FIRST YEAR SEMINAR COURSE DESCRIPTIONS
FALL 2019
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 Soccer and Identity in a Globalized Context
Soccer is the most popular sport on the planet. From the grand stage of the World Cup to a local community pickup game, soccer (and sport) has the ability to unite people across the globe, and divide those that live in the same community. On the surface, soccer is a simple game, but within it lies elegance and complexities, the joy of triumph and the misery of defeat. Both players and fans can empathize with the notion that soccer is “a pleasure that hurts.” In this course we will use soccer as the frame through which we will examine concepts like identity, global diversity, mass media, commercialization, community, violence, globalization, politics, and religion. We will explore and engage with a variety of films and readings ranging from journalistic essays, blogs, and sociological texts to help us explore and discuss who we are both in the world and in relation to the “beautiful game.” Any student interested in sport, identity, and culture may want to consider this course (though soccer players and fans are of course welcome too).

IDS 100-02 Images: Invitation, Impact, and Intent
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 Decisions! Decisions! The Power of Persuasion in Everyday Life
Who or what led you to enroll at Hope College? Are you a Christian? What brands do you buy? What draws you to certain people? Life is filled with choices and our decision-making has become increasingly complex; but who - or what - really determines our decisions? What role do our parents, religious beliefs, culture, peers, significant others, and even salespeople play? The answer lies in our susceptibility to persuasion. Through discussion, assorted media (apps, web sites, social media, print, television, film), field experiences, guest presentations and more, we'll not only answer the questions of how and why persuasion works, but also the ethics involved in using it responsibly. In short, we’ll sharpen our critical thinking skills while becoming more informed decision-makers and trusted communicators.

IDS 100-04 Who Am I?
Exploring our own identity can often feel overwhelming; but it doesn't have to. What kinds of things shape who we are? In this course, we will consider the forces, cultures, and decisions that shape us. We will read and hear stories about how others have found their paths and will additionally explore how learning to tell our own story contributes to better understanding the next chapter in it. In order to discern our next steps as college students, whether academic major, career path, or sense of calling, we must first learn more about who we are. Come explore in different ways what makes you unique and how that will help you discern your path!

IDS 100-05 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 instead 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 100-06 From Confucius to Kung Fu**
This course will take you to watch The Matrix (1999) and four Kung Fu/martial arts films produced in Taiwan, China, and Hong Kong respectively. We will look at how The Matrix exemplifies ideas of Confucianism and how these presentations speak to the four Kung Fu/martial arts films produced around the same time. In addition to examining the practice of Confucianism and the portrayals of gender roles in these film texts, we would also look at how this group of film is received among international audience groups.

**IDS 100-07 FYS Book Club**
Do you enjoy reading for pleasure? Are you worried you will have no time to read for fun in college? Then join the FYS Book Club! We will read popular novels as well as participate in the Big Read Holland Area 2019, a month-long community-wide reading program in November, by reading the chosen text In the Time of the Butterflies by Julia Alvarez. Our participation will involve attending numerous related events (some outside of class time). The responses to your reading will focus on your self-identity. You will use assessment tools, such as Gallup’s StrengthsFinder and other assessments, to help you discern your strengths, interests, personality, and values. You will share your reflections in a variety of ways, such as large and small group discussions, written reflections, and presentations. We will take field trips to a nearby book store and the local library. Bring a copy of a book to campus that reveals something about you! (More info will be sent in an email before you come to campus.)

**IDS 100-08 Logos (logos) for Life**
Life can be confusing, chaotic, crazy and captivating. This new chapter in your life will 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 100-09 Logos (logos) for Life**
Same description as IDS 100-08
**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 for a moment and get an unbiased and outside perspective on your strengths and weaknesses. We will also take a critical look at how assessments work and discuss their strengths and limitations in guiding our self-awareness and decision-making. 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 “The Butchering Art” and the *Lucky* 19th Century Souls Who Managed to Avoid Hospitals**

These days, if you're seriously sick or injured, you want to be rushed to the hospital. But if you got hurt during the mid-1800s the hospital was one of the absolute worst places you could end up! Come learn why as we dive into the grisly world of Victorian medicine. We'll follow the story of Quaker surgeon Joseph Lister (yes, for whom Listerine was later named) and his struggles against a dominant medical system that was anything but antiseptic. Through Lister's painstaking experimentation and study, we'll see what it means to be a curious and determined learner and what that means for new students of Hope College. And relax, you don't need to be pre-med to join us. There's plenty here for everybody!

**IDS 100-12 The Human Evolutionary Story: Who We Are, How We Got Here, and Where We Are Going**

Interesting or not, happy or not so happy, everybody has a family story to tell. As a whole, humans surely have a fascinating evolutionary story for us to explore. No doubt that modern humans (*Homo sapiens*) are dominant in the world, from the large population size to our far-reaching and sometimes drastic impact on the Earth and beyond. However, humans have been affected and changed by both physical and biological conditions such as climate, geology, and other organisms (plants, animals, and microbes). Recent discoveries of human-like fossils and the acquisition of genomic information from both fossils and living humans have provided interesting and exciting insights into our history and may shed light on the future of our human race. In the course, we will discuss stories, efforts, and that help us understand the human history with a focus on who we are, how we got where we are today, and what our future might be like given the unique traits of humans and our history.

