



Hope COLLEGE

HOLLAND, MICHIGAN

FIRST YEAR SEMINAR COURSE DESCRIPTIONS

FALL 2018



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, even if they had all the other goods.” - Aristotle

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, literature. We will read from Cicero’s short treatise “On Friendship,” which used to be assigned to all incoming Hope students, as well as more recent accounts by authors such as C. S. Lewis and Simon Weil. 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. 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 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 *It’s Just a Game....Or Is It?*

Often, we think of a “game” as an activity undertaken purely for pleasure and without a particular purpose in mind. However, many games can also be powerful tools for learning about human interaction and exploration of the world around us. In this seminar, we will explore board games, card games, role-playing games, and other abstract games as vehicles for experimentation, learning, and discovery. We will encounter many small- and large-group games that give insight into group dynamics, perception, and behavior. During several weeks of the semester, we will engage in a large group role-playing experience based on a historical setting. We will think about the processes and decisions involved in each game, and reflect on what we may be able to learn from our shared experience.

IDS 100-04 *Historias De Inmigración*

FL2 – This course meets the Foreign Language 2 general education requirement

¡Construya el muro! - fue uno de los gritos de la campaña presidencial de 2016. Desde entonces, el presidente Trump se ha hecho popular por su dura política anti-inmigratoria. De entre estas políticas destacan la prohibición a entrar al país a inmigrantes del Medio Oriente y África o la idea de construir un muro fronterizo que pare la inmigración ilegal latinoamericana. No se puede negar que la inmigración es un tema candente. Sin embargo, mucha de esa atención ignora la historia personal de fuerza y coraje de cada una de las personas que quiere llegar a Estados Unidos en busca de una

oportunidad; de una vida mejor. En este curso vamos a explorar el impacto de la inmigración en la sociedad y cultura estadounidense desde el siglo XIX hasta nuestros días. Al tomar este seminario te embarcarás en un viaje hacia la historia, la sociedad y, quizás lo más importante, hacia lo más profundo de ti, tu propia identidad. Lo haremos a partir de textos, documentales, excursiones y las visitas a la clase de profesionales en el campo de la inmigración y la etnografía. ¿Estás preparado/a para el viaje?

*Este curso lo pueden tomar estudiantes de herencia del español (nativos o casi nativos que han aprendido el español en sus hogares desde la niñez) y también estudiantes que, una vez tomado el placement test de Hope, sacan el equivalente a la clase de SPAN 222. Este curso se impartirá íntegramente en español y cumple con el requisito de Foreign Language 2.

*This course is for two types of students: 1) heritage speakers of Spanish (native or near-native that have learnt Spanish at home since childhood). 2) students who are placed in Spanish 222 after taking the Spanish placement test. This course will be taught entirely in Spanish and meets the Foreign Language 2 general education requirement.

IDS 100-05 Immigration 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 100-06 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 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 100-10 From Confucius to Kung Fu

This course will take you to watch five Kung Fu/martial arts films produced in Taiwan, China, and Hong Kong. In addition to examining the practice of Confucianism and the rise of women's movement in these economic entities today, we would also look at how each of these films is received among local, regional, and international audience groups.

IDS 100-11 My TED

TED talks have become the standard for oral communication. The idea of a TED talk is to present something directly, in person, that one is passionate and knowledgeable about, in a very brief, lively, and interesting eyeball-to-eyeball communication. Lost in our screens and isolation, this can be mesmerizing or thrilling or intimidating. We will search the TED files for our favorite talks, and then learn to craft one amazing TED talk of our own, inspiring and teaching and challenging and encouraging each other. Along the way, we will also learn more about the Hope College experience, research what a "liberal arts" education means, and create our testimony of Hope which anticipates our years ahead.

IDS 100-12 American Dreams

It makes all the difference when we discover and harness our dreams. For several centuries the American Dream has inspired and energized people to create and excel, work and serve.

Together in this class we will...

- ...discover the roots of the American Dream and how it has developed over the years.
- ...ponder how accessible the Dream is for various people

- ...consider the role religion and faith have played in shaping and guiding the Dream.
- ...listen in to the 2018 Fall elections; what are people saying about the Dream now?
- ...articulate our own dreams for our time at Hope College and for our lives to come.

Let's explore and dream together!

