourselves to peers and question our own success.

While you are in college you will continue making the transition to adulthood. In this class we will explore how sociologists define "adulthood", examine and critique theories of what is considered a successful adult, consider ways we each define success, and how to transition into the next chapter of our lives at Hope. Our journey will include engaging readings and discussions on emerging adulthood, TED talks about mindset and what contributes to a happy life, and hands on activities such as cooking, budget planning, and other skills that aid in successfully adulthood. All of these experiences will help you be an adulthood adult. #adulthood #learninghowtoadult #trysomethingnew

IDS 100-19 You Believe What? Christianity and the Big Questions

This course is about thinking carefully through the challenges that Christians often field about their faith, though it is open to students of any faith background or those of none at all. We will look at both

the challenges themselves as well as some strategies for response, and watch a movie or two along the way. Students will be encouraged to develop their own views and perspectives, whether those perspectives are Christian or not (indeed, not all Christians agree about these matters). Possible topics include:

- Does science provide reasons for religious belief or reasons against it?
- Does evil provide evidence to think that God does not exist?
- Does morality need God or not?
- How does Christianity relate to other religions?
- If Christians believe in the “resurrection of the body” what does that mean?
- If God knows what I’m going to do in the future, how can I be free?
- Is there a heaven and hell?
- Does the Trinity make any sense?
- Is our life's vocation determined or do we make our own path?

St. Peter tells us that Christians should be ready to give a reason for the hope they have within (1 Pt 3:15). The point of this course is to ask the “big questions” so that we can find out what reasons there are.

IDS 100-20 FYS Book Club

Do you enjoy reading for pleasure? Are you worried you will have no time to read for fun in college? Join this FYS book club! We will start by reading the same book (to be announced), then participate in the Big Read Holland Area 2016, a month-long community-wide reading program in November, by reading the chosen text *Brother, I'm Dying* by Edwidge Danticat and participating in the events offered (some outside of class time); additionally, we will read 3-5 books in groups formed by interest, taking on different roles, such as facilitator, passage master, connector, wordsmith, and artistic examiner. We will discuss what we think makes an extraordinary story, develop thought-provoking discussion questions and reflect on what we learn through characters, plot and what we like (or don't like) about a particular book. We will respond to our reading in various ways, such as in large and small group discussions, reflection journals, reading logs, mind maps and presentations. We will also visit local book stores and libraries to investigate what is happening in area book clubs: what IS everyone reading? Come to the first class with a copy of one of your favorite books!

IDS 100-21 Jails, Justice and the Artist's Response

How can art be a vehicle for hope in the most restrictive and isolating of environments? Can art pave the way for justice? This seminar aims to both investigate, as well as to create, collaborative social practice art projects focused on issues surrounding mass incarceration. The course blends contemporary art research, social science investigation, and collaborative, socially-engaged art-making practices. Students will survey contemporary artworks that both critique the American prison system as well as create a platform for creative expression for its inmates. Seminar participants will also investigate the criminal justice system, criminalization in K-12 schools, and institutional racism within these structures. Corresponding with inmates and former inmates, students will work together in groups to create a collaborative art project that offers a vision of shared humanity.

IDS 100-22 Vote With Your Feet: Walking as a Way of Life

One of the most natural activities of our lives is walking. From the time a baby takes his or her first steps, walking is a fundamental mode of transportation. Yet it is such a common activity that its implications are taken for granted. In this class we will explore walking from various perspectives which may include sociology, psychology, physiology, materials science, economics, politics, urban

planning, or other diverse fields and viewpoints. You will experience a perspective of the community and of your life that comes from choosing to be a pedestrian. So slip on a pair of comfortable shoes and let's see where our feet and our minds will take us. Students in this section should be physically capable of walking a distance of two miles in 40 minutes or less.

IDS 100-23 Fit Bodies, Fat Minds

For this semester, we will focus on the ever-increasing attention to “the body,” as a means to reflect on the growing fascination of the human body and what this represents. A list of the most watched TV shows these days, from *The Biggest Loser*, to *Extreme Makeover*, to *Keeping Up with the Kardashians*, and to the ever-prominent abs shown on MTV's *Jersey Shore*, all reveal a very prominent and consistent theme—namely the obsession of shaping one's career—through the body. What happened then to the exercising of one's intellect? Exercising one's faith? Can one's faith and intellect be exercised together? Beginning with well-known Christian scholar and public intellectual Os Guinness and his book, *Fit Bodies, Fat Minds*, we'll ask these types of questions, and study various cultural topics that have often been “hotbed” topics in Christian Liberal Arts education.

IDS 100-24 Sustainability For Normal People

GLD – This course meets the Global Learning Domestic requirement

It's easy to be concerned about the health of our planet and to worry about the environment, but it's harder to connect our everyday surroundings and activities to the idea of a sustainable planet. This seminar explores how the choices we make every day connect us to global issues. Discussions, readings, field trips, and classroom visitors will help us tackle the subject of sustainability by examining production, consumption, and waste. We will meet a variety of people who promote sustainability in a variety of ways. We will also learn to have fruitful discussions with classmates using intergroup dialogue, which will help us probe more deeply in our conversations to understand the assumptions, background, values, and choices that guide our own lives. This will help each of us better envision how we can plan our lives so we can live more sustainably.

