



Off-Campus Programs

Director: Marcus W. Dean

Houghton College students have access to several unique programs as outlined in the academic information section earlier in the catalog. Some are operated entirely by Houghton College, others in cooperation with the Council for Christian Colleges and Universities or the Christian College Consortium. Houghton's own programs are under the general direction of the academic dean and are staffed by faculty of various academic departments, as per the needs of each program. More detailed information is available through the Off-Campus Programs Office located in the Chamberlain Center, Room 413.

Participating in an off-campus program is an academic privilege that can enhance the student's education. Because of the additional demands faced in the off-campus setting, students are required to have a 2.5 or higher GPA to participate in any off-campus program. Several of Houghton's programs require a 2.75 GPA, and the First Year Honor's and East Meets West Honor's programs are by academic invitation.

HOUGHTON PROGRAMS

First-Year Honors Programs

The selection process is by invitation to qualified applicants. There are options in the program: Contemporary Contexts Honors Program and Eastern Europe, "East meets West". All students in the First Year Honors Program are expected to maintain at least a 2.5 GPA in order to continue in the program, and failure to do so will trigger review by the Academic and Student life deans and the director of the program.

Contemporary Contexts Honors Program - Program director: Kristina LaCelle-Peterson

The Contemporary Contexts Honors Program offers students the opportunity to explore some of the roots of Western culture, coupled with a chance to respond to some of the current realities of the "river of custom" in which we all swim, including elements of the post-modern turn, the challenge of living in increasingly diverse and pluralistic settings, and the possibilities and limitations of developing global consciousness. The program is structured to meet multiple IS requirements, combining integrative study of topics and themes from a variety of disciplinary perspectives, delivered by faculty teams during the first and second years and anchored by three weeks of off-campus study during the Mayterm following the first year.

East Meets West - Program director: Meic Pearse.

This course of study in the spring semester and Mayterm focuses on the relationship between the "East" (Eastern Europe), the "Middle East," and the "West". The student will take 12 hours on-campus (with the option to take another course), and three hours will be taken during Mayterm in Eastern Europe. Dr. Pearse will be assisted in the teaching of the course by one member of the Political Science department and two members of the English department. Competency: Writing, Faith Foundation: Theology, Culture: History, Culture: Literature, Community: Political Science.

Houghton Balkans Semester - Program director: Meic Pearse

The Balkans Semester is taught in four different locations (Krk, Croatia; Sarajevo, Bosnia; Skopje, Macedonia; Zagreb, Croatia), with short periods of travel in between. Instructors include both Houghton and local

professors. The program features living, studying, and traveling together in constant interaction with people from the Catholic, Muslim, and Orthodox worlds.

The Balkans has been called the powder keg of history — and it continues to have a rich and sometimes volatile mix of cultures, faiths, and languages. The in-depth study of this interaction of cultures leaves the student with a richer understanding of each of these societies and of the issues surrounding politics, art, literature, and faith that are raised by cross-cultural pressures. This program will stretch students academically and demand active curiosity and wide and constant reading — tied with solid interactions with local people (including instructors) — to come to a solid understanding of what makes this region (and, by extension, other ‘problem’ areas of the world) tick. Amidst spectacular scenery and dazzling art and architecture, students will come to navigate with knowledge and confidence the cross-currents of these three exciting major cultures.

Houghton College City Semester— Program director: Charles Massey

The purpose of the Houghton College City Semester is to afford students the opportunity to experience urban life as a form of learning. The City Semester combines a structured introduction to the patterns and dynamics of urban settlement with experiential learning via internships and service opportunities – pedagogically, reading and discussion with field study. Abstract ideas become more meaningful when introduced with a sense of place; an introduction to “the city” is best carried out in the context of a specific city with an urban experience that engages all the senses. The combination of classroom learning and experience enhances both. The classroom without the experience fails to convey a sharp sense of the reality that ideas point us toward; the experience without the classroom is bereft of the structure and organization that allows for discernment and understanding. The interaction between ideas and experience is a catalyst for learning.

The City Semester program will operate both fall and spring semesters annually, beginning Fall Semester 2011, and will serve primarily students in their junior and senior years of study. (Course list follows.)

Houghton in London — Program director: Stephen Woolsey. (On hold)

Houghton in Tanzania - Program director: Jonathan E. Arensen

An intensive spring semester experience, Houghton in Tanzania offers the unique opportunity to study anthropology, history, animal ethology, linguistics, intercultural studies and ecotourism in East Africa. Students will visit the Wahehe, Masaai and other tribes, observe dozens of animal species in natural habitat, and develop an understanding of the history, language and culture of East Africa.

