



# Hope COLLEGE

HOLLAND, MICHIGAN

## FIRST YEAR SEMINAR COURSE DESCRIPTIONS FALL 2023



## WHAT TO EXPECT FROM YOUR FIRST-YEAR SEMINAR

First-Year Seminar (FYS) is an introduction to the liberal arts and to college-level ways of learning. This three-credit course will engage fundamental or emerging questions on areas (such as humanity, the natural world, and God) that are broadly explored through the liberal arts. While each section will cover a unique topic and utilize additional, specific learning objectives, all sections will include instruction and activities related to the three student learning outcomes from the Hope College Anchor Plan:

1. Examine fundamental or emerging questions about humanity, the natural world, or God by seeking answers through different modes of inquiry.
2. Reflect on the diverse perspectives, cultures, and historical experiences of people in the United States and the world.
3. Practice Hope College's Virtues of Public Discourse: humility to listen; hospitality to welcome; patience to understand; courage to challenge; honesty to speak the truth in love.

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 texts closely and discuss the issues and big questions that these texts address. FYS is an interdisciplinary studies course (IDS) 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. 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.

FYS will also include an introduction from campus partners that will help introduce you to a variety of areas of campus life and personal development. Partners include the Van Wylen Library, the Center for Diversity and Inclusion, the Boerigter Center for Calling and Career, the Registrar's Office, and others.

Your First-Year Seminar instructor will also be your academic advisor. This will allow you and your advisor an opportunity to get to know each other in and out of the classroom. Conversations about other courses, grades, adjustment to college, personal interests, career goals, and campus involvements will occur more naturally in this setting.

## LIST PREFERRED COURSES ON YOUR REGISTRATION SURVEY

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. The 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.

Consider what you might learn from new areas, taking new approaches, or raising new questions. Should you prioritize those over areas you may already find comfortable? College is designed to help you grow. 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.

If you plan to be in the *Phelps Scholars Program*, or *Day1 Watershed*, 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 What Really Matters?**

“What Really Matters?” is a course designed to explore our answers to this big question through conversations with a variety of authors and perspectives and through a process of honest and serious inquiry. We will work at creating a safe and respectful community of inquirers who explore our values and world views 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 100-02 Listening**

Listening is something we do all of the time without even thinking about it. If we're intentional about listening, what can we learn? When we give our attention to ourselves, friends, family, music, news, podcasts, etc., what do we hear? Whether we're playing music at home or in our earbuds between classes, what are we attuned to and what are we tuning out? Why do we enjoy listening to things? How can we better listen to ourselves, others, nature, and God? These are some of the many questions we will explore in this class as we discern our purpose and calling in life. We will learn to listen to the people and the world around us, to reflect on what we've heard, to cultivate wonder, and to seek out different voices and perspectives in ways that will change the trajectory of our lives and move us to use our talents to change the world.

## **IDS 100-03 Music: The Universal Language**

Other than God and family, music has always been the most important thing in my life.

I have traveled the world performing, and have seen how passion for music can not only unite people of all races, but heal the mind, body and soul. I believe there are only two types of music: Good and Bad. Rhythm and Blues music moves my soul, and has been a guiding force throughout my life. This is the genre of music that I was most attracted to in my early years and it formed who I am. I have learned that when you give yourself unconditionally to the music and let it guide you, it becomes a spiritual journey. Every melody, rhythm, and chord has its own meaning and provides gifts that are just as precious as the gifts we receive from life.

What type of music moves your soul and forms who you are? We will explore these questions and have engaging exchanges, we will listen to each other's most beloved artists in order to broaden our awareness and senses. Prepare to take a journey inward and experience Music: The Universal Language.

## **IDS 100-04 BTS, Squid Game, Kimchi, and the Korean Wave**

Have you listened to the music of BTS or have you watched the 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 pop culture, 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. Class meetings will consist of lectures, film/video watching, frequent discussions about topics/assignments, and group projects/activities.

## **IDS 100-05**

### **Character Building: Finding Your Role Through Dungeons & Dragons**

Who am I? Where do I come from? What are my goals? What are my skills? How do I solve problems? How do I work with the people around me? How might those things change as I learn and grow? These are questions of identity and character that all of us face. We face them in college. We also face them when exploring the magical realms of the tabletop roleplaying game Dungeons & Dragons.