IDS 100-25 Who am I? Who are “the Others”?

GLD – This course meets the Global Learning Domestic requirement

Good questions! How do we get along in this divided world? 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. We will study life's contradictions within others and ourselves through activities, discussions, interviews, readings, and a field trip to see Art Prize 2016 in Grand Rapids. As part of our class, we will be participating in The Big Read Holland Area 2016 – a community-wide reading program in November around the reading of Edwidge Dandicat's *Brother I'm Dying*. Dandicat will be on campus November 17-18, and an exciting part of reading a book is meeting and hearing the author speak. Be ready to understand yourself and others with more insight and kindness.

IDS 100-26 Screwmeneutics and the Liberal Arts: Exploring Information

No, it isn't a word you'll find in a dictionary — yet. “Screwmeneutics” describes a path of discovery unique to the interests of an individual, by asking the simple question: what can we learn, just by “screwing around” with our interests? For much of the known history of the Academy, scholars and students have followed the pathways of the “great” books and ideas. We all know, however, that there is much more to see than any canon can show us, and we all know that the amount of information

available to us is only increasing. Have you ever walked into a library and felt overwhelmed and curiously excited by the wealth of knowledge gathered into a single space? Or, have you ever allowed yourself to imagine the unplumbable depths of that vast information “space”, the web, and wondered about its deepest secrets? In this class, we will approach the liberal arts from the bottom up as we explore the ocean of information we swim in, across media and disciplines.

IDS 100-27 Seek Truth, Practice Love and Celebrate Life through Small Town Fiction

Whether you come from a small town or a large city, you are still part of a smaller community. Over the next four years, Hope College will become your home and you will establish your own community of friends in a living and learning environment. In this FYS seminar we will read books and watch movies set in small towns and explore the community built by and relationships among the inhabitants. We will discuss Pastor Sam Gardner’s belief that “God will save every person” in the Harmony series by Philip Gulley, we will explore small town Minnesota in books by Jon Hassler, and consider short stories and movies inspired by Will Weaver. We will examine our own relationships and community. We will discuss our faith and what it means to seek truth. We will discuss the quirks and eccentricities of people and communities and what it means to practice love. We will discuss joys and challenges and what it means to celebrate life.

IDS 100-28 American Obsession: An Exploration of Violence in Film

We often hear that American Cinema is obsessed with violence; this seemingly excessive violence can feel even more culturally pervasive as we witness brutal acts being perpetuated in the media each day. In this course we will consider that criticism as we focus on violence as a theme in a range of contemporary films. Discussions will center on a number of related questions, including: how do we define violence and what is its “mythical” role? How does violence shape and define who we are as a society? What roles does it play in definitions of “masculinity” and “femininity”? What long-term *effects* does a steady diet of violence have on its audience? Is screen violence bad for us? Do we become immune to human suffering the more violence we watch? Does fictional violence beget actual violence?

Primary texts for the course will be films, such as: *The Godfather*, *Taxi Driver*, *Django Unchained*, *Pulp Fiction*, *Fight Club*, *Scarface*, *Thelma and Louise* and others. Films will be supplemented with secondary readings in film criticism and violence theory.

IDS 100-29 Happiness and the Good Life

The American Declaration of Independence tells us it is a self-evident truth that we have a right to the pursuit of happiness. But what is happiness, and what constitutes a happy or good human life? In this First Year Seminar, we will look at the issue of happiness and the good life from a number of different academic perspectives. Since this question is connected to the larger question of the meaning of life, it has been a perennial topic of philosophy and religion. So we will read what the Bible and the great philosophers of the West and the East have said about the nature of happiness and the good life. In recent years the subject of happiness has been taken up by psychologists as part of the new “science of well-being or “positive psychology” and we will look at what this contemporary psychological research can teach us about happiness. Finally, we will come up with our own versions of what happiness is and write about it or express it in our own individual ways.

IDS 100-30 Center Stage

GLD – This course meets the Global Learning Domestic requirement

Everyone gets nervous; it's how you deal with those nerves that make the difference. You may have heard this before and wondered exactly what it meant and if it was true. We will explore this statement as we read and learn about how “performers” of all kinds deal with their own nerves — a comedian, politician, musician, activist, athlete, Supreme Court justice, police officer and more. Class activities are geared toward developing awareness of personal nerves and how to work through them. Understanding how others deal with nerves can help students to become more prepared for their own responses to adrenaline pumping situations. This class requires two field trips outside of class, a police training activity involving diffusing difficult situations, and a high ropes course focused on teamwork and overcoming personal obstacles both occurring on a Saturday.

IDS 100-31 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 is our culture so violent? Why does it 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 waging war under the auspices of a legitimate, democratic 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 via nonviolence at home and across the globe? This seminar will allow us, through readings, discussions, writings, presentations, 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 their nonviolent means that could transform us as individuals, as a nation, and as a world community.

IDS 100-32 Why Do I Always Get My Best Ideas in the Shower?

