



Hope COLLEGE

HOLLAND, MICHIGAN

FIRST YEAR SEMINAR COURSE DESCRIPTIONS FALL 2017



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 Discovering Global Paris

This course will prompt students to think about identity and nationalism by examining the city of Paris, France from a variety of approaches drawing from across the liberal arts. We will use art to engage key aspects of French national life, including French revolutionary images in contemporary street art. We will engage the global diversity of 21st century Paris through the writings of contemporary black Parisians, the psychology of identity, and the politics of veiling in France. Students will reflect on their own identity as citizens of a country and a global community, and connect this to their pursuit of the liberal arts.

IDS 100-02 Harry Potter and the Flying Dutchman

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

IDS 100-03 Immigrant Stories

"Build that wall!" was one of the rallying cries of the 2016 Presidential campaign. Since then President Trump has announced a ban on immigration from some Middle - Eastern and African countries. There is no denying that immigration is a hot button topic. However, much of that attention has ignored the personal stories of strength and industry in individual immigrants. This course examines the history of immigration to cities and urban areas of the United States from the nineteenth century up to today. The impact of immigration and ethnicity on American society and culture will inform the class as we also look at our own identity. We will wrestle with these topics through academic readings, experiential learning and a field trip to Chicago.

IDS 100-04 There's No Place Like Home

Hometeam. Homelessness. Homecoming. The meanings and feelings of home run very deep in our human consciousness. Allegiances to home fuel athletic rivalries and instigate wars. The longing for home sustains soldiers and motivates pilgrims. Making a home is complex and costly—for beavers building a lodge as well as for humans fashioning a culture on this our home planet. But what exactly is a home? Why do some people lose their home? What does it mean to leave home (to come to college, for example)? How do you make a home? What does it mean to be "at home" not just in terms of a place but emotionally or intellectually or religiously speaking? In this course we will explore these

and other related questions concerning the meaning of home, homelessness, and homecoming. And this exploration will involve reading classic texts and contemporary novels, viewing movies and listening to music, writing papers and doing journals. As Dorothy emphatically states in that American film classic *The Wizard of Oz*: “There’s no place like home.” Is she right?

This course will include a half-day canoe/kayak trip (Saturday, September 16) and a half-day hike (Sunday, October 8).

IDS 100-05 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 100-06 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. Be prepared to look at yourself from multiple perspectives to gain insight as to what makes you a “healthy” person.

IDS 100-07 The Story Food Tells

“This magical, marvelous food on our plate, this sustenance we absorb, has a story to tell. It has a journey.” -Joel Salatin

This class will join around the table as we consider the stories of the ingredients that make up our daily meals. We will explore questions such as where does the food we eat come from? Why are quality ingredients only available to some people? Why is eating mindfully important? How do ingredients reflect culture? To begin to answer these questions, we will turn to stories in the form of fiction, memoir, documentaries, and and guest speakers. We will also explore our own food stories. Recipe for this class: 1 tsp readings/films, 2 TBS lively discussion, ½ tsp guest speakers, ¾ tsp eating. Come hungry to learn.

IDS 100-08 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 superficial and 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 100-09 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 Being Rational

Are you rational? We just need to look around us to see that humans often aren't very rational. From superstition, to viral fake news, to the way your uncle "reasons" about politics, the evidence is everywhere. But have you ever stopped to consider just what it is to be rational, why it's important, or how well you're really doing it?

In this course we'll dig into these subjects. We'll read from challenging ancient and modern thinkers to consider why (and whether) it is important to be rational. And while it may seem clear to you that your uncle is being irrational, how do you come to that conclusion? What intellectual standards are you holding others to, and do you meet them yourself? And finally we'll look at what stands in the way of really being rational, from the tempting fallacies thinkers have long cautioned against to the cognitive biases in our thinking modern psychology has begun to reveal.

IDS 100-11 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 100-12 Telling Our Stories: Storytelling, Empathy, and Changing the World

Perhaps one of the grandest challenges in this increasingly fragmented world is that of meaningful connection among people. In an age where data and information flood us, effective persuasion and meaningful self-understanding come from the ability to enter into the stories of others so that we can understand their worldviews. Students will explore empathy and storytelling across divisions and in their communities. By exploring human difference, contentious concepts, and performance, students will strengthen their empathetic muscles. They will practice vulnerability and interconnection. They will learn how to put on the shoes of an “other” and walk a mile--or more. They will think about people distanced from them by time, by space, by belief, by values, by physical characteristics, but with whom they have much in common.

