



Hope COLLEGE

HOLLAND, MICHIGAN

FIRST YEAR SEMINAR COURSE DESCRIPTIONS

FALL 2022



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 survey, you will need to select your top ten sections, as well as indicate five in which you prefer not to be placed. 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, or Day1Watershed, please indicate this on your registration survey. You will not be prompted for other FYS selections when requesting Phelps Scholars or Day1 Watershed. See the notes beneath those sections for additional program and application information.

IDS 100-01 Sustainability for Normal People

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

IDS 100-02

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 entertaining. Lewis' stories have a deeper message behind the story line, too. 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 in everyday life, with its ups and downs, the world as God intended it to be (think of Genesis), and the world to come (think of the Book of Revelation). Lewis also wonders about other worlds in our universe, or the multiverse: is there non-human intelligent life and if so how does God relate to them (it)? Reading Lewis will guide us into talking 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 friends J.R.R. Tolkien who wrote some terrific short stories (besides *Lord of the Rings*) and Dorothy Sayers.

IDS 100-03 Charting Your Course at Hope and Beyond

What does a degree from an institution with a mission to educate you for a life of "leadership and service in a global society through academic and co-curricular programs of recognized excellence in the liberal arts and in the context of the [historic Christian faith](#)" really look like? What is your role in this process?

In this course, we will consider what it means to be a member of a Christian community where not everyone may have the same understanding of various topics. We will use Hope's [Virtues of Public Discourse](#) as well as readings in *The Real World of College*, *Authoring Your Life*, and *We Need to Build* (the selected course texts) and others posted to the course Moodle page, to consider how to engage with one another respectfully. By the end of the semester, each of us will develop a better sense of ourselves and our next steps as people, students, and leaders at Hope College and beyond.

IDS 100-04 What Really Matters?

"What Really Matters?" is a course designed to explore our answers to this question through conversations with a variety of authors and through a process of honest and serious inquiry. We will work at creating a safe community of inquirers who explore our values and worldviews through reading, writing, conversation, and a variety of other activities. Participants should expect their ideas to be respected, challenged, expanded and revised. "What really matters?" is a question that naturally leads to other questions. For example, what difference does it make that you say something matters? How does your life embody your convictions? Why have certain things come to matter more than others? Does it matter that not everyone has the same answer? By the end of the course you will have a clearer answer to these questions, but they are also questions you will continue to ponder long after the course is over.

IDS 100-05 Choosing Happiness

We all want to be happy! But did you realize that there is actually an abundance of social scientific research that focuses on what makes people happy? Your everyday actions, career choices, physical and mental health, relationships, and faith can all impact your happiness. In this class, we are going to examine the research of happiness and talk about how you can apply the research findings to your own life.

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

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.

This FYS also fulfills Chinese Studies major and Global Learning International (GLI) requirement.

IDS 100-07 Beaches and Coasts and Dunes, Oh My!

West Michigan is increasingly referred to as "The Third Coast," reflecting its position along the shores of the inland seas called the Great Lakes. Along these coasts are the world's largest collection of freshwater dunes, especially on Lake Michigan's eastern shore where parabolic dunes can rise over a hundred feet above the beach. The ecosystems found in these areas include open dunes, interdunal wetlands or slacks, and mesic forests, each harboring a wealth of biodiversity, including endemic, threatened and/or endangered species. However, these dunes are also under tremendous pressures from different sources, including residential and commercial development. Conflicts on how best to manage the competing interests of stakeholders, including environmentalists, individual property owners, and commercial/business interests, remain.

Students will explore how and when these dunes were created, the different ecosystems inhabiting them, and the research currently being conducted. They will then use this information to discuss the value of these ecosystems, as well as the management, public policy, and legislation of the coastal dune complexes. To best appreciate the dunes, students **MUST** attend one of two scheduled Saturday morning field trips to the dunes/beach. Swimming and beach activities may be involved.

IDS 100-08

Human-Centered Design: Addressing real-world problems by understanding others

Have you ever wondered how Apple was able to identify and develop their transformative smartphone design? At the core of their business philosophy is a process called design-thinking. Design thinking, also known as human-centered design, empowers an individual or team to create products, services, systems, and experiences that address the needs of the end-user. This process shifts the focus from the designer's personal notions of what the solution should be and opens the door for a deeper understanding of the problem at hand. In this course, we will take an in-depth look at the human-centered design process through consideration of design-thinking books and case studies. We will

seek to better understand others by interacting with their experiences, perspectives, and needs. These interactions will allow us to reflect on the experiences that have shaped us and how these experiences affect our interaction and perceptions of others. And who knows? Perhaps this class will be your first step toward developing an idea that transforms your community or the world as we currently know it.

