

MAY
JUNE
JULY

Off-Campus Courses



coloradosprings
mexico
alaska
france
spain
tanzania
pineridgereservation
southafrica
rwanda
bahamas
southkorea
adirondacks
rosebudreservation
japan
northernireland
england
jamaica
ireland
losangeles
scotland
vienna

May, June, and July Terms 2016

Off-Campus Course Details

For more information about Hope off-campus program registration, visit:
http://www.hope.edu/registrar/registration/summer_offcampus.html

DOMESTIC OFF-CAMPUS COURSES

ALASKA: Thriving in Transitions

Location: Sutton, AK

Thriving in Transitions

IDS 495, SRS, SS2

LDRS 201

Credits: 4

May Term: May 13–30

Instructors: Tim Schoonveld, Steve VanderVeen

Approx. Course Fee: \$2,500

Course Description: Students in their senior year of college may be wondering: What will I be doing this time next year? Moving from college life to life after college is a change, but it can be a successful transition.

“Our deepest fear is not that we are inadequate. Our deepest fear is that we are powerful beyond measure. It is our light, not our darkness that most frightens us. We ask ourselves, 'Who am I to be brilliant, gorgeous, talented, fabulous?' Actually, who are you not to be? You are a child of God. Your playing small does not serve the world. There is nothing enlightened about shrinking so that other people won't feel insecure around you. We are all meant to shine, as children do. We were born to make manifest the glory of God that is within us. It's not just in some of us; it's in everyone. And as we let our own light shine, we unconsciously give other people permission to do the same. As we are liberated from our own fear, our presence automatically liberates others.” –Marianne Williamson

This course is about how to make change transitional, and to do it well. About how to be a light and to be the Child of the King that you were created specifically to be.

We begin by looking at the transitions in the lives of others (through conversation and story) and then through our own lives. We then focus on the role of faith in transition and apply it to our own transition from college student to wherever life takes us next. We will hear the story of many, identifying key factors and themes. We will spend time writing, reflecting and reading, in solitude and in community, and being in the presence of God.

COLORADO: Sport Development in America

Location: Colorado Springs, CO and on campus

Sport Development in America

Kin 295, GLD

Credits: 2

May Term: May 9–22

Instructors: Becky Schmidt, Chad Carlson

Approx. Course Fee: \$965

Course Description: This course will focus on the development of sporting talent in the United States in Olympic sports. The United States Olympic Committee (USOC) oversees development and performance of all Olympic sport athletes and delegates much of the day-to-day work to each sport's National Governing Body (NGB). All administration and training occurs at one of two Olympic training centers. After a week of intense study of Olympic sport and development on campus, we will visit the USOC Training center in Colorado Springs to speak with organizers and observe athletes training in the lead-up to the 2016 Olympics in Rio de Janeiro. This firsthand experience will then be reconciled with the work done on campus to better understand the role of NGBs and the USOC in American Olympic sport. Further, this course will examine the economic, social and psychological aspects of sport, while understanding the ways in which NGBs funnel athletes into elite levels of development and the consequences of those who do not make the cut.

CALIFORNIA: Hope Comes to Watts

Location: Los Angeles, CA

Hope Comes to Watts

Educ 488, GLD, CH2

Credits: 4

May Term: May 9–27

Instructors: Nancy Cook, Madeline Kukla, John Yelding

Approx. Course Fee: \$3,000

Course Description: Hope Comes to Watts is designed to provide a May Term experience in Los Angeles, California. Students will study the cultural, historical and geographical setting as well as complete readings to prepare for full-day placements in an elementary or middle school setting, both of which operate under the auspices of the Watts Learning Center. Students will also participate in a variety of cultural and service opportunities during this experience.

Requirements: at least a 2.0 cumulative GPA, be in good standing in terms of disciplinary status within the college, and no criminal charges pending.