In this study of creativity, we'll examine the lives and work of others while engaged in creative projects of our own. We'll look at inspiration, brainstorming, paying attention, the inevitability of awful first drafts, perfectionism, hard work, peer support, self-consciousness, “flow” (that wonderful timeless state in which everything works perfectly), editing, being blocked, and how to know when something is finished.

People in different creative fields describe their work in surprisingly similar ways, so there must be some universal truths for us to discover. Whatever creative field *you* love — oil painting, hip-hop, neuroscience, business (yes, science and business can be creative!), haiku, costume design, song-writing, potato-print-making — *whatever!* — and regardless of your actual gifts, you are welcome in this hands-on and stimulating seminar. Fair warning: a modest media fast is a requirement of this course.

IDS 100-33 Should I Give a Dollar to the Homeless Man?

GLD – This course meets the Global Learning Domestic requirement

Poverty is a complex issue that gets right to where we live when we see the homeless person asking for spare change. What is the Christian response to this person, as well as to the person living in extreme poverty in a village in Africa? Followers of Christ are called to live a loving and generous life. But having a heart for the poor is not enough. Having a mind for the poor is the challenge.

This class will look at some of the most basic lessons about poverty. While you may not become an

expert in the topic of helping the poor, you will become knowledgeable enough to talk about it and recognize the red flags when you see organizations and ministries that might actually be hurting the poor. We will be reading about poverty, watching videos on the topic, and hearing from those who are trying to help the poor. We will also plan in 1-2 outings or field trips where we will meet and work among the poor in our community. We want you to get excited about constructively helping the poor as we look at practical ways to approach this issue.

IDS 100-34 A Journey Toward Leadership: Finding Your Way at Hope College

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 your life, serve others, and follow effectively? In this course we will expect you to reflect, discern and accept the call to try to understand you — faith, family, gifts, values, and potential. With wrestling and listening to yourself, you begin to gain experience and confidence in defining your journey. We will explore and identify ways to lead and follow; 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 a service project which will 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 100-35 Mashed Potatoes

Mashed potatoes are my comfort food, and — in my life — an analogy for comfort in general. They make me feel better when I am stressed, sick, and feeling low. Come to think of it, big dogs, music, and running are my ‘comfort foods’ too. We are all drawn to certain foods as a source of comfort. In this course, we’ll explore our individual definitions of comfort food and consider how one’s background and culture help to shape one’s comfort preferences. We will learn more about ourselves and each other through a variety of activities including reading journal articles, periodicals, and even a book or two. You’ll participate in conversation, personal reflection, and opportunities to challenge your comfort zone. Oh, and — of course — we’ll be sharing our favorite comfort foods! What are your *mashed potatoes*?

IDS 100-36 Our Selves, Our Cells, Our Stars...Whose Fault is it, Anyways?

Cancer has been around for millennia, but treatments of the disease have changed greatly. So have attitudes. Only a couple decades ago, cancer was simply not discussed in public, sometimes not even with cancer patients themselves. Now we have ribbons and relays and NFL players wearing pink to “raise awareness”. Yet for all this change, cancer remains a feared disease and significant cause of suffering and death. Cancer is particularly horrifying when it hits children, for it does so without obvious reason or cause. When asked whether a man’s blindness was his own or his parents’ fault, Jesus answered, “Neither...this happened so that the works of God might be displayed in him.” Do you accept this answer? Would you, if you were the blind man’s parents?

In John Green’s novel *The Fault in Our Stars*, Hazel Grace and Augustus are too busy being teenagers to spend a lot of time asking “why.” That is left to us. This class will take up that question as we read TFIOS, asking a lot of “whys” about cancer, suffering, and evil, particularly in children. We will consider the effects of sin as the origin of suffering, and whether it is appropriate (or even possible) to see a child with cancer as a display of “the works of God”.

In addition to these spiritual and philosophical questions, we will explore the biology of cancer through the book *The Emperor of All Maladies*, a sort of biography of cancer by Siddhartha Mukherjee.

If you are passionate about exploring the medical, spiritual, and biological sides of disease, this would be a good FYS for you.

IDS 100-50, 51, 52, 53

Culture, Control and Community: Insight and Understanding For Today's World

GLI - This course meets the Global Learning International requirement

These FYS sections are open only to students in the Phelps Scholars Program, a living and learning community available to Hope first year students from all racial/ethnic backgrounds. If you plan to be in this program, choose these sections on your registration worksheet, and do not list any other sections. More information about the program is available at www.hope.edu/academics/phelps-scholars.

While technology and travel make it easier than ever to connect with the world around us, they are no substitute for insight and understanding. This FYS provides the opportunity to develop and/or strengthen both by exploring Hope's Global Learning Outcomes of Curiosity, Knowledge, Self-Awareness, Empathy and Responsibility within the context of real life questions. How can we thrive in a truly global century? What role do culture, control and community play in how we interact with those around us locally and globally? How can we communicate effectively across cultures? How can we find common ground and yet talk productively about real differences? Through shared living, common readings, service to others, and collaborative research, Phelps Scholars will explore these questions while creating community across cultures in Scott Hall, at Hope College, and beyond.