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).

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.

Note that some of the field trips and in-person activities described below may have to be altered depending on Covid-related restrictions.
IDS 100-01 Caring about Others Through Knowing Yourself
What motivates you to care? Do you care out of a sense of responsibility, a moral obligation, or a social expectation? Does your motivation to care come from within or does it derive from external forces, and is one type of motivation better than the other? Does your ability, your motivation, or your desire to care depend on the situation, your mood, your current circumstances, or the people involved? In this class we will focus on the concept of caring in a variety of situations with mindfulness and intentionality through self-exploration into your own strengths, struggles, and preferences in order to discover your personal levels of caring for yourself, for your future and for the world around you.

IDS 100-02 Images: An Invitation to Our Everyday Lives
Taking photos and capturing memories, two things you may often do without thinking. What if though, instead of taking and capturing, you were to receive what you see? How might you pay more attention to the moments that make up your life and the lives of others? While we will explore some of the technical aspects of photography, our focus will be on how images invite us to be curious, self-aware, knowledgeable, empathetic and responsible global citizens. We’ll use them to tell and shape our own stories and learn about how they tell the stories of others. We’ll also examine how images can be multidimensional in their impact when it comes to global issues such as immigration and refugees. What do you see through your lens? Note: Prior experience with photography is NOT required, only access to a simple camera such as that of a cell phone or iPad.

IDS 100-03 Your Passport to Global Citizenship
In 2020, we are all experiencing the local effects of a worldwide phenomenon as we deal with the Covid-19 pandemic. It is clearer than ever that we live in a global village. Things that happen in other places—near and far—can affect us in our home towns, and in our college town. 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 Holland, Michigan. We’ll use geography as a starting place to consider ten regions of the world, from as close to home as the United States to as far away the Arctic. We’ll base our course on Tim Marshall’s book, Prisoners of Geography: Ten Maps that Explain the World, and enrich our understanding with reading about news reports, investigative essays, and opinion pieces about current events. Each of you will also map out a possible study-away semester as part of your Hope College education. Our vigorous discussions will help us to become better world citizens, and to develop a more multifaceted understanding of the world.

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 request a foreign language course on their Registration Worksheet. Students in this course should also be willing to consider spending time abroad, either during college or immediately afterward.
IDS 100-04  God’s Worlds and Our World –
Through Fiction from C.S. Lewis and 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 Tolkein.

IDS 100-05  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 how you can use your Hope College experience to strive to reach your full potential and find happiness.

IDS 100-06  From Confucius to Kung Fu
GLI – This course meets the Global Learning International requirement
This course will take you to watch The Matrix (1999) and four martial arts films produced in Taiwan, China, and Hong Kong respectively and to acquire basic skills of speaking Mandarin Chinese. We will look at how The Matrix exemplifies Confucianism, the harmonious relationship between Wen and Wu in particular. The Matrix’s presentations of Wen and Wu also resonate with the four martial arts films produced around the same time. In addition to examining the practice of Wen and Wu, the portrayals of gender roles in these film texts also help us understand how the balance of Wen and Wu is fundamental for an apprentice to become a "Kung Fu master."

If you are considering majoring or minoring in Chinese, it’s a good idea to take CHI 101 or 201 and this FYS at the same time.

IDS 100-07  Soccer and the Globe
Soccer is the most popular sport on the planet. From the grand stage of the World Cup to a neighborhood pickup game, soccer (and sport) has the amazing ability to unite people across the globe, and divide those that live in the same household. Both players and fans can empathize with the notion that soccer is “a pleasure that hurts.”
In this course, we will learn about the history of the sport of soccer, and then use soccer as the frame through which we examine global issues. We will explore and engage with a variety of films and texts to help us investigate and discuss who we are, how we want the world to be, and how we want to be in the world; all in relation to “the beautiful game.”

Any student interested in learning more about sport, diverse cultures, or our global society should definitely consider this course (though soccer players and fans are of course welcome too).

**IDS 100-08, 09  Logos (logos) for Life**

Life can be confusing, chaotic, crazy and captivating. This new chapter in your life will be be all that and more. This class will provide you with rock solid, foundational tools to stay grounded even as you soar. To borrow from a famous quote, “life is 10% what happens to us and 90% how we react to it.” Logos (which is Greek for “divine word”) for Life teaches how to respond appropriately to life’s bumps and curves. We will utilize various resources, including the Bible, to reveal how relevant and applicable the Word (logos) is to every area of your life. We’ll cover topics such as making friends, dealing with anxiety/stress, studying, making wise decisions, making sense of the diverse world around you, your purpose in it, and more. This discussion-based class and targeted activities will assist you in defining and redefining you. The class culminates in a Doodly art self-portrait project and life paper. No previous technology experience required.