NEW YORK: Ecological Theology and Ethics

Location: Camp Fowler in Speculator, NY, the Adirondacks in upstate NY, and on-campus

Ecological Theology and Ethics

IDS 495, SRS

Rel 365, RL2

Credits: 4

May Term: May 9–27; papers due June 3

Instructors: Steve Bouma-Prediger, Kent Busman, Samantha Miller, Hannah Busman

Approx. Course Fee: \$1,100

Course Description: In this course you will study the nature and causes of current ecological degradation, the witness of Christian scripture and tradition concerning matters ecological, the responsibilities we humans have as earthkeepers, and the practical implications of living in a more earth-friendly manner. This course combines traditional academic study with a wilderness backpacking, canoeing and kayaking trip in which students learn wilderness camping skills, develop their leadership ability, and examine issues in the area of ecological theology and ethics.

SOUTH DAKOTA: Cross-Cultural Education

Location: Rosebud Indian Reservation, Missions, SD

Cross-Cultural Education

Educ 488, RL2 CH2, GLD

Credits: 4

May Term: May 9–27

Instructors: Susan Cherup, James Piers

Approx. Course Fee: \$1,150

Course Description: Practical experiences are essential for anyone planning a career in education, social work or nursing. Immersion into the world, lives, and culture of the Lakota Sioux provides great learning opportunities, increased cultural awareness and is good for the spirit. When the two are mixed, they define the Hope College May Term on the Rosebud Indian Reservation, located in south-central South Dakota. Since 1991, this experience allows students to live and learn in a culture different from their own and to participate full time in a classroom, school social work or counseling office or school nurse environment of their choice. Information learned in college classes is applied to real life settings as students plan culturally appropriate lessons, cooperative learning activities, address a variety of learning styles, and help students deal with life events, traumas and/or health concerns. Orientation to the culture includes meeting with tribal, school, dormitory, and business representatives, hospital administrators, spiritual leaders, and American Indian students. Trips to Wounded Knee, Crazy Horse, Black Hills, Mt. Rushmore, and the Akta Lakota and St. Francis museums provide further information about the Sioux Nation.

Credits from this experience may be applied to a Religion 4 credit class, a Senior Seminar, an elective course for a Language Arts Composite major, Social Studies Composite major, Fine Arts Composite major, an Encounter with Cultures class, Cultural Heritage II or an elective for the Social Work major.

SOUTH DAKOTA: Learning and Serving among the Oglala Lakota

Location: Pine Ridge Reservation, SD

Learning and Serving among the Oglala Lakota: Conversations about Faith, Culture & Worldview

IDS 495, GLD, SRS

Rel 295, GLD, RL2

Credits: 4

May Term: May 9–June 3

Instructor: Steven Hoogerwerf

Approx. Course Fee: \$1,750

Course Description: The Pine Ridge May Term is a service-learning course on the Pine Ridge Reservation in South Dakota. The reservation is home to the Oglala Lakota Sioux, with a tribal

membership that totals 17,775. After a one week on-campus orientation course, participants will spend two weeks on the reservation, engage in an ongoing service project, experience a variety of encounters with members of the reservation, travel to important sites on the reservation, study Lakota history and religion, and guide conversation to bring our own culture, faith and experience into conversation with life on the reservation. Those taking the course as a senior seminar will write a lifeview paper in addition to fulfilling the standard course requirements.

Our host on Pine Ridge will be the staff of an organization called [Re-Member](#). Their mission statement reads, “Guided by the aspirations of the Oglala Lakota Indian communities we serve, RE-MEMBER seeks to improve the quality of Indian reservation life through relationships, shared resources and volunteer services. Through site visits and cultural immersion, we continue to develop a growing circle of advocates standing in solidarity with the Indian people of Pine Ridge, South Dakota.”