Students in this course will explicitly learn about empathy and storytelling through narrative collection, improvisation, and acting exercises which develop curiosity and understanding of the language of physical and verbal communication. Students will gather stories from members of the community and create methods of sharing the stories. Ultimately the art of acting is understanding in such depth another person’s story that one can communicate that story to others effectively. As part of the Grand Challenges Grant, this course is linked to two other Hope courses: ENG 253, Introduction to Creative Writing and GEMS 295: Abrupt Climate Change. Students in the FYS course will use theatre skills learned in the class to present narratives written in the other two linked courses.

**Students have the opportunity (though it is not required) to also enroll in thematically linked courses for a full experience in the topic. If you are interested in the linked courses as well as the FYS, please indicate this by selecting ENGL 253 and/or GEMS 295 on your registration worksheet.*

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 21-23, 2017). 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 as well as the influence of microbial communities in our everyday lives;

they 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 resident director in Lichty Hall is closely involved with the Day1 program. Participants will enroll in a 1-credit introductory laboratory course (Chemistry 195 Watershed Lab) and this 2-credit FYS course in their first semester, providing a fully integrated, unique transition to college life. Students will register for another 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 Know Thyself: Your Guide to Self-awareness and Growth at Hope and Beyond

What makes you happy? What's your definition of success? How are you going to contribute to the world? Even before the Ancient Greeks inscribed "gnothi seauton" on the Temple of Apollo at Delphi, we as humans have wrestled with questions like these. In this course we will continue this exploration from a variety of perspectives. We will use seminar discussions and tools like the Myers-Briggs personality inventory and Gallup's StrengthFinder to guide you through an experience of "first-year student enlightenment" as you explore how to find meaning in your education, your relationships, and your work. Taking this time to "know thyself" at the beginning of your college experience will pave the way for a successful and productive next four years and beyond. Beware, side effects of making these discoveries may include happiness, reduced inner-conflict, better decision-making, self-control, resistance to social pressure, and tolerance and understanding of others. Your Hope education has the potential to inspire you to be fully alive in mind, body and spirit. Let's get started.

IDS 100-17 Uncertainty and Prediction in the Information Age

We live in a time of "Big Data" when information becomes available to the human race at an unprecedented rate. On the surface, the more we know the easier it is for us to make correct decisions and the future should have become more predictable. However, the reality is far from it. The very volume of accessible information makes it actually harder to come up with a right decision and leaves

many feeling lost in the ocean of confusing data. Even the experts in their forecasts could be about as accurate as a “dart-throwing chimpanzee”.

Why are some people better at predicting the future than others? In this course we will look at the role predictions play in sports, medicine, economics, politics, geology, and in many other areas. We will discuss how to recognize objective information, estimate the usefulness of new evidence and avoid bias. We will explore good practices and scientific methods that are used to understand and manage uncertainty and to make more informed decisions in today’s complex world.

IDS 100-18 #adulting

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 adulting... an adultier adult. We are all faced with this dilemma at one time or another in our lives. 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 adulting. All of these experiences will help you be an adultier adult. #adulting #learninghowtoadult #trysomethingnew

IDS 100-19 You Are Not a Gadget – The Liberal Art of Coding

The course has two faces. First, we will learn how to build web applications, specifically by learning how to code, or program, using the core languages of the web: html and javascript. We will learn coding interactively and online. And by the end of the course you will have built your own interactive portfolio site to promote your academic and professional work, designed by you, and we will get it up and running on the web for all your friends to see and "like".

Second, as we get to know the web from the inside out, we will explore issues of web identity and the effect of internet use on our essential personhood--how we are being shaped by the devices we use, and how we might ourselves shape the web to promote shared liberal arts goals and core human values. The personal portfolio site you will build will be a component of your public identity, and will give you the opportunity to put into practice your web identity formation. At the end of the semester each student will demo their site to the rest of the class.

Coding is fast becoming a serious asset appreciated by employers. This course asserts that basic coding is a skill every liberally educated person should learn, and teaches you how to do it. Course resources include "You are Not a Gadget - A Manifesto" by Jaron Lanier, and [codeacademy.com](https://codecademy.com) for free, interactive coding courses. We will complete the html, css, and javascript courses. You’ll need a laptop for this FYS class; no coding experience is required or expected.