IDS 100-09 A Journey Toward Leadership: Finding your way at Hope College

Your life is not a linear path but a journey that will have ups and downs and highs and lows. The important element is how you lead our life in a way that will allow you to flourish in the midst of whatever life brings your way. Through readings and conversations, you will have the opportunity to reflect, test, question, and discern your gifts and possibilities.

We will explore and identify ways to gain experience leading and learning stories from alumni, faculty, and students of their journey. Together we will explore leadership theory and practice as well as understand how it intersects with a Christian liberal arts education. Part of our time together will involve service opportunities and engaging with different voices allowing us to listen and be thoughtful of others. While four years seems like a long time it is not, so let's get going. If this sounds interesting to you, I would love to have you in class.

"You're off to Great Places!
Today is your day!
Your mountain is waiting,
So...get on your way!
-Dr. Seuss, *Oh, the Places You'll Go!*

IDS 100-10 Live Your Best Life

Do you love taking online quizzes 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 can make the world better? While humans have wrestled with questions like these since the beginning of time, there's good news! Many scientific assessments exist 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 including journaling and meditation 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

Science and Christianity: are they in conflict or accord with one another?

There is a common (modern) perception that Christianity and science are mutually exclusive; that one must "pick a side". We will examine this perception by discussing the historical role faith and Christianity in particular has played in scientific developments of several different disciplines (for example, astronomy and geology) and the lives and beliefs of various scientists. We will also take a look at different topics of importance to both faith and scientific perspectives, such as the age of the earth and existence of miracles, and discuss whether or not the scientific data conflicts or supports or is

indifferent to Christian beliefs. You do not need to be a science major to take this class – just bring your curiosity! Using readings, podcasts, and discussion, we will explore historical and current evidence on the interaction of faith and science.

IDS 100-12 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 100-13/42 #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 100-15/34 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 will 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 100-16 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 Time, Memory, and Your Sense of Self

What is time? Why does it go so fast, or, at times, so slow? How can I re-adjust my relationship to time? What anxieties do I have relating to it? How can I take time to rest? This course will take a deep dive into time, memory, and how these have informed your sense of self. The readings will be interdisciplinary, exploring time from scientific, philosophical, religious, and psychological perspectives. Students will explore how their memories have shaped their identities, and be encouraged to explore the relationship between time, memory, and vocation. On the practical side, the seminar will explore time management and introduce concrete strategies for making the most of your time as a college student. It will help set you up for success in your academic endeavors here at Hope College!

IDS 100-18 Healing in our World Today: Superhumans or Wounded Healers?

The hurts in today’s world are many, from personal traumas to systemic injustice. Faced with these challenges, how can one person make a difference? Found in Greek mythology, historical and contemporary psychology, and ministry, the idea of a wounded healer brings to life the tension between the healing we need to receive, and the healing others need. In this course, we will explore classic and modern interpretations of the wounded healer. Do we need to be superhuman to effect change in our world? Or might our own woundedness be the right place to begin when serving others through our work, ministry, and lives?

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 100-20/45 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 Understanding the News: History Behind the Headlines

What is happening in the world and why? In this class we will focus on understanding global current events by understanding their historical context. First, we'll read, watch, and listen to global media, discovering current events that interest us. We will focus on media literacy, understanding where news comes from and how to know what stories to trust. Then we'll dive into researching historical context to try to understand current events, whatever the current events happen to be during our class. For example, we might ask "Why do some Russians feel entitled to controlling Ukraine while most Ukrainians are fiercely committed to independence?" As we think about how the past and historical narratives shape our present, we will also read *Circe* by Madeline Miller and join the Hope and Holland community in the NEA Big Read Lakeshore events.

IDS 100-22 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 100-23 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 100-24 Exploring Emotions through the Broadway Musical

The Broadway musical provides us with unique opportunities to listen, to observe, and to connect with the feelings of other people. Through its combination of dance, dialogue, instrumental music, and lyrics, musical theater gives us access to numerous moments of emotional expression and self-reflection. We will use this world of heightened feelings to explore ideas like identity, faith, relationships, and morality. This is not a performance-based course, and no theatrical experience is expected. We will focus on the

literary and philosophical dimensions of major works of musical theater, using scripts, recordings, and films to guide our discussion of the experiences that make us want to burst into song.