INTERNATIONAL OFF-CAMPUS COURSES

The Bahamas: Island Life: Biology, Geology and Sustainability on Eleuthera Island

Location: Cape Eleuthera Institute, Eleuthera, The Bahamas and on-campus

Island Life: Biology, Geology and Sustainability on Eleuthera Island

Gems 295, GLI, NSL

Credits: 4

May Term: May 9–30

Instructors: Brian Bodenbender, Janice Bodenbender

Approx. Course Fee: \$2,475

Course Description: Island Life is a general education science course taught for two weeks on campus, with an additional week of full-time instruction on Eleuthera Island in The Bahamas. The course focuses on a small island as a test case for understanding natural resource availability and use; special concentration is given to the geological and biological processes that formed and continue to shape the island. The course also emphasizes the topic of sustainability, whether on islands or on continents, by comparing a variety of past and present cultures and by having students live and work in a community that is striving to be sustainable.

England: Humor, Communication and Culture; From Faces to Facebook

Location: Liverpool, UK

Credits: 4

May Term: May 9–June 3

Instructors: Jayson Dibble, Isolde Anderson

Approx. Course Fee: \$3,400 + airfare

Humor, Communication and Culture

Comm 395

Course Description: In general, all known societies experience some form of humor. According to Mintz (1985), humor is the purest index of a society's values, attitudes, dispositions, and concerns. Analyzing what a culture finds to be humorous can expose that culture's values. Mintz further argues that stand-up comedy, in particular, is "...the oldest, most universal, basic, and deeply significant form of humorous expression". In this course, students will study the nature of humor and (stand-up) comedy, what people consider funny, the values reflected by what one considers funny (or not), and similarities and differences across cultures.

The course will take place in Liverpool, UK, ideal for two reasons. Access to the comedy clubs makes Liverpool an ideal location to study live stand-up comedy and humorous communication. Second, Liverpool is ideal because the culture is not the same as in the US, yet the primary language is English. Through this course, students will be able to make more rapid and meaningful cross-cultural comparisons while minimizing language barriers. Through readings, discussions, interactions with the people of Liverpool, and visits to Liverpool's known spots of humorous expression (e.g., stand-up comedy clubs, theater productions), each student will gather information that will result in the creation of a ten-minute video documentary reflecting the student's understanding and analysis of humor theory, humorous communication, culture, and implications of humor in their communication with others.

From Faces to Facebook

IDS 495, SRS

Course Description: This course will examine the many ways we connect with one another and create community - face to face and online. During the spring semester, we will critique our consumer society, consider ways to reweave the social fabric when it has worn thin, and reflect on the possibilities of virtual community. In May, we will travel to and throughout northern UK to learn about different types communities there, including sports, the arts, and the Anglican parish. Liverpool Hope University will be our home base, as we meet in a seminar with international students and create our own blogs to record and reflect on our learning about community. Readings, discussion, blog creation and a world-and-life view paper will provide a framework for reflecting on where you live (geographically and virtually) and what you live for.

England: Literacy II and Field Placement; Secondary Principles and Field Placement

Location: Liverpool, UK

Credits: 4

June Term: June 4 –26

Instructors: Tony Donk, Bill Moreau

Approx. Course Fee: \$4,550

Literacy II: Reading and the Language Arts for Grades 4-8 / Field Placement

Educ 282 and Educ 283

Course Description: This course focuses on the transitional reader. It is during grades 4 through 8 that a child will become an independent reader in the elementary or middle school classroom. Building on the foundation provided in Educ 280, prospective teachers will consider issues surrounding content area reading and the growing use of expository texts, informal and formal assessment, children's literature, and the integrated language arts. Additional attention will be paid to designing and conceptualizing instruction which engages all learners. Educ 282 and 283 must be taken concurrently.

Prerequisites: Declared education major, Educ 280, Educ 281

Secondary Principles / Field Placement

Educ 360 and Educ 361

Course Description: This course is a study of secondary schools, with particular emphasis on principles and practices. The course topics include current issues, lesson and unit design, instructional strategies, assessment, technology, professionalism, moral education, and working with adolescents. EDUC 360 and 361 must be taken concurrently.