During the semester in Tanzania, a student may earn between 12 and 18 hours. (Course list follows.)

Houghton Down Under — Program directors: Paul D. Young and Ben R. King

In Houghton Down Under, you will study Australian and New Zealand cultures and communities; including their art, music, film, history, and literature. Serve in the cities, hike in the bush and rainforest, swim in the South Pacific, and learn with local teachers—all amidst spectacular scenery, fantastic flora and fauna, and friendly people. In this travel semester, you will live and study in three urban centers in two countries. Pack lightly!

COURSE DESCRIPTIONS

FIRST-YEAR HONORS

INTS 153 East Meets West (12, S & 3, M)
Combines a traditional humanities curriculum with the opportunity to study the interaction of Eastern and Western culture. Integrating the disciplines of culture, literature, religion and politics, this course surveys the birth and maturation of Western culture from the ancient Greeks through the 20th century. The Mayterm trip to the Balkans provides a unique learning experience. Competency: Writing; Faith Foundation: Theology; Culture: History; Culture: Literature; Community: Political Science.

INTS 161 Foundations of Contemporary Contexts Honors (1, F11)
Introduction to the topics and methods of the Contemporary Contexts honors program. Analytical and critical reading and writing, coordinated with seminar-style discussion and other group activities.

INTS 203H Honors Literature and Wisdom (8, S12)
Critical analysis of the contours of a world and life view combined with an introduction to the Western literary heritage and a detailed critical analysis of perennial and foundational issues in epistemology (the nature of

truth and knowledge), metaphysics (the nature of reality: persons, the world and God), and ethics. Includes works of poetry, drama and fiction as well as philosophical texts from the classical to the postmodern era. Culture: Literature; Culture: Philosophy.

INTS 105H Honors Western Civilization: Ancient Civilization to the Present (3, M12)

Survey of Western civilization from its cultural roots in ancient Near Eastern, Greek and Roman civilizations through its development during the Middle Ages, Renaissance, reformation, the age of discovery and expansion, the rise of science, the Enlightenment, Industrial Revolution, nationalism and other ideologies, two World Wars, the Cold War, and post-Cold War culture. This course will be offered in London only during Mayterm. Attention to analyzing primary source materials, and especial attention paid to the resources available in London. Culture: History.

THEL 209H Honors Introduction to Christianity (4, F12)

An introductory survey of the main beliefs and practices that constitute the Christian tradition. Christianity will be approached in a way that overcomes the traditional division between doctrine and practice. The Biblical, theological, historical, ethical, and spiritually formative aspects of Christian faith will be explored. The course aims to enable the student to develop a personal theology and life perspective that is informed by Christian faith and Christian spirituality. Faith Foundation: Theology.

HOUGHTON BALKANS SEMESTER

ART 348 Fine Arts of Southeastern Europe (4, F)

Art history of Catholic southern Europe and especially of the Venetian Empire, principally painting and architecture. Comparison is made with the art and iconography of Orthodox Europe, especially of Serbia and Macedonia. Some study of Ottoman Muslim art during time in Bosnia. Culture: Art.

ENGL 345 Literatures of the Cultures of Central and Southeastern Europe (4, F)

Introduction to and survey of the literatures of central, eastern and southeastern Europe including samples from Catholic, Orthodox, and Muslim cultures. The course will cover a selection of novels, essays, and poetry.

HIST 347 The Balkans and Eastern Europe: Early Middle Ages to Present (4, F)

A survey of the history of Balkan and Eastern European history with special emphasis upon the interactions of Catholic, Orthodox, and Muslim cultures; ethnic and religious diversity; the fraught relationship with western Enlightenment and post-Enlightenment ideas; and mutually exclusive nationalist interpretations.

THEL 346 Elements of Catholic, Muslim and Orthodox Theology (4, F)

An examination of the development of Catholic and Orthodox theology and practices from the early Middle Ages with a particular emphasis upon major figures, and differences between the traditions. An introduction will be given to Islam with particular attention paid to Christian-Muslim interaction from the seventh century through to modern times and to syncretistic folk religion, the dervish, etc.