IDS 100-13 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 100-14 Day1: Watershed

This course begins with a four-day field and laboratory research experience in the Macatawa Watershed. Students will learn about this watershed that surrounds Hope College and begin conducting research the week before classes start (August 20-23, 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 communitywide 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 the history of and ecological issues that face our local watershed, 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 and a 2-credit FYS course in their first semester, providing a fully integrated, unique transition to college life. Students will also register for a 1-credit introductory laboratory course in the spring semester as part of the yearlong program. The tw-semester 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 Fact, Fiction and Fakery: Who Do You Trust For Your Information Diet

With terms like "fake news", "alternative facts", and "media bias" used as battle cries in the current political landscape, it can be confusing and intimidating to figure out what information is trustworthy. How confident are you in your abilities to tell truth from fiction? To discern fact-based reporting from clickbait? In this class we will explore issues of authority, bias, objectivity, propaganda, and the influence of technology as we dig into the current media landscape. We'll also think more deeply about how our personal stories and perspectives influence how we evaluate and use information. Join

classmates in becoming information detectives as we develop the critical thinking skills needed to make sense of the complex information ecosystem that we inhabit today.

IDS 100-16 Know Thyself

What makes you happy? What are you capable of? How will you contribute to the world? Humans have wrestled with questions like these since the beginning of time. In this course we will continue this exploration from a variety of perspectives, including medieval philosophy, as well as contemporary theories of identity development, which will serve as the base of knowledge to understand how psychology contributes to the discovery of your true self.

Seminar discussions, journaling and powerful self-questioning will guide you through a process of personal discovery that will lead you to more self-awareness, compassion and intelligence. Personality assessments including the Myers-Briggs personality inventory, Gallup's StrengthsFinder and the Enneagram will contribute to this journey of "first-year student enlightenment" as you explore how to find meaning in your education, your relationships, and your work. 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.

IDS 100-17 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.

IDS 100-18 #adulting: Finding Yourself In A Selfie World

A selfie on instagram is carefully crafted with the best lighting, perfect angle, and a thoughtfully arranged background. We work hard to create the best image of ourselves to share with the world, and yet we often don't quite know who we are. How do we find ourselves in such a selfie-focused world?

In this class we will explore questions like "Who am I?" and "What should I do with my life?" that often come up as we become adults. To help us answer these questions, we will study what sociologists have to say about the path to adulthood, discuss challenges that come with a technology-focused culture, and use personality inventories to help us explore our identities. The goal will be to gain a stronger sense of self and identity in selfie world.

IDS 100-19 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, follow, and serve? In this course we will expect you to reflect, discern and accept the call to try to understand your values, standards and live into your vision. We will explore and identify ways to gain experience leading and following and will hear stories from leaders at Hope and within the Holland community. We will read what others have written about leadership and engage the meaning of leadership in a Christian liberal arts education. To more fully understand leadership the class will participate in service projects which provide unique insights into leadership. Together we will learn and grow as both leaders and followers, starting a journey that will enrich your college experience and better prepare you for life.

We usually meet on Tuesday and Thursday for 50 minutes. This year, I am having dinner together every other Wednesday evening. The purpose of the dinner is for us to listen, share, and be introduced to people and ideas that we don't have time for in class. The chance to reflect and interact in this manner will allow for shared learning and a purposeful pause to consider important topics. If this sounds interesting to you, I would love to have you in class.

IDS 100-20 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 100-21 Lifelong Leadership

In this unique course, taught by top executives of Hope College, you can expect to learn lessons about leadership and be engaged with them and each other in a personalized leadership journey. An award-winning teacher, one of the co-instructors brings a rich career and 15 years of experience as a college and seminary president, approaching the topic of leadership from his discipline of Religion. He is a highly relational servant leader who stresses virtues, values, and progress. Also an award-winning professor, the other co-instructor brings 14 years of experience as a provost, dean, and chair, seeing her leadership role from her disciplines of Communication and Politics. She is a driven, results-oriented leader who focuses on people, productivity, and institutional progress. The Hope College leadership duo will share their own leadership experiences, their passions for equity and social justice, their love of students and beliefs in God and the power of a transformative education in this course, along with best practices in communication and leadership. They will lead and encourage you to develop your leadership skills and vision for your own lifetime of leadership, beginning with leadership opportunities at Hope College. With their combined 60 years of collegiate teaching, they will push you but a sense of humor and willingness to laugh are required to enroll.