Prerequisite: Declared education major

England: Management in the British Economy

Location: London, UK and Paris, France

Management in the British Economy

Econ 358

IDS 495, SRS

Mgmt 358

Credits: 4

May Term: May 9–30

Instructors: Brian Porter, Peter Boumgarden

Approx. Course Fee: \$4,800 + airfare

Course Description: This interdisciplinary course explores the economy, politics, history, business, and culture in Britain as they influence values and attitudes toward business and business practices. Seminars with leaders of business, labor and government are conducted in London and other various locations in England. Organizations visited in recent years have included United Biscuits, Goldman Sachs, Herman Miller, The All England Tennis and Croquet Club (Wimbledon), The Bank of England, Trades Union Congress, the BBC, Royal Bank of Scotland, and Parliament. Special attention is paid to unique forms of management and business organizations as well as the role of the UK in the European Union. The program also places emphasis on cultural experiences including theatre, concerts, art galleries, and museums. A trip to Paris for four days is a regular feature of the program that provides much fodder for cultural comparisons and contrasts. The course, intended for Economics, Management, and Accounting majors and minors, may be used to fulfill requirements for the Management and Economics majors, the Senior Seminar (when taken as IDS), and general electives. When taken as a Senior Seminar, students are required to attend additional events and speakers, and engage in alternative readings that are more in line with the objectives of the Senior Seminar program. Generally open to juniors and seniors with an occasional sophomore. There is an application process as demand generally outstrips supply. The basic criteria for acceptance is the perceived contribution the student will bring to the group.

England: Mental Health Policy and Practice in the UK and the US

Location: Liverpool, UK and on-campus

Mental Health Policy and Practice in the UK and the US

Psy 395, GLI

Swk 395, GLI

Credits: 4

June Term: June 6–July 1

Instructors: Llena Chavis, Nicki Blundell

Approx. Course Fee: TBA

Course Description: Students from both Liverpool Hope University and Hope College will participate in this class, with approximately eight students from each institution. Two weeks will be spent at each college, learning about the mental health care policies and practices of the host country. Classes and field trips will be primarily taught by the resident faculty member (e.g. Chavis while in the US, Blundell while in the UK). The broad goal of the course is to explore and contrast the mental health systems of the United States and the United Kingdom. In both the US and the UK, students will engage in classroom discussions of assigned readings, visit mental health facilities, talk with legislators, mental health providers, and mental health consumers. The course may also include field trips to London. Students will be assessed by participation in classroom discussions, small reaction papers, and a large integrative paper contrasting the two mental health systems.

France: Art, History and Memory in Contemporary Global Paris

Location: Paris, France and on-campus

Art, History and Memory in Contemporary Global Paris

Hist 131, CH2, GLI

Hist 295

Art 111, FA1

Art 295**Credits:** 4**May Term:** May 9–June 3; in Paris May 19–June 3**Instructor:** Lauren Janes, Heidi Kraus**Approx. Course Fee:** TBA

Course Description: Let's explore Paris – past and present! Paris brings together the ancient and modern in remarkable public places that reveal much about French history and contemporary French society. This course will take place both on Hope's campus and in Paris. As a group we will examine the history of Paris through its historic spaces and explore the meanings and uses of these historic spaces today. Our analysis will include art and architecture. The history of Paris will provide a lens for analyzing French history, including France's colonial past and global present.

While in Holland students will work together to research historic sites and create a website with a digital map of these sites. In Paris we will spend our time visiting these cities and exploring other aspects of the city. Students will not only gaze on these sites as tourists, but will observe how these sites function in the city today. Students will then complete their contributions to the class website by analyzing the role of these historic sites in French public life.

While in Paris we will engage in the life of one of the world's great cosmopolitan cities. We will dine in great restaurants, picnic in beautiful parks, learn to navigate a great public transit system, and enjoy sharing remarkable urban public spaces with Parisians from all over the world.

Students do not need to speak French to join this class, as it is possible to navigate Paris with English. However, French-speaking students (from beginners to advanced francophones) will find plenty of opportunities to practice their French.

Requirement: Good academic standing.