Through this course, we will explore the ways in which the improvisation skills, collaborative storytelling, and character development in this unexpectedly rich and complex game can influence the way we think about our own lives and relationships. In turn, we will explore how understanding ourselves can help create deeper in-game storytelling experiences. No prior knowledge of Dungeons & Dragons is required, just a willingness to self-reflect and a desire to explore your future—both in reality and in a fantasy world—with a group of fellow adventurers.

## **IDS 100-06 From Confucius to Kung Fu**

This course will invite you to take the path, the path to “the good life.” By reading *The Path*, a 2016 bestseller, we will ask what it means to have a good life. *The Path* invites us to approach this question with Confucius and other Chinese philosophers. Through this journey to the good life, we will also examine three Chinese idioms and see how mastering the skills of balance is fundamental for an apprentice to become a Kung Fu master who fights his/her way to the good life.

## **IDS 100-07 Habits for Success: Unlocking Your Potential**

Is it possible for anyone to be successful? What is success and who defines its criteria? What does success mean to you? How might success for your generation look different than it has in the generations before?

This class will examine the habits of high performers and intentionally put those habits into practice. We will meet individuals who are high performers in their fields and analyze how they got there. Plan to dive into a variety of sources that examine different definitions of success, different paths to success, and challenge your own assumptions about what it means and what it takes to succeed.

## **IDS 100-08 and 09 The Gift of Language**

How does learning a language make us good neighbors? In this class, we will explore the different language programs offered here at Hope (German, French, Classics, Mandarin Chinese, Japanese and Spanish) and discuss how learning about new languages and cultures can shape our vocations. We will read *The Gift of the Stranger: Faith, Hospitality and Foreign Language Learning* by David Smith to orient our semester-long conversation. We will also consider study abroad programs and start thinking about how travel can be an integral component of your Hope College education. In our classroom, we will welcome international students, students who have studied abroad and community members to talk about their experiences with language learning both here in Holland and farther afield. Their insights will benefit us as we ponder how learning a language in the age of Google Translate helps to make us good disciples as well as capable global citizens. This class is for seasoned polyglots and monolingual students alike. If you are interested in becoming more connected to your community and our larger international family, this will be a great place to start your Hope experience!

## **IDS 100-10 Finding Your Vocation**

"The place God calls you to is the place where your deep gladness and the world's deep hunger meet"  
-Frederick Buechner

This course provides guides, suggestions, and advice on finding one's vocation, calling, or purpose in today's ever-changing world. Classroom Q & A, discussion, group discernment and analysis, student individual presentations, and instructor lectures are conducted in constructive, positive, and meaningful ways designed to help students explore paths to a potential suitable vocation that will bring happiness, balance, and success into their lives. Class materials include assigned readings, and various film viewings of specific and illustrative examples addressing the course topic.

## **IDS 100-11 Telling Your Story**

Storytelling can create a captivating and scintillating new world. Yet, a truly remarkable story goes beyond simply grabbing the reader's attention; it connects to us in a deeply profound way. Often, such stories reveal insights into life's uniqueness and awe-inspiring experiences. Stories help us interpret life's meaningfulness and teach us to make sense of the world around us.

In this course, we will take an interdisciplinary approach to discuss pillars that contribute to making life meaningful. Then, you will be asked to identify which pillar of meaningfulness is most significant to you and present your discoveries through the creative lens of storytelling—your final story can be a creative writing piece, podcast, video, or another medium.

This is your opportunity to find and tell your story.

## **IDS 100-12 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 texts, 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. We will also explore why certain things matter to you more than others, how you define success, and how all of this can help you answer the bigger question of "Why do you do what you do?" to be successful in life.

## **IDS 100-13 Getting Sucked In**

When's the last time you stayed up hours later than you intended playing *Tears of the Kingdom*, binging the *Bridgerton* prequel, reading fanfiction on your phone, or scrolling through Youtube shorts? Getting lost in a good book is as old as the hills, but new technologies make it easier than ever for fans of anything to obsess for hour after hour. Are these activities a waste of time, or do they challenge us creatively – broaden our horizons – give our brains some needed relaxation? Is it possible to enjoy getting carried away by our favorite media while resisting the tactics of the "attention economy"? Together, this class will explore the pros and cons of geeking out and getting absorbed in another world. We'll check out movies, podcasts, and readings that celebrate fan culture and storytelling, reveal the psychology behind attention, distraction, and procrastination, and investigate the sneaky ways advertising and media capture and hold our interest. Ultimately, we'll ask whether there is such a thing as a healthy obsession.