IDS 100-22 Christianity, Capitalism, Conservatism, Conflict & Chocolate (and Trump?)

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. Can conservatism survive the challenges of Donald Trump? 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 Moral Choices in the Movies

Why doesn't Batman just kill the Joker? If you've ever asked yourself a question like this in a movie theater then you're not alone. Many movies pose important moral questions in dramatic ways. In this course, we'll explore these questions by reading essays in moral theory and watching movies (some

recent and some classic) that raise them. We'll ask questions having to do with what makes actions right or wrong, the relationship between religion and morality, and we'll also consider some topics in applied ethics. These may include topics like capital punishment, abortion, the conduct of war, and others. Students in the class will help select the final topic we will discuss as well as a set of topics from which they can choose for final group projects. We'll probably watch one or two movies in class and provide options for viewing the others outside of class. Our list of movies will probably undergo some revision, but it may include *Rope*, *The Dark Knight*, *Crimes and Misdemeanors*, and *Vera Drake*.

IDS 100-24 Conspiracy Theories

Do the illuminati run the world? Were the Apollo moon landings staged? Who really shot John F. Kennedy? Are aircraft contrails dangerous? What are false flag operations? And what is up with the Masons? This course will critically examine the phenomena of conspiracy theories from a variety of perspectives. How do conspiracy theories get started? How do they spread? Why do people believe them? How do we know what is true and what is not?

IDS 100-25 Should I Give A Dollar to the Homeless Person?

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 want you to get excited about constructively helping the poor as we look at practical ways to approach this issue.

IDS 100-26 Wake Up! Being Aware and Paying Attention

College is a rewarding and all-consuming journey on which you are about to embark. Understandably, with so much to be available to you, required of you, and vying for your time and attention, you'll quickly be immersed within the *Hope College bubble*—classes, studies, dorm life, friends, work, campus events and activities... Consequently, you'll find yourself so immersed in your college life that you may become forgetful of the rest of the world. Keeping mindful of events (local, national, and global) of relevance will be challenging.

This seminar will focus on “being aware” and cultivating life habits to being informed *and* “paying attention”—attributes of knowledgeable thinking people. Recent noteworthy happenings include #Me Too, BLM, trade wars with China, Facebook privacy leaks, Colin Kaepernick, DACA, gun control, Black Panther, North Korea, Donald Trump, bitcoin, Myanmar, Brexit, climate change, Syria, and Russia. Who knows what will arise in the world during your first semester of college? Whatever is noteworthy, we'll be following and discussing, staying abreast of what is relevant. There will be deep exploration dives on a few topics. Lighter fare such as books, movies, music, sports, and people that are trending in pop culture will be part of our conversation. We'll also examine being *self-aware* and better understanding ourselves.

IDS 100-27 Understanding Happiness

Did you know that Holland, Michigan was named one of the happiest cities in the United States? Did you know that Dr. David Myers, professor emeritus at Hope College, started researching happiness over 40 years ago? We all want to be happy and there is actually an abundance of research that focuses on what makes people happy. In this class, we are going to examine the research of happiness. Your everyday actions, career choices, physical and mental health, relationships, and faith can all impact your happiness.

The ancient Greeks say that "happiness is the joy that we feel when we're striving to reach our full potential." In this class, we will focus on understanding happiness and discuss how you can use your Hope College experience to strive to reach your full potential and find happiness along the way.

IDS 100-28 At Your Best

Performing your best in every situation depends on a lot of things - how you feel that day, how well you concentrate, if you feel confident, if those around you trust and like you. Then, how do we deal with nerves and not let them ruin our preparation? In this class, we'll deal with issues surrounding how well we can focus through exterior and interior distractions to perform our best. No matter what you choose to do in life, you'll have to perform - whether that be as a teacher, lawyer, businessperson, police officer, musician... basically any profession! We will also examine issues that can play a role in how we respond to situations including gender, ethnicity, religious beliefs, family expectations and more. This course requires two Saturday class trips, one to a high ropes course and another to the police station where we will take part in simulated training exercises.