Ireland and Northern Ireland: Irish Culture and Celtic Wisdom

Location: Ireland and Northern Ireland**Irish Culture and Celtic Wisdom****IDS 172, CH2, GLI****IDS 495, GLI, SRS****Credits:** 4**May Term:** May 9–June 1**Instructors:** John K.V. Tammi, Daina Robins**Approx. Course Fee:** \$3,200 + airfare

Course Description: This Senior Seminar will pose questions of "value and belief" within the complex context of Irish history and culture. The aim of the course is to experience the rich heritage of Irish art, literature, politics, and wit, and to discover the spiritual qualities in these and other dimensions of Irish life and thought. We will find that these spiritual qualities predate the coming of Christianity to Ireland in the fourth century and continue to inform and challenge Ireland in the twenty-first century.

Christianity made a deep impression on Irish life, of course. At the same time, however, Irish culture absorbed Christianity and reshaped it according to its own needs and in keeping with the cultural and social traditions already well established in pagan (Celtic and pre-Christian) Ireland. The carryover of pre-Christian traditions and values is evident, for example, in the Irish reverence for learning, storytelling, and faithfulness to family and friends. The high regard enjoyed by

scholars and artists in contemporary Ireland is foretold by the privileged position of the seanachies, bards, and brehons of the pre-Christian age. The energy and creative genius of modern Irish drama, poetry, and literature have their roots in the oral traditions of the pre-Christian and pre-literate Celts. The political, economic, and social successes of generations of Irish immigrants to Canada, Australia, the United States, and even England can perhaps be seen to owe a debt to the high value placed on personal ties and loyalties to their Irish heritage. The Irish adopted Christianity with enthusiasm and put it in the service of values already cherished. They gave to Christianity an earthbound, generous impulse that is tolerant and clear-eyed, a pragmatic spirituality.

Jamaica: Bringing Hope to our World

Location: Jamaica West Indies

Bringing Hope to our World

IDS 433, GLI, SRS, CH2

Credits: 4

May Term: May 9–21

Instructors: Steven Smith, Nancy Smith

Approx. Course Fee: \$1,890

Course Description: Bringing Hope to our World is a Senior Seminar focused on readings from three impacting books. The first book is Rich Christians in an Age of Hunger. Another is entitled The Good of Affluence. The third book that is extensively used is The Holy Bible. All three books approach the question of what does it mean to serve God's kingdom on this earth (from which we will draw very different conclusions). The content is centered around the concept that all of us have a vocational calling to impact God's Kingdom on this earth. This calling is true regardless of career choices. The focus of discussion will come from the content of the books and will challenge us to meet the needs of the poor and marginalized citizens of our world.

This course will allow us to travel to Jamaica for 8-9 days to see compassion in action by examining various ministries making a difference in the lives of marginalized populations (including a deaf school, a deaf village, infirmary and orphanage contact and other successful ventures in island). The home base will be in Montego Bay and we will travel to various locations on the island.

Japan: Seminar on Contemporary Issues in Japan

Location: Tokyo, Japan

Seminar on Contemporary Issues in Japan

IDS 280*

Credits: 4

May Term: May 10–June 6

Instructors: Robert Hodson

Approx. Course Fee: \$3,700 (includes tuition) + airfare

Course Description: This seminar serves as an introduction to the rich cultural traditions of Japan. A series of lectures and field trips as well as personal contact with Japanese students will give a unique perspective on various aspects of contemporary Japanese society. Classes are held on the campuses of Meiji Gakuin University in Tokyo and Yokohama. The university setting allows Hope students to observe and participate in student activities on the campus and interact informally with university students, especially those who have visited Hope College or who plan to come to Hope's

campus the following September. The class lectures focus on the study of culture and religion, social and economic issues in Japan, Japanese education, as well as some “survival” Japanese lessons. Class content is reinforced with field trips to an elementary school and relevant business, social service, religious and historical sites. Students are housed in the central area of Tokyo with easy access by train or subway to museums, commercial and shopping areas and cultural centers. An important aspect of the program is an optional weekend home stay with a Japanese family. Usually Japanese families entertain guests outside of their homes, so this is a special opportunity to learn about Japanese home life first hand.