## **IDS 100-14 Is Geography Destiny?**

In 2023, it is clear that we live in a global village. Faraway events can affect us right here in Holland, Michigan. In this course, we'll set our sights on the far horizon by using geography to analyze international goals and actions. We'll base our course on the work of Tim Marshall, who has written extensively about the effect of geography on national and international relationships, and on Dan Smith's *State of the World Atlas*. We will also enrich our understanding by reading current articles about the regions we study. We will aim to understand what nations want, and why. As you explore these fundamental questions about humanity, you will also map out a possible study-away semester as part of your Hope College education. Our vigorous discussions will help us to develop a more multifaceted understanding of the diverse perspectives, cultures, and historical experiences of people in the United States and the world.

All students should also enroll in a foreign language course (at a level appropriate to their ability), and should request a foreign language course on their Registration Worksheet. Students should also be willing to consider spending time abroad, either during college or immediately afterward.

## **IDS 100-15**

### **Ancient Aliens, Crystal Skulls, and the Island of Atlantis: Crackpot Archaeology & the Story of our Past**

We all tell stories about our pasts: personal stories, family histories, and society-wide conversations about our national or cultural identities. How do we know what we know about our pasts? How do we responsibly reconstruct history from limited evidence? And why do we choose the stories we do, including those pseudoscientific theories that are fantastic and/or strange?

Archaeology is no stranger to today's world of 'contested facts.' In this course, we will examine archaeological science and pseudoscience, looking at questions like: "Did aliens build the pyramids?" and "Was Atlantis a real place?" Over the course of the semester, you will acquire the tools to critically examine archaeological and historical evidence and become increasingly able to debate (and dismantle) theories based on faulty, incomplete, or simply non-existent evidence. We will also engage with the question of why we are attracted to certain kinds of theories, and what these "crackpot" stories might do for us, living in today's world.

## **IDS 100-16 Contagion: Ideas, Diseases, and Human Behaviors**

Over the past years, 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 trends of our times and what new norms mean for us.

## **IDS 100-17 Hi, My Name Is ChatGPT**

In an age when customer service, the launching of missiles, photography, essays, and more can all be done by artificial intelligence, what does it mean to be human? What is the role of education in cultivating our humanity? In this first-year seminar, we will consider these two questions from historical, literary, and philosophical perspectives, along with a survey of contemporary discourse on the potential

benefits and dangers of artificial intelligence. In the course of the semester, we will explore the various uses of artificial intelligence in assignments and debate the ethical parameters of using AI apps. In community with each other, we will arrive at individual responses to these two guiding questions of the course. As part of our responses to these questions, we will set personal goals for our educational journeys at Hope.

### **IDS 100-18 Minds, Intelligences, & Machines**

How do our minds shape our experience of the world, and in turn, how are they shaped by it? How might technological innovations be involved in this? In this course, we will explore topics that challenge and expand traditional philosophical views of minds, identity, and our understanding of reality - as well as the ethical implications of these views. Specifically, we will focus on addressing 'altered states of consciousness' (e.g. mental disorder, spiritual experiences, drug-induced psychosis, ego dissolution, etc.) and artificial intelligence. We will engage these topics through a mix of contemporary philosophical and psychological work, case studies, first-person narratives, and creative portrayals (TV, film, short stories). You will also engage in immersive assignments experimenting with various forms and applications of artificial intelligence (e.g. ChatGPT, Midjourney, Replika) as well as additional developments as they emerge! Finally, you will also participate in small independent research projects in which you investigate and present on topics in these realms that you find most interesting and meaningful.