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? Then join the FYS Book Club! We will read a variety of novels as well as participate in the Big Read Holland Area 2017, a month-long community-wide reading program in November, by reading the chosen text *When the Emperor Was Divine* by Julia Otsuka. Our participation will involve attending numerous related events (some outside of class time) including the author's visit to campus. We will take field trips to a nearby book store and the local library. Our responses will focus on understanding ourselves through our reactions to the characters, plot, themes, mood, etc. You will use assessment tools, such as Gallup's *StrengthsFinder*, to help you discern your strengths, personality, and values to help you find yourself in the books you read. We will share our reflections in a variety of ways, such as large and small group discussions, reflection journals, reading logs, mind maps and presentations. Bring a copy of one of your favorite books to share with the class!

IDS 100-21 Men of Hope

In a world that seems so divided and filled with hopelessness come explore how YOU can be a man of Hope to this campus and our world. We will explore topics such as idols that men chase after, healthy relationships, finding a career that meets your gifts, preparing for an uncertain future, and setting a vision to guide your life and inspire action in those around you.

**This section is reserved for males*

IDS 100-22 Christianity, Capitalism, Conservatism, Conflict and Chocolate

Is capitalism the most Christian system of economics? Is it possible to start and to maintain a Christian company? How does conservatism affect personal, political, and business perspectives? We will explore how the historic Christian faith has influenced the businesses, government, and economy of the United States. We will also explore how our own faith shapes our perspective and how resolving conflicts can be helpful in managing personal and business issues. And what about chocolate? Come to class to find out how it fits in all of this.

IDS 100-23 Wired In, Tuning Out: Information Technology – Past, Present, and Future

Instagram, iPhones, Facebook, Snapchat—many of us interact with these technologies multiple times a day. But how often do we consider their impact on the ways we engage with the world? In this First Year Seminar, we will critically examine information technologies by considering how they developed in the past, how they affect us in the present, and how they could define our future. Throughout the class, we will work on understanding the ways these technologies might shape our vocations as well as how we want to use them to form ourselves as intellectual, social, and spiritual beings.

IDS 100-24 Voices From Contemporary China

Since the 1980s, China has had an increasingly important presence on the world stage. The country's new wealth and power were showcased to great effect in the opening ceremonies of the 2008 Summer Olympics. One is frequently reminded of this nation's economic clout by the almost ubiquitous "made in China" label on consumer items. Yet, to many in the West, China is foreign and exotic. Who are the

over one billion people living in this eastern Communist country? How have they experienced the dramatic economic, social, and cultural transformations of their country in the past three decades? What are their hopes and fears? In this class, students will be introduced to contemporary China through the voices of its citizens from various walks of life—first-person narratives as well as artistic expressions, success stories as well as tragedies and angry protests. Students will be expected to complete regular reading and writing assignments, take turns leading a class discussion, and undertake a group project for presentation at the end of the semester.

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 2017 in Grand Rapids. As part of our class, we will be participating in The Big Read Holland Area 2017 – a community-wide reading program in November around the reading of Julia Otsuka's *When the Emperor Was Divine*. Otsuka will be on campus November 9, 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 Faith and Art: Telling Your Story

It's true—making art means discipline: sculpting, painting, and photography require trained sight and attention to detail; composing and playing music depend on developing a sense of rhythm, melody, and harmony; creative writing is a result of attending to language and how people function. The arts are a way to behold the wonder and the grotesqueness of life. Similarly, prayer and worship are ways to see and hear God, why Jesus says, “Blessed are your eyes, for they see, and your ears, for they hear.” Faith is a practice of paying attention, of seeing and listening.

In this class we'll consider how art and faith help us see ourselves, others, the world, and God. We'll also consider how your vocation as a student is a pursuit of human flourishing through disciplined habits of seeing and listening. When you learn to tell your story, you document what you are learning, what you are seeing and hearing. You'll be encouraged to value reading, writing, and making art not only as avenues of wonder and awe when beholding beauty and truth but also courage and mercy when perceiving that which is brutal and raw in our lives.

IDS 100-27 The Room Where It Happens!

Films and television shows are more easily and affordably accessed than ever, but technology can never replace theatre. In theatre, we breathe the same air—actor with actor, actor with audience, audience with audience. There is an almost indescribable energy present when one is in the room during a live performance. It's electric! The performance is driven by the relationships, and literally anything can happen. Any actor will tell you that every performance is unique, created that night.

So should I go sit in a darkened theatre auditorium and see if when the actor walks out on stage, magic will happen? For many, the answer to this question has been- no, and arts attendance in this country is declining.

The theatre community is responding to this trend in many exciting ways. Examination of and participation in these efforts will be the focus of this class. We will attend live performances and watch filmed productions, will read and examine plays, and will write scenes and do staged readings of them in class. This class is for everyone- no prior experience in theatre is necessary.