**IDS 100-10  Live Your Best Life**

Do you love taking those quizzes on BuzzFeed and social media that tell you something fun about yourself? Wouldn’t it be great if those quizzes could help you figure out what makes you happy, what you are capable of, and how you might contribute to the world? While humans have wrestled with questions like these since the beginning of time, there’s good news! There are several assessments that will allow you to set aside your interpretation of yourself and get an unbiased and outside perspective on your strengths and weaknesses. This course will focus on these revealing tools, 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.

We will use the Myers-Briggs personality inventory, Gallup’s StrengthsFinder, the Enneagram and other tools to contribute to this journey of self-awareness 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, compassion, resistance to social pressure, and tolerance and understanding of others that will guide you to live your best life.

**IDS 100-11  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 you reflect on how your journeys in and through life shape who you are, how you see your place in the world, and who and what you want to become.
**IDS 100-12  Thriving In A Glocal World**
This class focuses on learning to thrive in a world that has both “local” and “global” attributes. At the end of the semester we hope to be thriving adults who are building community (through effective time management, budgeting, and other adulting skills) as well as deeply aware and knowledgeable of the governmental and societal issues that link and connect both the local environment and the global world.

Rather than focusing on one particular book, this course will utilize a variety of online resources, physical articles, podcasts, TED Talks, guest speakers, presentations, and in-class discussions. We will also seek to familiarize ourselves and utilize both academic and co-curricular resources available on campus, the community of Holland and nationally as well as internationally.

**IDS 100-13  #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 life. There is a lot of pressure to know your major, have your career goals set, and look like you have your life together. It is easy to compare ourselves to peers and question our own success.

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, personality inventories that help us better understand and develop our identities, and hands on activities such as cooking, budget planning, and other skills that aid in successfully adulting. All of these experiences will help you become an adultier adult.

#adulting #learninghowtoadult #trysomethingnew

**IDS 100-14  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 100-15  The Soundtrack of Your Life**
Music has many functions. While it is most used for entertainment or ambient sound, if used for specific purposes music possesses great power. Do you have a powerful experience or memory that you associate with a song? Do you have a favorite playlist for favorite activities like exercising, studying, relaxing or dancing? Have you ever thought about ways that music can lead to deeper self-discovery or help you live a healthier life? Can music develop better leadership skills or help process life experiences?
This course will take a journey into the world of music and explore the benefits and functions of music as it relates to self-discovery and awareness, leadership, our relationship with others and the world around us, and health and wellness.

**IDS 100-16**

**I Was Hungry, I Was a Stranger, I Was Sick...and What Did You Do?**

Following the words from Matthew 25: 35-36 we will explore our call to community as Christians.

“For I was hungry and you gave me something to eat, I was thirsty and you gave me something to drink, I was a stranger and you invited me in, I needed clothes and you clothed me, I was sick and you looked after me, I was in prison and you came to visit me.” What do these verses say to us in our ordinary lives? Where do we see the face of the hungry, the stranger, the sick, the imprisoned in our society? And what is our response? We will begin with an exploration of holy empathy and then immerse ourselves in relevant topics such as poverty, hunger, refugees/immigration, mental health, and prisons. We will learn about those among us, or who have gone before who are living out this call with empathy by truly giving, “something to eat, something to drink, providing clothing…” Using readings, documentaries, and community conversations we will explore these verses and discern their meaning in our lives today.

**IDS 100-17**

**Technology and a Vulnerable World**

Christians are called to to care for vulnerable people. As we seek to honor this calling, we need to explore what it means to be a vulnerable person in today's society. This class will examine social vulnerability and will specifically look at how technology hurts and helps vulnerable populations. We will read about and hear about what it means for people to be vulnerable and we will wrestle with the role of technology in a vulnerable world.

**IDS 100-18**

**First Year Feminar: On Women’s Voices**

“The hardest times for me were not when people challenged what I said, but when I felt my voice was not heard.” - Carol Gilligan, Psychologist and Author of *In a Different Voice*

In the early 1980’s, Carol Gilligan set the world on fire with her research on women’s voice. Using this work as a platform, this course will study the history of women’s voices throughout history to the present day. Why can it be so hard for women to say what they feel and think? Why are some women's voices amplified while others are silenced? This course will seek to answer these questions and more through the works of diverse women and in the forms of fiction, poetry, memoir, visual art, research, essays, and more. Seeking to understand voice, students will critically engage topics such as identity formation, #MeToo, intersectionality, leadership, justice, body image, and belonging. Last, students will be asked to identify and analyze their own barriers to discovering their voice. True to feminist pedgogy, the heart of this course is for students to teach and learn from one another in community. Projects will encourage creative expression and opportunities for shared experiences outside the classroom.