HOUGHTON COLLEGE CITY SEMESTER

Core courses

HIST/POLS 341 Conceptualizing the City: An Exploration of the City in Western Culture (4-6)

Explores the history of cities and the ideas that have shaped both their objective development – in terms of their material culture, their economic base, and their political structure – and our subjective experience of them. Also considers social science explanations of urban development (why cities?), 20th century trends (suburbanization, metropolitanization) and reactions to them, and ponders the future of cities in the 21st century. Reading ranges over works of history, philosophy, literary fiction, and social science. Throughout, connections to the Buffalo experience provide concrete (sometimes literally concrete) illustrations of ideas and their effects.

INTS 275 Engaging Urban Culture (1)

Students will explore some aspects of urban culture. Meetings will be held every other week in a setting outside of the classroom. This course provides academic structure for engagement that will help students to experience, explore, and understand the complex diversity of Buffalo and to foster reflection on our place in a diverse world. Events will be planned that explore features of urban culture, such as history, architecture, music, the visual and dramatic arts, and other aspects of Buffalo and its subcultures. [a lab or activity fee may be charged]

MIN/MISS/SOC /URMN 325/PSY 324 Life in the City (3)

The theme of urban life and mission as related to the sociology and psychology of the city is developed, focusing on life and ministry in the complexity and diversity of New York State's second largest city.

Internship Experience

(4-6)

Options

A cross registration course at other Buffalo area colleges, an independent study, an online course, or a main campus course using teleconference connection are additional options. (See Western New York Consortium in the General Information section of the catalog for information regarding cross registration.)

HOUGHTON IN TANZANIA

Core courses

These three courses are required. Other coursework is elective. Each student must take a minimum of 12 credits but is limited to a maximum of 18 credits.

BIOL 207 **Wildlife Behavior in East Africa**

(4)

Ethnology of East African wildlife including the principles of feeding and social behavior, mate selection, migrations and communication. Lectures and two weeks of field observations at the Tanzania Field Station. Creation: Lab science or 2nd science

HIST 251 **East African History**

(4)

East African history in context – from prehistoric rock painting and early migrations to the enchanting era of explorers; from the colonial period to the turbulent days of nationalism, independence and issues and challenges of today. Field trips and sight visits are a regular part of the course. History, Intercultural Studies elective credit.

SOC/ANTH 293 **East African Cultures**

(4)

Intensive study of East African ethnic groups – their beliefs, behaviors, work, societies. Lectures, which include foundational anthropological theory as well as ethnic descriptions, are augmented by observations and home stays amongst the Massai, Kelenjin, Murle, Hehe or other peoples. Sociology, Intercultural Studies elective credit.

Optional courses

ENG 390 **ST: African Folk Lore**

(2-4)

Africa has a rich heritage of oral literature. In recent years much of this has been recorded, translated and published. This course is primarily a reading course while in the African setting. Students will examine stories from many ethnic groups in genres such as etiological stories, trickster tales, myths and morality tales. The students will write short papers on each genre with a longer comprehensive term paper at the end of the course.

INCL/INTR 311 **Intercultural Experience**

(0-4)

Must submit written proposal for prior approval. Experiential credit based on everyday life in Tanzania culture, village stays, site visits, interviews, observations and extensive prior readings. Students will complete cultural profile, journal and summary paper on the experience. Intercultural Studies credit. Prerequisite: INCL 310 Intercultural Competencies.

MISS 395 **ST: Missions in Africa**

(2-4)

The Gospel in East Africa. Exploration of the receptivity of African Christians to the Gospel from first hand encounter with African Christians and church leaders. Analysis of traditions, practice, forms and experiences. Also, an examination of strategies for furthering the Gospel including varieties of missionary methods. First hand contact with numerous missionary efforts. Clear view of the impact of Christianity and the ongoing challenges in East Africa. Missions, Intercultural Studies or elective credits. Prerequisite: previous course work in missions or permission of instructor.

Other **Special Topic** and **Independent Study** credits may be available on given years or on demand.

HOUGHTON DOWN UNDER

ART/INCL 238 **Art and Music in Australia and New Zealand**

(4, F)

Art, architecture, and music in context in Australia and New Zealand. Examines the interaction of Western and indigenous cultural styles and the influence of local and national conditions on the arts. Readings, journal-keeping, and questions pertaining to site-specific works are required. Culture: Music or Art.

INCL 301 **Engaging Australian and New Zealand Culture**

(4, F)

Reading history, literature, and cultural analysis of the various cultures of Australia and New Zealand will

combine with relating to locales and people through study, discussion, and the service projects. Incorporates travel, homestays, and the involvement in local cultural activities.