IDS 100-25 BTS, Squid Game, Kimchi, and the Korean Wave

Have you listened to the music of BTS or have you watched K-drama “Squid Game”? The Hallyu (the Korean Wave) usually refers to the phenomenal growth of Korean culture and pop culture, and has extensively attracted many global citizens in recent decades. It encompasses all pop cultures, entertainment, music, TV dramas, movies, foods, and more. In this class, we will explore and gain a comprehensive understanding of Korean modern history, culture, social issues, virtue, and emotion reflected in the Korean Wave. This class meetings will consist of lectures, film/video watching, frequent discussions about topics/assignments, and group projects/activities.

IDS 100-26 Harry Potter and the Flying Dutchmen

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

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

You will be sorted, stretched, and asked to dig deeply into your future as you embark upon a new chapter in your story as a Flying Dutchmen at Hope College

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 22-25, 2022). 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.

IDS 100-28 Bridging Divides

When we read the news, browse social media, and talk to friends, we are regularly bombarded with messaging about things that divide us. Whether the support of a political party, the use of language, the meaning of the past, the state of the pandemic--it feels like the anger that arises as we debate these

issues is tearing apart our social fabric. In this seminar, we will take a step back and ponder larger questions: why do humans, as individuals and as groups, become divided? How can we find ways to build bridges, to connect across our divisions? To find answers, we will explore readings and sources from a number of disciplinary perspectives, including history, psychology, political science, anthropology, and religious studies. Through doing this, we will consider how engagement with the liberal arts can provide us with a wider lens for understanding problems and finding solutions.

IDS 100-29 The Career Taste Test

Undecided? Try the sampler platter. This first year seminar is a Hope College original recipe. We will serve up a medley of voices designed to give you a taste of various career pathways. Each week will feature alumni and friends of the college with experience in different industries sharing their own tasting notes on calling and career. Along the way, we will provide tools to better understand your strengths and career interests. By the end of the semester, you will be better equipped to order the entrée and declare a major.

IDS 100-30

Sleep Your Way to Health!?! The Role of Rest in Your Well-Being at College

Getting a good night's sleep regularly is so essential to our physical, mental, emotional and psychological well-being; and yet time allotted for sleep (for many of us) is one of the first to be depleted when we find ourselves faced with a looming deadline and precious little time to complete the task at hand. Getting adequate and good quality sleep could be likened to making daily (or nightly) deposits from which we can then make withdrawals as we go through the days that follow: withdrawals that equip us to be at our best physically, mentally, psychologically and emotionally.

As new college students, adjusting to a new way of living and learning with much more "freedom" than one has had previously can quickly lead to making the wrong choices in how one utilizes the daily gift of twenty-four hours, which in turn may lead to sleep deprivation and the attendant symptoms of that condition. Obviously, there are other factors that could undermine the ability to be at one's best during the day – poor nutrition and lack of exercise, to mention a few – but lack of sleep definitely contributes to quite a few of the symptoms college students grapple with.

In this class, we will explore the mechanisms through which sleep rejuvenates our minds and bodies and, with a measure of understanding of how we function individually, we will attempt to devise individual plans for managing our time effectively to ensure that we can regularly make the deposits of sleep that our bodies so desperately need. So, do we actually get to sleep in class? Well, that remains to be seen! I look forward to our collective journey towards better health!

IDS 100-31 How To Live

The question of how we should live is at the center of nearly everything we see around us. As a college student, you may be wondering who you want to be and who God has created you to be. Which major or career path or friends should you choose? What shouldn't you choose? Does God care about how you spend your time or your money? These are big, noisy questions, and it can be hard to sort through the chatter.

So how should we live? In this seminar, you will have time to think critically and creatively about what it means for you to live life to the fullest. We'll explore the writing of others who have pondered this question and we will take the time to exchange frantic racing for rest and self-reflection. How do *you* want to live? Join this seminar to think more deliberately about who you are and where you're headed.