**IDS 100-19**

**Holistic Health**

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

**IDS 100-20 Choices**
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 100-21 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 may include films such as *Rope, The Dark Knight, Crimes and Misdemeanors, Vera Drake,* and *Crimson Tide.*

**IDS 100-22 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 Hermoine’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 100-23**  
**Men of Hope**

What does it look like to be a man of Hope? In a world that seems so divided by the tension between style and substance we will explore how we can be people 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.

**IDS 100-24**  
**Cancelled**

**IDS 100-25**  
**Contagion: Ideas, Diseases, and Human Behaviors**

Over the past months, the COVID-19 pandemic has upended lives everywhere. As humans, and in human societies, we have collectively dealt with the realities of pandemics in the past. In fact, contagion is a historical phenomenon and a historical fact of life not only in the history of pandemics but also in areas like the history of ideas and the psychology of human behaviors. What is contagion? Why are we intrigued by and also fearful of contagion? What motivates our reactions to crises? How does contagion allow us to find our strengths and also discover our weaknesses? This course uses a range of current and historical examples to help us make sense of the turbulent times in which we now live and what new norms mean for us.

**IDS 100-26**  
**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 100-27**  
**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 24-27, 2020)*. 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 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 (Chemistry 195 Watershed Lab) and a 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 (Biology 195 Watershed Lab) 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.

*The early arrival research component is dependent upon Hope beginning fall classes on-site as currently scheduled.*

**IDS 100-28 The Last Lecture: Life Lessons from Lives Well Lived**

If you could only offer the world only one piece of advice, what would you say? How would you communicate it? Why? In this course we will reflect on the wisdom of others who lived their lives well. Through various methods including art, music, stories, and books, we will hear from those facing unbeatable odds, death and loss, and life changing situations. As a group, we will reflect on the lessons these people have left us. We will explore the common themes and individual nuances of these stories. Along the way, through the use of StrengthsQuest, Enneagram, and other assessments, we will also learn about the importance of understanding ourselves in pursuing a meaningful life, starting now as a student at Hope College.

**IDS 100-29 The Power of Art to Heal: Storytelling, Empathy, and Changing the World**

All around us we see the need for healing. Throughout history, artists have risen to the challenge of difficult circumstances to create art that lifts spirits, challenges minds, and offers a window into a different world. Creativity cannot be cancelled! We have an opportunity to create new and different ways to connect with humanity. What new art forms will arise? How will the arts change? What new art forms would you like to see? What new art forms would you like to create? In this course we will explore art programs that have made a difference in their communities. We will meet artists who are striving to heal a need they see in their world.

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
reading and listening to dramatic literature and plays, viewing theatre, and creating their own artistic project.

**IDS 100-30 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? (Did you know that the ‘American Gandhi’ was a Hope College graduate?) This seminar will allow us, through readings, discussions, writings, videos, 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 100-31 Sport in the Past, Sport in the Future**
In this class, we will be looking back at what sport was in the past and we will be looking forward to what sport might be in the future. And we'll do so through a number of different disciplinary lenses. Looking back is history, and our look will include social issues, communication, and critical thinking. Our look forward will help us make sense of what we currently know about science, ethnicity, and mental training in sport. And in between the past and the future is you--in the present. How do your experiences and visions help you make sense of what sport has been in the past and what it will be in the future? Beyond this intellectual engagement with sport, we will also be doing some sport--that is, engaging in playing games and sports as a class in order to have some common experiences to analyze.

**IDS 100-32 Christianity, Capitalism, Conservatism, Conflict, Covid & 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. Can conservatism survive the challenges of Donald Trump? Can our economy survive a pandemic? 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 100-33 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 100-34  A Divided Nation: America of the 1960s and 70s**
You are living through an extraordinarily stressful time. So did your grandparents. Now, the stress is illness, which is connected to poverty, race, culture, and politics. Then, the stress was the Vietnam War, which was also connected to poverty, race, culture, and politics. We will read books and essays about the war, as well as material on the music, entertainment, and culture of this time period. You will also watch the PBS documentary exploring the war and its consequences. Vietnam is a country with a land mass smaller than California. Most Americans before 1960 knew very little about this country that is 13,000 kilometers and 12 times zones away from Holland, Michigan. But Vietnam changed America forever. Class periods will be devoted to discussions of written and video material. Assignments will include written reactions to the course material, comparisons between previous and current cultural conflicts, and interviews with people who lived through this period. And you’ll get to know your grandparents better.