INCL/MIN/MISS/PSY/SOC/URMN 328 Community and Society in Australia and New Zealand (4, F)
Examines social institutions in urban Australia and New Zealand. Analyzes social problems and institutional and community responses by churches and faith-based organizations, and compares them with those of governments, non-government organizations and prosocial community organizations. Community: Psychology or Sociology.

INCL/PSY/SOC 329 Australia and New Zealand Culture through Film (4, F)
Since creating the first feature-length film in the world, Australian film-makers have examined themselves, their culture, their environment, and their interactions with the rest of the world in varied and distinctive ways, often with a gloss of revealing humor. Through the films studied in this class, students will be introduced to the diversity of Australia and New Zealand culture, from pre-historical aboriginal and Maori to post-modern. Community: Psychology or Sociology.

Go ED

Go ED is a semester abroad program sponsored by a non-profit community development group focused on transforming the next generation to own and end poverty. Taught from a Christian perspective, students learn about the complexities of their discipline in a real world context from experts who are academically, professionally and spiritually qualified. Learning format includes lectures, field trips, and field work. Experience in applying theory to real problems is emphasized. Houghton College is an accrediting institution for this program which is offered both fall and spring semesters at Go ED sited in Africa and the Mekong region of South East Asia. All courses receive Houghton credit. Ronald Oakerson is the campus contact. Visit the program's web site at www.go-ed.org.

Course Descriptions Go ED Africa

Go ED Africa takes place in East Africa, primarily in Uganda and Rwanda. Placements may also be in Ethiopia.

ENGL 206 Post-Colonial African Literature (3)

Students will journey not only to the African continent, but also into the hearts, minds and souls of the African people by reading novels, short stories, poetry, drama and oral tradition of postcolonial sub-Saharan Africa. Through reading literature written by people of the African continent, you will broaden and deepen your conceptual base for understanding what you see and hear during your semester in Africa. Students' worldview will be challenged hearing new voices expressing the African perspective on issues of race, gender, history, Western hegemony and the challenges Africa faces in shaping its own future in a rapidly changing world. To better understand African discourse in response to the incursion of Europe and the West, selections from European writers on Africa will provide a representation of the "native" in the imperialist ideology.

INCL 319 Intercultural Practicum (3)

This course in the Go ED program is described as providing "hands on" cross-cultural experience with community development work in the field. Students will be exposed to international development programs and have the opportunity to work in cross-cultural work environments and contribute meaningfully to their assigned program. Students will begin to assess their own ability to live and work in cross-cultural settings as well as be introduced to the challenges faced in the millennial development goals. Available in Ethiopia, Rwanda, Kenya, and Uganda. Can substitute for INCL 311 for INCL majors/minors and ICE with INCL concentration.

ANTH/INCL 340 African Traditional Culture and Religion (3)

This course deals with an overview of African traditional cultures and religion (ATR) as well as the challenges African cultures pose to Christians in Africa. Topics to be covered will include: the concept of culture, social groupings, ATR, characteristics of ATR, sources of ATR, African world view, basic values, religious leaders, mystical forces, African religious experience, ethics, ethics and morality, death and hereafter. Attention will also be focused on some specific societies. The changes currently taking place today will also be considered.

INCL 345/POLS 344 Peacebuilding: Genocide and Religious Diversity (3)

Students will study the ethnic conflicts of Rwanda as a means of learning issues in the healing of trauma (both personal and social) and the processes of building peace and establishing reconciliation. The history of Rwanda is important in understanding the basis of genocide. As students learn about the reconstruction process, they will discover the roles played by the state, church and nongovernmental organizations. Students will also consider the current social challenges brought on by the increasing presence of Islam in Rwanda and discuss the role of the international community both during the genocide and during the rebuilding process.

Students will have the opportunity to interact with individuals who have experienced these human tragedies.

INCL 381 Social Context for Community Development (3)

This course is an introduction to development and development theory. Students will acquire knowledge of and the ability to apply a variety of development strategies and methods. During the field component of the course students will be exposed to programming and sites where they will be able to apply the content material for assessing and recommending program alterations within the context of specific communities. Students will become acquainted with the Millennial Development Goals and their relevance to the area situations. Students will be exposed to a variety of strategies designed to involve members of the community in the process of development. Strategies for funding community development projects locally and internationally are explored.