IDS 100-29 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 YOU? 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 us 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 2018 in Grand Rapids. As part of our class, we will be participating in The Big Read Holland Area 2018 – a community-wide reading program in November around the reading of Emily St. John Mandel's book *Station Eleven*. Mandel will be on campus in the fall, and an exciting part of reading a book is meeting and hearing the author speak. We will also read *Whistling Vivaldi* by Claude M. Steele and *An Invisible Thread* by Laura Schroff. The Clifton StrengthsFinder® assessment online will help us learn more about our passions and ourselves and then we will strive to apply this knowledge with more insight and kindness to the world around us.

IDS 100-30 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 history and art to engage key aspects of French national life including French revolutionary images in contemporary street art and the role of colonial outsiders French cuisine. We will engage the global diversity of 21st century Paris through the writings of contemporary Parisians 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 100-31 Recreation and Life Well-Lived

There's more to life than work! In college, you'll be thinking a lot about your calling and preparing for your career. You'll sift through various options for career choices and you'll choose classes and a major that will provide the rich learning you'll need to pursue your calling and career plans. But a liberal arts education seeks to do more than prepare students for careers; it aims to prepare them for life, in all its richness and complexity. And so let's not forget that much of the richness of a life well-lived comes from what we do with our time outside work, including the recreational activities we pursue. In this first-year seminar, we'll think about and discuss the importance of recreation. We'll examine and engage in various recreational activities – sports, music, arts and crafts, games and puzzles, to name just a few – and reflect on how they enrich our lives and enhance our well-being. This first-year seminar aims to complement the vocational discernment you'll naturally be undertaking as you begin your college careers with an opportunity to begin thinking about how recreational activities can add richness and meaning to life.

IDS 100-32 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 100-33

God's Worlds and Our World - Through Fiction from C.S. Lewis & His Friends

If you've ever read CS Lewis' fiction before (and it's okay if you haven't—you're still welcome in the class!), you'll know that it is a treat. Lewis' stories have a deeper message behind the story line. Lewis uses fiction to illustrate Christian truths, in something like the way that Jesus uses parables to illustrate Christian truths (think of Jesus' story of the Good Samaritan, for example, which is fiction with a moral for us). Lewis' stories have a message for us about our own world as it is, with its ups and downs, the world as God intended it to be (think of the Garden of Eden), and the world to come (think of Heaven). We will read Lewis' fiction in interesting new ways to talk about these issues. We'll read some of Lewis' Chronicles of Narnia and also his space trilogy for adults, as well as work from other authors Lewis liked, including his friend JRR Tolkien.

IDS 100-34 Spaces, Places and Spirit

Recall the very first place you "made" - fort, playhouse, castle - the special place you created in the basement, closet, under the dining room table - or the hideout in the orchard or the secret snow cave: this you transformed into your own special spot. Now you're beginning your college career in a new place. How will you experience the spaces and places that make up Hope? What is it about us human beings that find places either harmonious or harmful? Dulling or inspiring? Places that feel right for reflection, or energize us for action? How does the energy move differently through the classroom, the pine grove, the gym, the chapel, the theatre, the field? What is the effect on us, individually and collectively?

The impulse we have to "make a place for ourselves" begins with awareness of the various environments we find ourselves in, and this can be a healing process as well as a learning opportunity.

In this course, we'll explore inner, indoor and outdoor spaces; site visits, recording our reactions, readings and discussion will also help us deepen our understanding of our place in community as well.

We will be using this year's Big Read book, "Station Eleven" as a focus during the last half of the course. This post-apocalyptic novel "highlights the fragility of our existence...our capacity to survive despite inevitable hardships..." The novel also provides a hopeful lens of "space, place and spirit" to look through....helping us to find the harmonic relationship between one's self, one's community and one's environment.

IDS 100-35 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 100-36 Water: Precious, Precarious, Problematic, Perplexing, Promising

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.

IDS 100-37 How the Places We Visit Shape Us: Global and Local Perspectives

How are we formed by our travels? How does our perspective change when we visit new places, eat new foods, hear new languages, and most importantly, meet new people? How can travel impact your vocation? In this class, we will be examining what it means to really immerse ourselves in a new culture. We will also ponder the *ugly American* phenomenon by considering our impact as we travel, our country's history with developing nations, and how we can change the perceptions of others based on our actions abroad. Some of you will have traveled abroad upon entering college, while others may have hopes of studying in another country during your time at Hope. As part of our journey this semester, we will be reading several first-hand accounts of living internationally, corresponding with Hope students studying abroad, hosting panels of international students, applying for passports (if not yet acquired), cooking new foods, and researching future travel/study abroad opportunities. Regardless of your previous experiences, this class will challenge you to think critically about the profound significance of intercultural experiences on emergent global citizens.