**IDS 100-35  Civil Rights and Liberties Amidst A Pandemic**
One plotline in the American story is how deep national crises – whether world wars, civil conflict, 9/11 terrorist attacks, or economic collapse – have led to serious encroachments on citizens’ civil liberties. The efforts to combat the global pandemic of 2020 have included extraordinary constraints by government on Americans’ freedom to work, travel, worship, even leave their homes. How do such measures fit within our longstanding traditions of civil liberty, and how might they shape the tensions going forward between individual freedom and governmental power to pursue the common welfare of the public? This seminar will grapple with these and other critically important questions surrounding American law and liberty in the age of CO-VID19.

**IDS 100-36  Paddle Your Own Canoe**
“Figure out what you love to do, then figure out how to get paid to do it,” writes Nick Offerman, best known for his role as Ron Swanson. Isn’t that the (new) American dream? We are told from a young age that we can be anything, do anything, and not to let anyone tell us otherwise. We then spend the rest of our lives being told: don’t do that, don’t say that, here is how to live, and what to study. We are made to believe that money is both the most important thing in our society and the root of all evil. With a humorous approach we will tackle the idea of being your own person, having your own ideas, going your own way, practicing self-reliance, and, most importantly, paddling your own canoe.

**IDS 100-37  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 100-38  Technological Revolutions

Pundits tell us we all have a front row seat to a historic scientific and technological revolution. Powerful cultural shifts toward social distancing and disease management is driving a similar shift in research agendas. Yet looking deeper, what underlying traits of a crisis or culture lead to a true paradigm shift in science and technology? Starting with Kuhn’s *The Structure of Scientific Revolutions*, the seminal book that defined our modern use of the term “paradigm shift,” we'll explore how prior crises and cultural influences redefined the direction of global scientific and technological progress. Then using artifacts from the Holland Museum, we'll see how those patterns play out with industries predominant in West Michigan. Along the journey, we might just envision our future after the pandemic.

IDS 100-39  Architects of Hope

Despair and loss have helped define the year 2020. We’ve experienced a pandemic, massive loss of life, loss of important moments and rites of passage, cruel reminders of racial injustice, riots, job losses, and other difficulties. While it is important to mourn those losses, and confront our realities, how do we move forward?

This course will dive deep into the concept of “hope.” We will explore the nature of hope and how it can help us persevere and overcome difficulties. We will critically examine our own personalities, biases, and vulnerabilities to help us live into a better version of ourselves and design a more hopeful and just world for everyone. We will study works by some of the most inspiring cultural architects of hope, including researcher Dr. Brene Brown, famed author Harper Lee, various theologians and musicians, as well as invite students to bring in the voices and stories that have brought them hope. We will seek inspiration from how others have persevered in challenging times as we all work toward a better tomorrow. Come learn from, and live into being, an architect of hope.

IDS 100-40  Storytelling: A Meaningful (Life) Project

Storytelling can create a captivating and scintillating new world. Yet, a truly great story goes beyond grabbing the reader’s attention; it connects to us in a deeply profound way. Often, such stories reveal insights of life’s uniqueness and awe-inspiring experiences. Stories help us interpret life’s meaningfulness and teach us to ask tough questions.

Some questions we will discuss include: *What makes for a meaningful life? Is it the relationships we hold dearest? Is it learning from our mistakes and moving forward for the better? Is it understanding how we fit into the world around us? And, are some lives more meaningful than others?*

In this course, we will use an interdisciplinary approach, drawing upon literature, philosophy, psychology, and other disciplines that contribute to our understanding of what makes life meaningful.
Additionally, we focus on how storytelling illuminates these life aspects. You will be asked to identify personal areas of "meaningfulness" and present your discoveries through the creative lens of storytelling - whether through creative writing, podcasts, videos or other mediums, this is your chance to find and tell your story.

IDS 100-50, 51, 52, 53 Unity Through Diversity - Phelps Scholars FYS
The Phelps Scholars Program is an alternative vision for community where difference doesn’t mean division. In a deeply polarized time, we come together, curious about ourselves, our neighbor, and our world. Scott Hall, where we live, is a laboratory for creating intentional community and learning a different way. Phelps Scholars explore the complexities of race, culture, and nationality through readings, discussions, community service, and day trips to cultural events and centers. We use that information and those experiences to identify ways we can make a difference in the places we live, learn, work, and worship.

We know that the first year of college is crucial. Together, we aim to accomplish these four goals: Get off to a great start. Learn about the world and its people. Succeed in college and in life. And have fun along the way.