Course Descriptions Go ED Mekong

Go ED Mekong takes place primarily in Thailand. Placements may also be in Cambodia, Bangladesh, the Philippines, or other South East Asian countries.

INCL 255 Thai Cultural Arts (3)

This course explores the Thai arts as both cultural expression and cultural epistemology (a way of engaging and knowing the world that differs from Western empiricism and consumerism). It provides hands on experience of the ways in which the arts can serve as an agent of preservation as well as an agent of transformation in culture. It seeks to guide students in the exploration of the spiritual, philosophical, social, and psychological drivers of the cultural arts in order to gain a deeper appreciation of diversity and human creativity. Students will be introduced to a broad array of artistic expression and media in Thailand under the guidance of local experts and artists (including visual arts, music, hand crafts, culinary arts, dance, Likay, and other performing arts). Students will come to appreciate the unique role and effectiveness of the arts in culture (e.g prophetic confrontation of injustice with the *status quo*, or communicating in ways that overcome linguistic barriers, etc.) and gain a new sense of value of the arts for their life and work. The course has a high emphasis on participation and reflection. Culture: Art.

ANTH/INCL 256 History, Religion, & Society of the Mekong Region (3)

This course provides an introduction of the historical and social context of the Mekong subregion of South East Asia and explores the dynamics between religious, political, and other social foundations and contemporary forces of change. The course begins with a survey of the major religions of the region (chiefly Buddhism and tribal Animism) and their enduring influence of worldview and culture. The course proceeds with a survey of regional history from ancient times (including the La Na kingdom, of particular significance to Chiang Mai's heritage) through nation building and international relations to the emergence of globalization. Students will be guided to explore the influence of intangible factors on tangible institutions and historical events. The course includes several excursions to nearby sites and guest lectures to ground the knowledge of the Mekong region with an experiential sense of place and perspective.

INCL/POLS 314 Exclusion and Exploitation: marginal people of the Mekong (3)

This course examines the exclusion and exploitation of people in the Greater Mekong Sub-region (GMS). Topics to be covered include: Identifying the various groups of people who are marginalized in the GMS and the basis of their exclusion (including race, ethnicity, nationality, citizenship, gender, religion, economic status, and other factors); Describing the types of injustice faced (including poverty, human rights violations, discrimination, prejudice, genocide, persecution, labor exploitation, trafficking, prostitution, forced migration of IDPs, refugees and economic refugees); Examining the history, context and causes of exclusion and exploitation; and Analyzing indigenous, governmental, NGO, and faith-based responses.

INCL 319 Intercultural Practicum (3)

This course in the Go ED program is described as providing "hands on" cross-cultural experience with community development work in the field. Students will be exposed to international development programs and have the opportunity to work in cross-cultural work environments and contribute meaningfully to their assigned program. Students will begin to assess their own ability to live and work in cross-cultural settings as well as be introduced to the challenges faced in the millennial development goals. Potential sites include Thailand, Cambodia, Bangladesh, the Philippines, and other South East Asian countries. Can substitute for INCL 311 for INCL majors/minors and ICE with INCL concentration.

INCL 381 Social Context for Community Development (3)

This course is an introduction to development and development theory. Students will acquire knowledge of and the ability to apply a variety of development strategies and methods. During the field component of the course students will be exposed to programming and sites where they will be able to apply the content material for assessing and recommending program alterations within the context of specific communities.

Students will become acquainted with the Millennial Development Goals and their relevance to area situations. Students will be exposed to a variety of strategies designed to involve members of the community in the process of development. Strategies for funding community development projects locally and internationally are explored.

COUNCIL-SPONSORED PROGRAMS

Opportunities in the CCCU

Because Houghton is a member of the Council for Christian Colleges & Universities, an association of more than 100 private liberal arts Christian colleges, a number of off-campus learning opportunities (and some course descriptions) are listed below:

AMERICAN STUDIES PROGRAM

Founded in 1976, the American Studies Program has served hundreds of students as a “Washington, D.C. campus.” ASP uses Washington as a stimulating educational laboratory where collegians gain hands-on experience with an internship in their chosen field. Internships are tailored to fit the students’ talents and aspirations and are available in a wide range of fields. Participants also explore pressing national and international issues in public policy seminars that are issue-oriented, interdisciplinary and led by ASP faculty and Washington professionals. The ASP bridges classroom and marketplace, combining Biblical reflection, policy analysis and real world experience. Students are exposed to on-the-job learning that helps them build for their futures and gain perspective on the calling of God for their lives. They are challenged in a rigorous course of study to discover for themselves the meaning of Christ’s lordship by putting their beliefs into practice. The aim of the program is to help Council schools prepare their students to live faithfully in contemporary society as followers of Christ. Students earn 16 semester hours of credit.