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 our economy survive a pandemic? What is the future of the conservative viewpoint? 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 Nuclear Weapons and Scientists' Responsibility to Society

This course will deal with both the technology and physics of nuclear weapons, and will include interesting hands-on applications. The course engages questions about the extent to which scientists are responsible for how their work is used, and misused, in practical technology. We will look at the journey of Hans Bethe and J. Robert Oppenheimer, two of the key scientists involved with the development of the atomic and nuclear devices, and consider how they felt about their role and responsibility. Another difficult question that we will address is considering whether or not it is feasible to limit detrimental applications of new discoveries and technologies. In addition, you may find yourself exploring similar questions of responsibility in genetics, medicine, public health, geology, chemistry, and engineering. All students are welcome. This course is especially recommended for first year students with an interest in physics.

IDS 100-15/34 Storytelling: A Meaningful (Life) Project

IDS 100-35 Reclaiming Your Body

Struggle with what you see when you look in the mirror? You are not alone. Poor body image and body shame is a crisis among young women. The first part of this class will explore how the media's narrow messages of beauty have shaped deeply held beliefs of ourselves. We will examine the influence of social media and hear from diverse voices through exploration of podcasts, books, film, and essays.

For the second part of the course we will take a figurative look in the mirror. We will examine the pitfalls of perfectionism and author/poet Sonya Renee Taylor will help us learn about an alternative; radical self-love. Be ready to question your negative core beliefs about yourself and to build on your positive ones. Together, we will examine what it means to reclaim our bodies and celebrate body diversity.

IDS 100-36

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. 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. What is *your* story? Develop curiosity to learn someone else's story. By first understanding ourselves, we will then explore human difference and conflict. Through powerful narratives and viewing performances, you will strengthen your empathetic muscles. We will practice vulnerability and interconnection. We will learn how to put on the shoes of an "other" and walk a mile--or more. We will think about people distanced from ourselves by time, by space, by belief, by values, by physical characteristics, but look earnestly to make healing connections through our shared humanity. In this course we will explicitly learn about empathy and storytelling through self-exploration, dramatic literature and theatre.

IDS 100-37 Can You Have It All?

Our culture tells us we can have it all. Social media gives us the impression that others have it all. And the feeling that those around us may be having more fun or living better lives, leaves us with FOMO. Do you often wonder if you measure up or if you are the only one who doesn't have life figured out? Drawing from Scripture and other resources, we will consider what "having it all" means to each of us as individuals, not just in the future but also during the next 4 years at Hope. Along the way, we will look at identity, purpose, and worth; intentional decision-making; and the necessity of both failures and triumphs that are a natural part of pursuing a meaningful life.

IDS 100-38 The Emotionally Intelligent Leader

Throughout your lifetime, you will regularly find yourself in groups, teams and various organizations. Understanding emotional intelligence can help us better understand ourselves, others and the context of the group setting. This course will look at what leadership is, consider the role of emotional intelligence in leadership, and explore what kind of leader you have the potential to be.

In this course you will be asked to consider what and how you will contribute to the groups with which you engage. Will you choose to lead? Will you choose to help support others as they lead? How will you find ways to meaningfully contribute to the teams in which you are a part? This course will help you to develop a sense of self-efficacy (i.e., your belief in your ability to perform certain tasks) as it relates to leading and functioning within a group setting.

IDS 100-39

Home and Away: Finding Community and Creating Meaning Anywhere You Go

Why do so many of us yearn to head into the unknown and travel (near or far)? What emotional needs are filled when we do, and how does experiencing new things, places, and people challenge and transform us? Perhaps more importantly, how do we go from being a stranger, a newbie, a fish-out-of-water, to someone at home in the new place(s) we move through? This course will use both humorous and serious literature as a base from which to explore how *place* influences us: what we do, how we think, and what we strive to become. We will discuss why travel is both so scary and so transformative, examine the ways in which culture, community, geography, and history influence us and those around us, and explore the question of what, exactly, it takes to make a new place one's 'home.'

IDS 100-40 Art and Activism

Can art be a tool for social change? Can visual artists use their art to create social justice? In this course, we'll investigate 20th and 21st century visual artists who address social justice at the national, international, and regional level. We'll study different forms of artwork, including paintings, graffiti, videos, performance and public installations that comment on various issues, including war, genocide, racial injustice and economic injustice. Through conversations about style, audience and context, we'll discuss the responsibilities and unique advantages that visual artists (and the institutions that show them) have in addressing controversial issues. This class will include lectures by contemporary artists, museum and gallery visits, and activist projects.