### **IDS 100-19 Being Found, Being Called**

In the book of Genesis, when God first issued a call to human beings, God asked a question: "Where are you?" In this course, you will get the opportunity to explore how people of Christian faith – and other faiths and cultures, including Islam and Indigenous traditions – have experienced calling as God's question to them, as God waking them up to where they are. After we briefly explore an early example of spiritual autobiography in Augustine's *Confessions* and consider how scholars have approached a theology of vocation, the course will be filled with stories. More specifically, we'll read spiritual autobiographies in which the authors tell their stories about how they came to faith, and how they understand their vocations in response to God speaking to them. Through textual analyses, group discussion and individual work on our own spiritual autobiographies, we will form our own judgments about how God speaks - and how we are struggling to hear God speak – so that we become more acquainted with our vocation.

### **IDS 100-20 What Then is the American?**

"What then is the American, this new man?" The Frenchman Hector St. Jean de Crèvecoeur asked this question in 1782 as he contemplated an infant republic "where individuals of all nations are melted into a new race of men, whose labors and posterity will one day cause great changes in the world." Where have we come from, where have we been? Have we indeed caused great changes in the world? Do our ancestors, whether they came by sailing vessel or slave ship or across a land bridge, still matter? At a time when tens of thousands of refugees are flocking to our southern border, the question of America's identity seems once again vital, even urgent: why do people still look to America as an almost promised land, and what drove them to seek a home here in the past? In this course we will contemplate *origins*. We will read personal narratives and fiction about immigration; we will dig into local history; and we will see what we can discover about our own forebears. And we will all the while demand to know whether we are still worthy of the promise, first voiced almost four centuries ago, of a magnificent experiment, a "city upon a hill," even a new Jerusalem.

## **IDS 100-21 Respect and Design**

How can a holistic understanding of design help us deploy our talents, abilities, and creativity with 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 architecture and urban design to observe the common and universal aspects of the design process. Additionally, the topics of respect, privilege, stewardship, and calling will be used as lenses to consider the impacts of design on our lives, our communities, and our natural world. 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, career, and life.

## **IDS 100-22 The World of Screwtape**

In C.S. Lewis's *The Screwtape Letters*, a senior demon mentors a junior demon assigned to a particular human being. The job of this "junior tempter" is to seduce the "patient" into hell, and the less the patient knows about it, the better. The letters are a delightful read, and they teach us a lot about imaginative writing, the spiritual life, and our own faults. We will read these letters slowly and write along with them. We may also read from some of the writers in the "enemy's camp" and some of the "propagandists" on Screwtape's side. You probably won't agree entirely with Screwtape or his ideas about "the enemy" (i.e., God). But you will find yourself holding up a mirror when Screwtape discusses his favorite tempting strategies. This section contributes to the Emmaus Scholars learning track, but is open to all students. To find out more about the Emmaus Scholars program, please see our [website](#).

## **IDS 100-23 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 students with an interest in physics.

## **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 Recreation and the Good Life**

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 what it means to live life well and discuss the importance of recreation for living a good life. We'll look at classical, contemporary, and Biblical views of the good life, and we'll think about what the aims of recreation are. Along the way, we'll also consider how the aims of education and recreation can be similar and how they both are aimed at human flourishing. 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 your education can contribute to living a good life.

### **IDS 100-26 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 as a class in order to have some common experiences to analyze.

### **IDS 100-27 Day1: Watershed**

Our primary goal in this course is to build a community, providing each student with a second family right on campus. Our second goal is to engage every student in an authentic research experience before their classes begin. (See [our site](#) or [our video](#).) To accomplish both, we begin with a four-day field and laboratory research experience in the Macatawa Watershed. Students learn about this watershed that surrounds Hope College and begin conducting environmental chemistry and microbiology research the week before classes start (August 21-24, 2023). The research findings are essential for understanding the impact of Project Clarity ([www.macatawaclarity.org](http://www.macatawaclarity.org)), a community-wide effort to clean up the waters of Lake Macatawa in a sustainable way. This interdisciplinary lab-intensive experience introduces students to college-level coursework, the Holland area, and each other in a way that eases the transition to college and provides each student with a support network. Students all live in the same residence hall (Lichty), a key aspect of community-building that Watershed students cite over-and-over as one of the best parts of their first year college experience. The readings for the course focus on: a) the history of and b) the 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.

Students in the Day1:Watershed FYS are also enrolled in a 1-credit introductory laboratory course (Chemistry 122 Watershed Lab). Students will register for a second 1-credit introductory laboratory course in the spring semester (Biology 123 Watershed Lab) as part of the yearlong program. Day1:Watershed is open to ALL MAJORS, anyone who has interest in learning about science, the environment, and human health. The 2-credit introductory laboratory sequence serves as introductory chemistry and biology laboratories for science majors and as natural science with laboratory (NSL) credit for non-science majors.