Theatre can be a place where people of every race, every culture and every nation (and yes, every political party) can find a home to celebrate those things that bind us together and to respectfully, civilly, openly, freely explore those things that divide us.

Certainly, in this highly polarized time, people breathing together is so desperately needed.

IDS 100-28 Life Hack: Making the Most of Your College Experience

Why are you going to college? Is it the degree that you are looking for? Is it to build up your resume? Is it to get the “college experience”? This course will examine how to live your college years with purpose by exploring big life questions and challenging the preconceived notions we have of success. We will utilize examples from some of today’s well-known entrepreneurs, scientists, and laureates - looking at the different values that they prioritized throughout their time in college. Together we will explore these questions and concepts, along with the impact we can have in life when we live wholeheartedly. College is a time for learning, questioning, exploration, and growth. Let’s journey together!

IDS 100-29 Your Passport to Global Citizenship

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, fiction, and works dealing with the arts. Our vigorous discussions and analytical writing assignments will help us to become better world citizens and to develop a more cosmopolitan outlook. As we broaden our understanding of the world we live in, 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 100-30 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 Journeys

Everyone changes and is changed by the journeys they take through their lives. Some journeys involve physical changes in time and place. Some journeys involve changing attitudes, perspectives, and beliefs. Some involve both. This course is intended to help students reflect on how their journeys in

and through life shape who they are, how they see their place in the world, and who they want to become. We will take a journey of our own over Fall Break (October 7-10) - a backpacking retreat (please plan accordingly).

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 From Confucius to Kung-Fu

The practice of Confucianism, especially its focus on family and social order, is often considered the distinctive trait of East Asian societies. At the turn of the 21st century, the reception of martial arts films increases to include film audiences outside of these societies. These films also inspire women who seek independent social status. This class will take you to explore these issues and examine how Chinese traditions are presented in society today.

IDS 100-36 Detroit – The Death (And Resurrection?) of a Great American City

Mid-1900s, Detroit was perhaps the greatest of American cities, bustling, proud, and prosperous. By the early 2000s, it was almost surely its worst. The litany of woes defied comprehension: the loss of over 60% of its population, half of its adults functionally illiterate, public schools in disarray, rampant unemployment, deep racial segregation, pervasive crime, the utter dissolution of families, its government riddled with debt and corruption. Boarded up businesses and empty skyscrapers signaled the death of its economic vitality. Tens of thousands of abandoned homes created an apocalyptic urban landscape more befitting the third world than what once was the U.S.'s fourth largest – and its wealthiest – city. As a final insult, Detroit in 2013 became the largest municipality to declare bankruptcy in American history. The city once known as the Arsenal of Democracy stood as a striking indictment of it.

How did it happen? This seminar will explore the deadly convergence of racial, sociological, economic, and political factors that condemned Detroit to its plight. *What does it mean?* We will reflect on the significance of Detroit's circumstances – not only for its residents and the state of Michigan, but for urban life and governance across the country, and for what it can teach us about citizenship and community. *What comes next?* The story of Detroit is not finished. The city is now a laboratory of creativity and innovation, drawing young professionals and the investments of business people large and small to the city. What is the future of the Motor City, and what are the possible paths to its resurrection?

IDS 100-37 Romance, Sarcasm, Math, and Language

Randall Munroe's magnum opus and on-going, enduring contribution to civilization is xkcd. A true polymath, Munroe goes where his curiosity takes him in exploring questions in science, philosophy, mathematics, language, relationships, and computation, and he brings his readers along with him. We'll use xkcd as a jumping-off point for a lot of different sorts of questions. But don't worry, we won't just be sitting around reading and discussing web comics. We'll also dig into the works of some scientists, writers, and artists who inspire and inform Munroe's amazing creation. Oh, and since late last year, the long-running "Warning: this comic occasionally contains strong language (which may be unsuitable for children), unusual humor (which may be unsuitable for adults), and advanced mathematics (which may be unsuitable for liberal-arts majors)" that had been included for over a decade is gone. So, we should be perfectly safe.

IDS 100-50, 51, 52, 53

The Glocal* Life: Exploring, Developing and Understanding Global and Local Communities

GLI – This course meets the Global Learning International requirement

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, social control and community play in how we interact with those around us globally and locally? 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 research, Phelps Scholars will explore these questions while working to create community across cultures in Scott Hall, at Hope College, and beyond.

*Global + Local=Glocal

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.