COURSE DESCRIPTIONS

Topics in Leadership and Vocation (*5-week module*) (3)

The course introduces concepts for Christian responsibility and involvement in public issues important to your internship. It asks what it means for you to “enact” your vocation by living out the truth of your convictions in “real life.” By focusing on a public topic salient to your internship placement, you learn to use (1) basic techniques for issue analysis and (2) the narrative pattern of the Bible (creation, fall, redemption, consummation) as an analytical framework. Reflecting on the responsibilities, challenges and opportunities that arise from your internship experience, attention is given both to the larger Biblical narrative and to your own unique story, identity and gifting. Unlike other 5-week ASP modular courses, this course stresses interaction with your internship placement and extends across the semester, beginning with the term’s first two weeks, involving a week at midterm and concluding with the term’s last two weeks.

Internship Placement: (*14-week part-time work*) (6)

This course is an internship placement that continues across the semester. You must work a minimum average of 20 hours a week for a minimum of 13 weeks to receive 6 semester hours of credit. Although ASP has placed students in hundreds of agencies and offices throughout the greater Washington metropolitan area, each internship placement is designed with you in mind. Your position and duties are arranged through a careful process involving ASP, the sponsoring agency and you. You receive academic credit for this course so you cannot be paid for your work. Your internship is carefully monitored by ASP faculty. Faculty monitors confer with you and your on-site supervisor. Your faculty monitor also visits your internship site at least once during the term. To successfully complete an internship, you are required to (1) submit three reflection essays on your experiences & observations, (2) get “the big picture” surrounding your placement by attending events around the city, and (3) read and reflect on an internship text.

Professional Mentorship (optional): (*4 mentor meetings*) (1)

This optional course gives you the opportunity to meet with a professional mentor in your field four times during the semester. You submit four recorded individual oral reflections to your faculty monitor, one following each of the four professional mentor meetings, and one recorded group oral reflection to your faculty monitor at the conclusion of the semester. Your oral reflections (1) demonstrate an effort to learn from your mentor’s experience and background to clarify your career aspirations and emerging vocational vision and (2) draw upon a biography or novel (chosen by your mentor) to wrestle with questions, insights and implications raised by the text for your internship and life experience and for your developing sense of call.

Public Policy Initiatives Track

Policy Analysis & Advocacy Seminar (3)

Provides a detailed survey of the public policy issue of international migration. Migrants may be forced or vol-

untary travelers; legal or illegal sojourners; temporary or permanent residents. The one constant is that international migration patterns always carry important political implications for both the sending and receiving countries. Its study provides opportunity for learners to address critical questions pertaining to contemporary citizenship, democratic practice, equality, freedom, globalization, and liberalism.

Public Policy Project

(3)

Students are involved in proposing, researching and planning a public policy project.

Global Development Track

Entrepreneurship & Human Development Seminar

(3)

Provides students with a detailed introduction to the unique community of partnerships emerging in Washington, D.C. among commercial, governmental, and non-governmental organizations. ASP faculty and guest practitioners provide a comparative analysis of different approaches to the design and management of these types of collaborations as they pertain to the global development issue of hunger/food security. As part of their analysis, students are required to reflect on the biblical demands of justice as they pertain to food security, and how these demands ought to be translated across the different institutional roles and responsibilities that comprise these partnerships.

Global Development Partnership Exercise

(3)

Students will propose, research and present a project for a relief and development organization.

CREDITS:

The program recommends to the home institution that you receive the equivalent of 15 or 16 semester hours of credit, depending on your choice of options.

CHINA STUDIES PROGRAM

The China Studies Program enables students to engage this ancient and intriguing country from the inside. While living in and experiencing Chinese civilization firsthand, students participate in seminar courses on the historical, cultural, religious, geographic and economic realities of this strategic and populous nation. In addition to the study of standard Chinese language, students are given opportunities such as assisting Chinese students learning English or working in an orphanage, allowing for one-on-one interaction. Students choose between completing a broad Chinese Studies concentration or a Business Concentration that includes a three-week, full-time internship. The program introduces students to the diversity of China, including Beijing, Shanghai, Xi'an and Xiamen. This interdisciplinary, cross cultural program enables students to deal with this increasingly important part of the world in an informed, Christ centered way. Students earn 16-17 semester hours of credit.