### **IDS 100-28 Suffering, Freedom, and the Liberal Arts**

In the first book of Vergil's *Aeneid*, a small group of Trojan refugees arrive on the shores of North Africa. These lone survivors of a brutal ten-year war meet the Carthaginian queen Dido, herself once a

widowed refugee, and she welcomes them with these words: “I am no stranger to pain myself, and I have learned to help those who suffer.”

Students who enroll in this course can expect to be greeted by Dido and other figures, real and fictional, who are no strangers to pain and who, when read carefully and thoughtfully, help us wrestle with fundamental questions of human existence. In this FYS, we will probe the connections between the nature and limits of human freedom and the experience of suffering. The basic questions of this course are these: Why do we suffer? Can we find freedom, resilience, and strength in that suffering? And how can a Christian liberal arts education, like the one you are pursuing at Hope, prepare you to live with and respond to these realities of human existence?

We will read selections from Biblical texts, Greek tragedy (and adaptations of them by Rita Dove and Luis Alfaro), Vergil’s *Aeneid*, *The Narrative of the Life of Frederick Douglass*, Dostoyevsky’s *Brothers Karamazov*, Viktor Frankl’s *Man’s Search for Meaning* among others. This course is open to every student, though students considering the Emmaus Scholars program are especially encouraged to consider this section.

### **IDS 100-29 Hobbies and Happiness**

In today’s fast-paced world, pursuing hobbies and interests is often seen as a luxury, something to be indulged in only after completing our professional and personal responsibilities. However, this couldn’t be further from the truth. Pursuing hobbies and interests is not just a way to unwind and relax, but it can also contribute to lifelong learning, creativity, and happiness. In this class, we will explore how hobbies and interests can expand our perspectives and open our minds to new ideas, leading to personal growth and development. We will delve into the benefits of pursuing creative outlets and how they can foster innovation and problem-solving skills. Join us and discover how investing in your passions can lead to a fulfilling and rewarding life.

### **IDS 100-30 There’s No Place Like Home**

Hometeam. Homelessness. Homecoming. The meanings and feelings of home run very deep in our human consciousness. Allegiances to home fuel athletic rivalries and instigate wars. The longing for home sustains soldiers and motivates pilgrims. Making a home is complex and costly—for beavers building a lodge as well as for humans fashioning a culture on this our home planet. But what exactly is a home? Why do some people lose their home? What does it mean to leave home (to come to college, for example)? How do you make a home? What does it mean to be “at home” not just in terms of a place but emotionally or intellectually or religiously speaking? In this course we will explore these and other related questions concerning the meaning of home, homelessness, and homecoming. And this exploration will involve reading classic texts and contemporary novels, viewing movies and listening to music, writing papers and doing journals. As Dorothy emphatically states in that American film classic *The Wizard of Oz*: “There’s no place like home.” Is she right?

### **IDS 100-31 Race and Gender in American Evangelicalism**

Evangelical Protestant Christians have played a prominent role in American society since before the United States existed as a nation, launching what one observer has called an “Evangelical Empire” that has dominated American cultural institutions ever since. In this course, we will explore the social history of American Evangelicalism with a particular focus on moments and issues where race and gender have been at the forefront of questions of American Evangelical identity and purpose. We’ll consider questions like: What is an “Evangelical” and who gets to say? What roles have Evangelicals played in shaping American culture and politics when it comes to the changing social meanings of race and gender? Who among Evangelicals has a seat at the table and who sets the agenda? And how have Evangelical religious-social dynamics transcended U.S. borders and taken on global significance?

Whether you consider yourself and Evangelical Christian, are uncertain about how that label applies to you, or are a curious outside observer of this religious social phenomenon, this course will equip you to meaningfully and thoughtfully engage with a diverse group of your peers on a set of topics that you may have always been told are unfit for polite dinner conversation.

### **IDS 100-32 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 examine 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 participate 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 100-33 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 100-34 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 100-35 The Restless Heart**

Centuries before the smartphone, the French mathematician and philosopher Blaise Pascal observed, "All of humanity's problems stem from man's inability to sit quietly in a room alone." Think on this, dear reader of this course description. Could you do it? What would happen after the first few minutes? After the first hour?