IDS 100-38

The Last Lecture: The World's Greatest Wisdom From People's Hardest Moments

If you could only offer the world only one piece of advice, what would you say? Why? In this course we will reflect on the wisdom offered by people charged with answering that question. We will hear from those facing unbeatable odds, death and loss, life changing situations, as well as the most important insights drawn from lives well lived. We will explore the common themes and individual nuances of this advice and these stories. Along the way, we will also learn about the importance of understanding ourselves in pursuing a meaningful life. We will spend time exploring our own individual traits including our strengths, interests, and values through a variety of inventories and reflections. Ultimately, through listening to the wisdom of others, and learning more about ourselves, we will also uncover how who we are influences what we want our legacy to be and how we interpret the legacy of others.

There will be a \$20 charge for assessments taken in this course.

IDS 100-39 Who Are You and Who Will You Become? Forces That Have Helped Shape You, Factors That May Change You, & Finding Your Place at Hope & in the World

The question "Who are you?" appears in some highly varied circumstances. If you act in an uncharacteristic manner, family members may inquire, "Who are you, and what have you done with _____ (insert name here)?" The appearance of someone unknown in an unexpected place may produce an anxious query: "Who are YOU?" And when classic rock fans or folks typically much older than first-year college students hear the song lyric "Who are You? Who, who, who, who?" they may recall a popular 1960's song by the band "The Who."

In this course we will work to answer the question, "Who are you?" through knowledge, self-understanding, and the exploration of topics such as the power of people and place, the benefits of adversity, and the ways we can work to lead lives that matter in the world. Through assigned readings (fiction and non-fiction, poetry and prose, of various types and lengths) as well as discussion, activities in and out of class, and writings both formal and informal, we will try to articulate your identity as it is and as you hope it will be. A variety of strategies will assist us in the task of clarifying your sense of self-awareness and advance toward the discovery of your positive place at Hope College and beyond.

IDS 100-40 Self Knowledge, Social Place: a Novel Approach

The contemporary American novel is more than just beach reading and distraction; we can learn a lot about our culture and ourselves by tracking what America is reading. In this seminar, we'll analyze two current, prolific authors who write about issues ranging from self-knowledge, spirituality, and identity to the social impact of intolerance and the abuse of power. The readable and action-driven "Gap Creek" and "Montana 1948" will be our primary texts for exploring topics individually and in group exercises. Also, small groups will compile a list of top-selling novels to analyze the cultural significance behind their popularity. Why are people reading these titles? What are they getting out of the books? What does it say about us?

IDS 100-41 Dance: Moving to Understand our World

Jump...Turn...Slide...See...Touch...Embrace! Dance is art, culture, communication and connection, our past and present. More than the tricks and sensationalism we see on television, dance is a language that expresses our humanity and defines our communities. We dance to celebrate, to mourn, and to convey what words cannot. In this course, students will experience dance through the lenses of faith, identity, politics, social activism, science, health and healing, and more. We will dance and make dances, and we will view, read, research, discuss

and write about the complexity of the art form. The course is open to students experienced in or simply curious about dance, theater or other types of movement expression.

IDS 100-42 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 100-50, 51, 52, 53 Phelps Scholars

Ubuntu: Thriving in Community

GLI – This course meets the Global Learning International requirement

Ubuntu is derived from the Nguni language which translates into "a person is a person because of or through others." Archbishop Desmond Tutu, a Nobel Peace Prize winner from South Africa, expands on that by saying, "None of us comes into the world fully formed. We would not know how to think, or walk, or speak, or behave as human beings unless we learned it from other human beings. We need other human beings in order to be human" (2004). We need other humans to be human...as Phelps Scholars, Hope students, Holland community members and as global citizens. Through shared living, common readings, service to others, and research, this FYS will offer the opportunity to explore why thriving communities matter and how we go about building them.

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.