IDS 100-41 Developing Healthy Relationships

Do you have the tools necessary to build healthy relationships? How do we grow new friendships or romantic partnerships? How satisfied are you with the relationship you have with yourself? Do relationships have a life cycle? Where do boundaries come into play? Over the course of your first

semester, we will explore each of the above questions, participate in real-life relationship challenges, and analyze the research of a variety of authors and thought leaders. Healthy, well-developed relationships require a lot of time and energy, but the reward can last a lifetime. The skills learned in this course will help you harness your vulnerability and hone your courage to make true, deep human connections.

IDS 100-13/42 #adulting

IDS 100-43

Things Will Work Out For Me Today...But I Have to Make My Bed First!

Do you make your bed? Are you motivated to want to make your bed before you start your day? Do you believe that the little things in life really do matter? Would you believe that even if you had a miserable day, if you came home to a made bed, you had a great accomplishment that day?

In this course, we will read Admiral William H. McRaven's book, *Make Your Bed*, and utilize other resources such as videos, guest speakers, and in-class discussions to examine how you can face the challenges of life and deal with the good, the bad, and sometimes the ugly, just by starting your day with the simple task of making your bed.

IDS 100-44 Thinking Christians

The world needs Christians who think deeply. In this course we will explore what it means to fulfill the biblical mandate of loving God with our mind (Mark 12:30). We will do this while extending grace and kindness (Proverbs 3:27) to others who may not agree with us, at the same time recognizing our own need for grace and kindness from others.

Our course readings will be of two types. First, we will read material on the fundamentals of human thinking, reasoning, and problem solving. Second, we will read Christian intellectuals who have thought deeply about some of the big issues facing our modern world. Our course will be a diverse group of students across many dimensions, including a variety of theological and political perspectives. Consider this course if you are interested in being a part of a community of thinking Christians who listen to each other, care for each other (even in disagreement), learn from each other, and reflect critically on their own beliefs and position.

IDS 100-20/45 Choices

IDS 100-46 Design with Sacred Purpose: An Invitation

How can a holistic understanding of design help us deploy our talents, abilities, and creativity with sacred purpose? With this question in mind, we will survey a range of common design challenges, methods, and vocations to become more familiar with design as a broad idea to be used for good. In our exploration, we'll engage with disciplines such as product design, branding and marketing, graphic design, information design, and architecture / urban design to observe the common and universal aspects of design thinking. Additionally, topics of stewardship and career discernment will be used as lenses to consider how design might impact our lives and the flourishing of our communities. Since we can't fully understand design through classroom study alone, we will partner with the local non-profit organization, Community Action House (CAH) to encounter the design process first-hand through a series of service-oriented, real-world design exercises. Through classroom participation and field

immersion, this course offers an early invitation to embrace design as both a subject of appreciation and a strategic asset during college and career.

IDS 100-47 Mamba Mentality and Motivation

Kobe Bryant, also known as the Black Mamba, is a household name in sports and throughout much of the world. Bryant is also celebrated for his championship mindset, referred to as “Mamba Mentality.” A vision-leading mindset that pushes for excellence in the goals ahead, Mamba Mentality balances motivation of the mind and body. How can you apply Mamba Mentality to the goals in your life? How can you tap into what motivates you in different ways? We’ll explore pillars of this championship mindset and qualities of self-motivation to help unlock passions and conquer goals.

IDS 100-48 First Year Feminar: A Exploration of Feminist Voices

This course will study women’s voices throughout history to the present day. Why is it 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 finding their voice. True to feminist pedagogy, 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 100-49 Should You Trust Wikipedia? You Read the License Agreement, Right? And Other Questions Everyone Should Ponder

Do you pay attention to the license agreement for the things you download from the Internet? You probably suspect that many licenses are designed to prohibit you from using the software without purchasing it, or from distributing copies to a friend. And you'd be right! You might be surprised there are also licenses specifically designed to preserve, rather than limit your rights as a user. Wikipedia is based on a similar “free” and “open” philosophy. Is one of these approaches morally “right” and the other one “wrong?” Should you trust information that is based on an “authoritative” source, or “crowd-sourced?” In what other contexts do questions like these arise? In this seminar you’ll explore these questions and more, and you’ll contribute to community developed humanitarian open source software projects in a variety of ways, even if you don't ever learn to code!

IDS 100-50, 51, 52, 53 Unity Through Diversity

The Phelps Scholars Program is an alternative vision for community where difference doesn’t mean division. 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. We explore the complexities of our differences and similarities 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.

For additional information or to apply to the Phelps Scholars Program, visit <https://hope.edu/academics/phelps-scholars/>