Why are our hearts so restless? Our course explores this age-old question through a close reading of the *Confessions* of St. Augustine, a work that focuses as powerful a microscope on the human heart as any. Following this, we explore two very different reactions to Augustine's vision from a pair of French thinkers writing at the dawn of modernity: Michel de Montaigne and his *Essays* and Pascal's own

*Pensées* (Thoughts). In all of these works we will pay particular attention to themes of desire, deception, God, friendship, and the mystery of the self. This section contributes to the Emmaus Scholars learning track, but is open to all students. To find out more about the Emmaus Scholars program, please see our [website](#)

### **IDS 100-36 Life in Perpetual Beta**

Living a “Life in Perpetual Beta” is actively choosing to test yourself, asking difficult questions, and considering life from multiple perspectives. In this course, we will examine the technologies that have a hand in shaping the future of learning, work, and relationships. We will actively explore technologies that help us create, curate, and collaborate while questioning the role they play in understanding ourselves, the ability to foster faith, and building a more connected society. Big questions that will permeate throughout the course are: What does it mean to be human in a digitized world? and How does technology affect human flourishing?

### **IDS 100-37 A User's Guide to Success in College, Career, and Life**

What is success? Throughout this course, we will explore several aspects of success, what it means to be successful, and work to develop habits you can use to become successful here at Hope College. We will discuss success as a student, a community member, within relationships, and finally within a career. This course will culminate in the exploration of your independence skills and will focus on your ability to sustain the success you want to achieve in college and in life.

### **IDS 100-38 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 100-39 We Should Not Be Friends. Should We?**

Cultivating diverse friendships is hard in a world designed to keep us apart. Filters show us the posts of others who are like us, most neighborhood development encourages us to live with those of similar socio-economic backgrounds, and we are more likely than ever to marry those whose politics match our own. In this class you will learn how to be friends with people who are different from you. You will explore forms of division like racial and political segregation in the United States, internet algorithms, and social isolation. You will also examine how the gratitude practices of indigenous Americans and findings of psychological studies offer ideas about how we might pursue communion and reciprocity with others. Podcasts, films, and books will correspond to experiential learning such as a hike, a neighborhood visit, and a shared meal. What happens when we break down barriers between ourselves and others? Can we be authentically ourselves and also accepted? In this course, we will endeavor to both understand and practice the answers to these questions.

### **IDS 100-40 Refugees, Rights, and Building Relationships**

What is it like to be a refugee or asylum seeker? What dangers do they face at home, on their journeys, in camps, and during resettlement? What rights to a better life do they have, and who has the obligation to assist them? (Neighboring countries? Affluent countries? The Church?) How do they enrich their host

cultures, what challenges might their integration into their host cultures present, and how should we Americans – and we Christians – build relationships with them at home and support them abroad?

We'll explore questions like these through memoir, literature, political philosophy, history, religious thought, and more. As we do, we'll listen to the stories of refugees and asylum seekers themselves, not just theorize about them. And as we navigate differences among our own perspectives, we'll work to listen hospitably but also to speak honestly to each other, united by our shared commitment to love all of our neighbors as ourselves.

### **IDS 100-41 Adulthood**

Have you ever had 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 and choices.

In this class, we will explore how sociologists define “adulthood,” examine big questions such as what makes someone a successful adult and whether there are multiple ways to achieve that success. Additionally, we will delve into how to transition into the next chapter of our lives at Hope. Our journey will include engaging readings and discussions on emerging adulthood, developing skills for our career, discerning our calling, 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.

### **Phelps Scholars Program**

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

The Phelps Scholars Program is an alternative version of community where difference doesn't mean division. Instead, Phelps Scholars live together in Scott Hall and enroll in the same FYS, both spaces for creating intentional community and learning a different way. As a group, we will explore the complexities of our differences and similarities through readings, discussions, community service, and day trips to cultural events and centers, while also prioritizing a successful transition to college. That information and those experiences will serve as our guide for exploring a fundamental question about community: What is our responsibility to our own wellbeing and the wellbeing of others when maintaining healthy connections in a diverse community? Together, we will discover some answers and achieve these four goals in the process: 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/>