Since one cannot fully understand contemporary Japan without understanding its historical and cultural traditions, the participants will travel to the historic and cultural centers of Japan. Near Tokyo these centers include Nikko, with its famous ornate architecture, and Kamakura, site of the great outside Buddha and many temples and shrines. The last week of the program we will travel to such places as Kyoto, which offers 2,000 years of history; Hiroshima, site of the Peace Memorial Park, a tribute to the victims of the atomic bomb; and Mt. Fuji, the most beautiful, highest mountain in Japan. Knowledge of the Japanese language is not required.

*All participants will earn 4 credits for IDS 280. Students who are interested in earning extra course credits can register for an additional 2-4 credits. Credits may be substituted for some general education requirements (RL2, FA2, S2A, GLI, CH2). Check with the Registrar’s Office.

Mexico: Health and Healing in Comparative Perspective

Location: Querétaro, Mexico

Health and Healing in Comparative Perspective

IDS 172, CH2, GLI

IDS 495, SRS

Credits: 4

May Term: May 9–June 3

Instructors: Jonathan Hagood, Mary Scheerhorn

Approx. Course Fee: \$2,675

Course Description: This course compares the development of the healing professions, the economics of the modern health sector, and practices of health and healing in the US and Mexico. Students will spend three weeks in Querétaro, Mexico in health clinics and hospitals under the supervision of either the Nursing Department (for nursing students) or the Physical Therapy Department (for pre-PT) of the Universidad Autónoma de Queretaro (UAW) and a member of Hope’s Nursing Faculty. During this time, you will live with a host family, practice your Spanish language skills, and travel on guided excursions outside of Querétaro.

Students taking the course for credit as CH2 will depend their understanding of the rich traditions supporting contemporary perspectives on health and healing and learn how to incorporate history, literature, creative writing, and spirituality into a reflective healing practice.

Students taking the course as a Senior Seminar will write a life view paper that develops their perspective on health, healing, faith and calling.

For all students, time spent in Mexico will challenge preexisting beliefs and opinions concerning the human body, its wellbeing, and the role that society and individuals play in health and healing.

Northern Ireland and Scotland: Celtic May Term

Location: Northern Ireland and Scotland

Peace and Reconciliation in Northern Ireland and Scotland

Comm 395

IDS 174, CH2

IDS 495, SRS

Soc 495

May Term: May 9–31

Instructors: Dierdre Johnston, Roger Nemeth

Approx. Course Fee: \$3,200 + airfare

Course Description: Scotland and Ireland have both shared and divergent geographical, cultural, racial/ethnic, religious and colonial histories. Journeying through both countries, students will engage in a complex array of questions central to the study, policy and understanding of the pursuit of peace during and after active conflicts and the possible attainment of real and lasting reconciliation. Students will be asked to analytically, theoretically and experientially engage with such questions as: Whose narrative is driving policy responses to peace building? What role(s) do identities play in reconciliation? What creates unity in the context of contested identities and narratives? What meaning and memory do memorials – from parades, to sacred holidays, to murals – play in remembering a society to future reconciliation after active violence subsides? What role does religion – as faith, as civil society, as ethnic marker – play in conflict, identity, memory and reconciliation in Northern Ireland and Scotland?

Students will begin their experience staying with the community at the Corrymeela Peace and Reconciliation Center in Northern Ireland, this location serving as part of their educational engagement. It will also serve as post for trips into Belfast to tour the Peace Walls, into Londonberry to experience the locations and space of Bloody Sunday, and into the rural areas of Northern Ireland which reflect a different memory in their physical space and social interactions of the “troubles” than do the major urban centers. Students will then engage the above themes spending time in:

- Dublin – where the arts are vibrant and part of the remembering of what it meant to be Irish, where the Catholic St. Patrick’s Church is central to areas of Protestant marches and protests against home rule
- County Wicklow – a seat of the weaving industry that is central to Ireland’s economic history and current identity and tourist industry;
- The Republic of Ireland – seeing and hearing different and related narratives, memories and physical spaces in relation to the Island of Ireland’s history and current reconciliation stage.