**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, TED talks about mindset and what contributes to a happy life, 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 be 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 Beyond Hope College—Being Aware, Paying Attention, & Staying Informed
College is an exciting, rewarding, and all-consuming journey on which you are about to embark. You’ll soon be immersed within Hope College—classes, studies, dorm life, friends, work, campus events, activities… With so much to be available to you, required of you, and vying for your time and attention, you may find yourself little aware of what’s happening outside of Hope College in 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 of “paying attention” and “staying informed”—attributes of knowledgeable thinking people, living and serving in a global society. Whatever is newsworthy, 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 will also be part of our conversation. In addition, we’ll examine being self-aware and better understanding ourselves.

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 immerse ourselves in relevant topics such as poverty, hunger, refugees/immigration, mental health and differing abilities, and prisons. We will learn about those among us, or who have gone before who are living out this call 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 Telling Our Stories: Storytelling, Empathy, and Changing the World
Perhaps one of the grandest challenges in this increasingly fragmented world is that of meaningful connection among people. In an age where data and information flood us, effective persuasion and meaningful self-understanding come from the ability to enter into the stories of others so that we can understand their worldviews. 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 of dramatic literature, seeing live theatre, and narrative collection. Through the lens of becoming a character, students will develop curiosity and understanding of the language of physical and verbal communication. Students will gather stories from members of the community and create methods of sharing the stories. Ultimately the art of acting is understanding in such depth another person’s story that one can communicate that story to others effectively.

IDS 100-18 First Year Feminar: Finding Strength and Discovering Your Voice
“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

What does it mean to have a voice? And how does one’s voice shape her identity, her body, her relationships and places where she exists in the world? This course is designed for first year women that hope to begin the journey of finding their voice. Women will be challenged to grow as they critically explore topics such as identity formation, #MeToo, leadership, justice, womanism, body image, and belonging. The heart of this course is for women to teach and learn from one another in community. They will also learn from diverse voices of strong women in the form of fiction, poetry, memoir, research, essays, and more. Projects will encourage creative expression and opportunities for shared experiences outside the classroom.

IDS 100-19 Immigration Stories
“Build that wall!”— was one of the rallying cries of the 2016 Presidential campaign. Only a few months after his election President Donald Trump announced a ban on immigration from numerous Middle Eastern and African nations, hardened the immigration laws for people fleeing hunger, violence, and discrimination. There is no denying that immigration produces heated debates. However, much of the attention has ignored the personal stories of strength and industry of individual immigrants. Focusing on Latin American immigration to the United States, this course examines a different side of immigration: one that talks about personal stories and examines its positive contributions in terms of culture, traditions, and customs. By taking this course you will embark on a journey through which you will not only get to know others’ travesties across borders, but also your own family immigration story. We will wrestle with these topics through a variety of learning experiences and opportunities.

This FYS fulfills the Foreign Languages 2 requirement. If you are thinking on majoring or minoring in Spanish, it is a good idea to take SPAN 222 and this FYS at the same time.

IDS 100-20 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 100-21  From Communism to Global Economic Power: Contemporary China’s Transformation through the Eyes of Chinese Citizens

Since the 1980s, China has had an increasingly important presence on the world stage. The country’s new wealth and power were showcased to great effect in the opening ceremony of the 2008 Summer Olympics. One is frequently reminded of this nation’s economic clout by the almost ubiquitous “made in China” label on consumer items. More recently, China’s “One Belt, One Road” initiative has led many to compare the perceived American decline in the world unfavorably with China’s rise. Yet, to many in the West, China is foreign and exotic. Who are the over one billion people living in this eastern Communist country? How have they experienced the dramatic economic, social, and cultural transformations of their country in the past three decades? What are their hopes and fears? In this class, we will be introduced to contemporary China through the voices of its citizens from various walks of life: first-person narratives as well as artistic expressions, success stories as well as tragedies and angry protests. Students will be expected to complete regular reading and writing assignments, take turns leading a class discussion, and undertake a group project for presentation at the end of the semester.

IDS 100-22  The Hitchhiker’s Guide to Philosophy

For the contemporary English speaker, study of Shakespeare reveals the origins of many phrases and images that are part of our modes of expression. In this seminar, we shall look to Plato and his successors as sources of idioms and symbols that shape how we think about life and about education. We shall discover why Socrates says that “the unexamined life is not worth living,” interrogate the Socratic Method, explore Plato’s Cave, wonder why Aristotle calls a friend “another self,” ask what Descartes means when he says, “I think, therefore I am,” as well as investigate Platonic metaphors for the philosophical life: Socrates the gadfly, the stingray, the midwife, and so on. Through this journey we shall be introduced to philosophy as a way of life, come to appreciate the context and meaning of philosophical expressions we already use in conversation, and reflect on the nature and aims of a liberal education.