COURSE DESCRIPTIONS

{**Note: The course descriptions have been arranged to follow the pattern above of the three that all take and then the concentrations**}

Required Courses

Chinese I (2-3)

This course in introductory Chinese focuses on acquiring survival fluency in spoken and written Chinese. The emphasis is on the spoken form of Mandarin Chinese, the national language of China. Students who already have studied Chinese may apply for a more advanced class. All students take the written exams for Chinese characters, vocabulary and grammar of the CSP Chinese I course.

Chinese History

(3)

One-third of this seminar course consists of lectures, one-third consists of presentations by the students, and one-third consists of field trips to historical sites. The course covers the history of China from its earliest beginnings up to the present. Students become familiar with the major dynasties of China, their character and contributions, and their major figures. On a study tour to Xi'an, Beijing, and Shanghai, students visit many of the most famous Chinese sites of historical importance, including the Terra Cotta Soldiers, the Forbidden City, the Great Wall, the temple of Heaven, the Shanghai Museum, and much more. Each student will also read and make a presentation on a book about one significant event or person in Chinese history, such as the Boxer rebellion, the Mongol empire, the international voyages or the Ming Dynasty, Matteo Ricci, etc. Possible credit: history, cross-cultural studies.

Intercultural Communication

(3)

This course covers issues intended to help students understand and adjust to Chinese culture. The focus will

be on how our students demonstrate their beliefs in their daily lives within the context of China. Topics include culture and basic values; culture shock, introductory linguistics, contextualization and factors involved in successful cross-cultural interaction. Well-known films featuring famous actors (both Western and Chinese) that focus on cross-cultural experiences will be shown and discussed each week. Possible credit: sociology, cross-cultural studies, communication, linguistics.

Contemporary Society: Public Policy & Economic Development (3)

This required course examines two key and inter-related aspects of modern China: government policy and economic reforms. Public Policy covers the structure of the Chinese government, social rights and the legal system, and issues such as ethnic minorities, family planning and education. Economic development focuses on the government policies from 1949 to present, from the commune system to the current market-oriented reforms. Other topics include foreign investment, pollutions and the environment, and the World Trade Organization. Each student will present an investigative report based on interviews with Chinese about a topic relating to contemporary Chinese society that is of particular interest to Americans. All students will also prepare a marketing paper in which they describe and analyze the ways an American or international company markets its products or its franchise in China. The goal of this course is for students to learn about China by seeking out informed Chinese themselves. Possible credit: political science, cross-cultural studies, sociology, history, business and economics.

China Studies Concentration

Chinese II (3)

This course focuses on acquiring low-intermediate fluency in spoken and written Chinese so that a student can handle situations such as travel planning, illness, making appointments, etc. The emphasis is on the spoken form of Mandarin Chinese, the national language of China. There will also be lectures on Chinese dialects, simplified v. traditional characters and word radicals.

Eastern Philosophy and Religions (3)

This course introduces the teachings, history, and development of Confucianism, Taoism, Buddhism, and folk religion as well as their role in China today. Other topics covered are the I Ching, Yin and Yang, the Five Phases and the widely varying ways the gospel has been introduced into China over the last 15 centuries. The course will also examine these topics from a Christian perspective, seeing to what extent they might relate to Christian doctrine. Field trips to relevant sites will occur throughout the program.

Electives: (either Dimensions or One or Both of the other two)

Dimensions of East Asian Culture (3)

This elective course introduces students to Chinese visual, physical, medical and culinary arts. Each component consists primarily of hands-on practice. Students will also have several lectures on the unifying Chinese philosophy that underlies these dimensions of Chinese culture.

Chinese Painting (1)

Students will learn to paint from a Chinese artist. They will practice the basics of Chinese water-based brushwork, painting traditional pictures of bamboo, flowers, etc.

Tai Chi (1)

This physical education course emphasizes the traditional Chinese forms of stylized self-defense, which tones the body and concentrates the mind. Exercises may focus on either the gentler form of tai chi, or on the more vigorous wu shu, depending on who is teaching that semester.

Business Concentration

International Business in China (3)

In this course, students hear talks presented by Christians who have done business in China for years. The talks cover issues such as fair and ethical business practices and the factors involved in out-sourcing jobs to China. Additionally, students write responses to assigned readings from the course text, engage in frank discussions with the Internship Coordinator about what to expect and how to deal with business in China and meet with business leaders in Shanghai. Finally, these students prepare a group “end-of-semester” presentation for the rest of the CSP students highlighting what they have learned.