After a ten-day to two-week experience in Northern Ireland and Ireland, students will go to Scotland, where a comparative and contrasting case study on the same themes will be pursued.

In Scotland, we will begin our study in the city of Glasgow, a vibrant arts and university city. We are particularly interested in Glasgow’s history around the time of the Industrial Revolution, when Highlanders forced off their land and Irish fleeing famine flowed together, into the city, seeking jobs in the textile, iron and shipbuilding industries. We will explore the principles of equality, labor, equity and justice that define Glaswegian identity and that have been key to the ‘reinvention’ of Glasgow as a ‘city of the people’ in the wake of its tenement history, economic disparity, and religious sectarianism. Students will have the opportunity to participate in family home stays and meet with Glasgow University professors to interview Glaswegians on themes of sectarianism, reconciliation, faith and identity. An understanding of Scotland would be incomplete without exposure to the geography, history and culture of the Highlands. Through the Highland

experience, students will be exposed to contrasting historical narratives and witness how history is social constructed within cultural identity groups. This area will enrich students' understanding of 12th-18th century history, the nature of clan and kinship in Scottish heritage and community, the violence and vengeance that define these communities, and in particular, the role of violence in the spread of Protestantism. Returning to the West Coast of Scotland, students will engage in a monastic experience with the Iona Christian Community, living in the abbey on the Isle of Iona. The Iona Christian community is a "dispersed Christian ecumenical community working for peace and social justice, rebuilding of community and the renewal of worship". The Community hosts individuals who will commit to a week-long experience of community living, worship, and study. Students will be challenged physically (pilgrimage hikes), relationally (living in community), educationally (reading and engaging in workshop discussions), and spiritually (living the Iona Christian Community common rule). The Iona Community attracts many international visitors, so students will likely be engaged in learning with others committed to the community's commitment to social activism, reconciliation and justice. St. Columba came to Iona from Ireland in 563AD to establish a monastery, which facilitated the spread of Christianity in Scotland and Northern Ireland. Iona housed a Benedictine monastery in the Middle Ages, and relics from these early centuries of the Celtic Christian faith are evident in Iona today.

Rwanda: A Study in National Resurrection and Reconciliation

Location: Kigali, Rwanda

A Study in National Resurrection and Reconciliation

IDS 172, CH2

IDS 468, SRS

Credits: 4

May Term: May 20–June 4

Instructors: Fred L. Johnson III, Arnaud Muhimpundu

Approx. Course Fee: TBA

Course Description: A course designed to study the history behind the 1994 genocide of over one million Tutsis and how ongoing efforts toward reconciliation has been achieved under the current President of Rwanda, Paul Kagame. The literature of the Rwandan people has been used to help them remember they are all one people. The same literature will be read, as well as books and articles on the varying views of the genocide and why the world did not intervene. Religion and philosophy will also be discussed along with regular sessions of introspection relative to what's been read and seen during the daily excursions to genocide museums and the capital city of Kigali.

Requirements: 3.0 minimum GPA, read all assigned material and attend classes prior to departure

South Africa: Narratives of Peace & Conflict in Post-Apartheid South Africa

Location: Johannesburg and Cape Town, South Africa

Narratives of Peace & Conflict in Post-Apartheid South Africa

Comm 395, SS1, CH2, SRS, GLI

Credits: 4

June Term: May 30–June 16

Instructors: Dierdre Johnston, 2 other faculty from GLCA-GLAA institutions

Approx. Course Fee: \$300

Course Description: The study-tour in South Africa will be a conjoined course with students from Lebanon and Slovakia, and is supported by a grant from the GLCA-GLAA Endeavor program. We