IDS 100-23  Science Fiction, Science Fact

Science fiction stories, even though they aren’t “real,” can offer a chance to explore ideas and situations that are applicable to the world we live in. In this seminar, we’ll delve into a variety of science fiction, from some classics to more modern offerings. In addition to experiencing some fascinating stories, we’ll explore how these stories may help us understand something about our own world. We’ll also spend some time investigating how we can read scientific reports and figure out whether it is real or not. Is it science fiction or science fact??

IDS 100-24  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 100-25  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 100-26  Should I Give A Dollar To A Homeless Person?**

Poverty is a complex issue. It affects you when you encounter the homeless person asking for spare change. How should you respond to this person, to the person in our community struggling to feed their family, or to the person living in extreme poverty in Haiti? Having a heart for the poor is not enough. How, as followers of Christ can we live a loving and generous life? Our class will look at some of the basic lessons about poverty. You will not become an expert in the topic of helping the poor. But, through readings, special speakers, videos, and conversations, you will learn to think critically about poverty. You’ll learn to discuss it knowledgeably and ask good questions. You will begin to recognize what actions might actually be hurting the poor. We want you to develop an understanding about constructively helping the poor as we explore practical ways to approach this issue.

**IDS 100-27  Day 1: 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 18-22, 2019). 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 100-28 The Liberal Art of Computer Coding
Computer programming, also known as coding, is not just for geeks and techies anymore. We live in the age of social media, robotics and automata, self-driving cars and airplanes, and artificial intelligence. These things don’t work without coding. And you can take control.

We will learn how to code by building a web app using the core languages of the web: html and javascript. We will learn coding interactively and online. Coding teaches you how to think: logically, procedurally, clearly. By the end of the course you will have built your own networked site, designed by you, and it will be up and running on the web. It might not be a Facebook, but it will be yours.

Coding is culturally impactful. Hugely. As we get to know the web from the inside out, we will explore issues of web identity and the effect of the internet on our essential personhood: how we are being shaped by the devices we use, how is society changing because of it, and how we might play a role in shaping the web to promote liberal arts goals and core human values? As they say, either program or be programmed. Which would you rather?

Coding is fast becoming a serious asset in the professional world. This course asserts that basic coding is a skill every liberally educated person living in the 21st century should learn. Not only that, it’s fun and empowering. So come code with me.

IDS 100-29 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 100-30 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? 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 100-31 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 100-32 Home**

What defines “home?” Is it people, a specific place or the memories made during a certain period of time? What is home making? How do you leave home and make a new home? What does it mean to be homeless? And where does having a house fit into being at home? We will consider how home is a place, sometimes the first place where we find a “profound sense of connection, identity and even love” (Bouma-Prediger & Walsh 2007). We will also explore what it means when one experiences home as not a safe or loving place. We will thus explore the point of orientation that our original home gives us and how homelessness is really a displacement. Drawing from Bouma-Prediger and Walsh’s book *Beyond Homelessness*, we will think together about the journey away from your home of childhood and young adulthood into the new home of college in the new hometown of Holland, Michigan into which each of you are stepping. We also grapple with the journey of home-finding and home-making beyond college.

**IDS 100-33**


The question “Who are you?” appears in various 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 “Who are YOU and what are you doing here?” And then there’s the “Who are You?” classic rock song from the 1960’s that still makes folks sing along – even when it’s mainly heard now in a television commercial. This course, instead, will work to demonstrate that considering the question comes with knowledge and understanding of ourselves which can grow with illumination in topics such as the power of people and place, the benefits of adversity, how we can work to lead lives that matter in the world, and how our personal stories will reflect all these ideas.

We will use assigned readings (of various types and lengths) as well as discussion, activities in and out of class, and writings both formal and informal. This class attempts to articulate your identity as it is and as you hope it will be and to provide possibilities for living productively in the world outside of self - toward the discovery of your positive place at Hope College and beyond.

**IDS 100-34 Your Passport to Global Citizenship**

Although you’ve decided to attend a liberal arts college in a relatively small town, you don’t have to stay on campus for all four years — either mentally or physically! In this course, we’ll come to a better understanding of our local context by setting our sights on the far horizon — focusing on the world that lies beyond 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 100-35 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 100-36 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 100-50, 51, 52, 53
Separate or Together? Making Choices that Affect Today and Tomorrow Phelps Scholars FYS
Stereotypes, prejudices and discrimination. These words have fueled beliefs, actions and systems past and present. Is it possible then to make a difference and work for change? To begin answering that, we’ll explore our own stories, choices and identities as well as those of others. We’ll also consider questions such as “Am I perpetuating and reinforcing the negative messages so pervasive in our culture, or am I seeking to challenge them?” and “If I have not been exposed to positive images of marginalized groups, am I seeking them out, expanding my own knowledge base?” (Dr. Beverly Daniel Tatum). Through readings, discussions, reflections, research, trips, and volunteering, Phelps Scholars will examine these questions and more as we live into the intentionality of our community.