will visit sites related to the pre- and post-apartheid history of South Africa, including the Apartheid Museum in Johannesburg, Robbens Island where Mandela was imprisoned, off the coast of Cape Town, as well as the townships of Soweto and Langa. We will engage the environmental history and challenges of South Africa that shape past and current economic conditions, by visiting the Cape and Pilanesberg National Park. 'Narratives' in the broadest sense will be explored by analyzing literature, art, monuments, memorials and media as texts of post-apartheid constructions of peace, justice, truths and reconciliation. This exploration of narratives will help us to identify the intersections of peace, justice and truths, to evaluate the conditions under which various models of reconciliation are effective, and to analyze the effectiveness of various models of reconciliation to domestic conflicts within our own borders. Students will complete a final creative narrative project (photo essay, prose, poetry or other) reflecting the course themes, that will be published in a book reflecting the experiences and interpretations of students from the three different countries comprising the study-tour.

Prerequisite: Comm 295, Narratives of Peace & Conflict, in Spring 2016

South Korea: Life Together: Faith, Race and Community

Location: Seoul, South Korea

Life Together: Faith, Race, and Community

Comm

IDS 4

Engl 3

Credits

May Term 3

Instructor: Han, David Cho

Approx. Course Fee: TBA

Spain: Spanish and Andalusian Art and Culture

Location: Malaga, Spain

Spanish and Andalusian Art and Culture

Span 495, FL2, GLI, CH2

Credits: 4

May Term: May 7–June 4

Instructors: Renata Fernandez, Liliana Dorado

Approx. Course Fee: \$4,845

Course Description: This course is an interdisciplinary survey of Andalusian history and culture that integrates a dynamic and diverse approach that will help students learn about the historical, economic and cultural forces that molded and change the region forever. Students will study how the collaborations of Christian, Jewish, and Muslim cultures in Andalusia, over seven centuries, determined the makeup of the region as we see it today. The pedagogical curriculum of the class will incorporate literary and historical texts, architectural and urban planning explorations, gastronomic and artistic investigations.

Requirement: Span 322 or equivalent or permission of instructor

Tanzania: Tanzania and the African Plains

Location: Tanzania

Tanzania and the African Plains

Biol 380

GEMS 195, NSL

Credits: 4

May Term: May 9–26

Instructors: Eldon Greij, other Hope staff or faculty TBA

Approx. Course Fee: TBA

Course Description: This course is built around a 16-day trip with an African safari that meets the diversity requirement for biology majors and the laboratory requirement for GEMS students. The course focuses on the ecology of plains animals, with emphasis on birds and mammals, and includes opportunities to experience African culture. The safari will take us to four national parks (Arusha, Tarangire, Lake Manyara, and the Serengeti) as well as the famous Ngorongoro Conservation Center, including the crater, which is the largest collapsed volcano (caldera) in Africa. You'll experience the animals of the plains in their natural habitats – short and tall grass, shrubs and woodlands along with rivers, creeks and various water holes. Virtually all of the large mammals of the region will be observed, including elephants, giraffes, hippos, rhinos, and buffalo. Predators include the big cats – lions, cheetahs and leopards – as well as hyenas, jackals, and crocodiles. Herbivores include gazelles, impalas, waterbuck, topi, eland and wildebeest, and zebras. We'll focus on species interactions and a variety of behaviors, including predation and courtship. If timing is as expected, we will observe thousands of wildebeets and zebras as they begin their annual migratory spectacle. Cultural events to allow students to experience aspects of African culture include a Tengeru village which has a cultural program designed to empower women; a Masai village to observe and participate in tribal customs; a site with a program to restore the almost-lost culture of the Iraqw Tribe; and a primary or secondary school. This course will give you the opportunity to learn about the ecology of the African Plains, and to observe, at close range, plants and animals you know only from pictures. And we'll experience African culture. This class may challenge your lifestyle; some claim a life-changing effect. For some it will be a trip of a lifetime, and for all it will be an experience never to be forgotten.