Business Internship (3)

The Internship Coordinator will make every attempt to place students in job placements that will provide meaningful work experience for the three-week internships, working full-time (40+hrs/week) for either Western or Chinese companies. Currently, nearly all of these internship placements are in Xiamen city.

CONTEMPORARY MUSIC CENTER

The Contemporary Music Center provides students with the opportunity to live and work in community while seeking to understand how God will have them integrate music, faith and business. Both interdisciplinary and multidisciplinary in nature, the CMC offers two tracks: the Artist Track and the Executive Track. The Artist Track is tailored to students considering careers as vocalists, musicians, songwriters, recording artists, performers, producers and recording engineers. The Executive Track is designed for business, arts management, marketing, communications and related majors interested in possible careers as artist managers, agents, record company executives, music publishers, concert promoters and entertainment industry entrepreneurs. Both Artist and Executive track students receive instruction, experience and a uniquely Christian perspective on creativity and the marketplace, while working together to create and market a recording of original music. Both tracks include course work, labs, directed study and a practicum. Students earn 16 semester hours of credit.

Core Courses

Faith, Music and Culture

(3)

The purpose of this course is to help students develop a Christian approach to the creation, marketing and consumption of contemporary music. While engaging in studies of theory, history and criticism, students explore the concept of culture as well as the nature of popular culture and examine popular art and music in contemporary aesthetic, social cultural and industrial contexts. Additional topics include a study of the role of popular music in cultural communication, the development of a Christian critical method and an examination of different Christian approaches to popular art and culture.

Inside the Music Industry

(3)

Through readings, lectures and seminars, this course provides up-to-the-minute insight into the inner workings of the music industry. Emphasis will be given to career possibilities and gifts and skills required to succeed in each of the major areas, including work as a performer, songwriter, record producer and engineer, etc. Students gain an understanding of the structure and methodologies of a typical U.S. record company, including A&R, marketing, radio promotion, public relations, sales & distribution, product development, art, manufacturing and business affairs.

Supervised Practicum

(1)

Each student participates in an intensive road trip to a major music market. Briefings, tours and meetings are arranged with leading record companies, artist management firms, booking agencies, recording studios, concert promoters, writers, producers and artists in various cities.

Artist Track

Essentials of Songwriting

(3)

Artists receive classroom instruction, participate in directed study with faculty and work in collaboration with other students to develop their use of form, melody, harmony, rhythm and lyric. Emphasis is placed on the song as the vehicle for the artist's creative exploration and public communication.

Studio Recording

(3)

Artists, via both the classroom and lab, work with faculty, other students and visiting experts to learn how to produce, record, mix edit and master recordings in a professional digital studio.

Performance

(3)

In consultation with faculty and executive-track students, artists develop a live concert presentation that best utilizes their gifts as musicians, entertainers and communicators. Both on-campus showcases and public performances are presented throughout the semester.

Executive Track

Artist Management

(3)

Through lecture, text and online investigations, students gain a thorough understanding of the economic, creative and spiritual elements critical to a career in contemporary music. In concert with faculty, students assist artist-track students in developing a career plan and preparing the materials necessary to pitch an artist to a record company and negotiate a recording contract.

A & R (Artists and Repertoire)

(3)

Executives learn how to spot talent; create a music label business plan; analyze and forecast trends in popular music; assemble a successful artist roster; and, in tandem with artists, plan, budget and produce recording sessions.

Music Marketing and Sales

(3)

Through classroom instruction and hands-on experience, executive-track students become familiar with the role of packaging, retail point-of-purchase materials, publicity, advertising, radio and video promotion, internet marketing and tour support in the marketing and sale of recorded music. Executives will develop a comprehensive marketing plan for each semester's artist-track recordings.

LATIN AMERICAN STUDIES PROGRAM

Based in San Jose, Costa Rica, the Latin American Studies Program introduces students to a wide range of experience through the study of the language, literature, culture, politics, history, economics, ecology and religion of the region. Through service learning and living with local families, students become a part of the day-to-day lives of typical Latin Americans. Students also take part in a service opportunity and travel for three weeks to nearby Central American nations. Students participate in one of four concentrations: Latin American Studies (offered both fall and spring terms); advanced language and literature (designed for Spanish majors and offered both fall and spring terms); international business: management and marketing (offered only in fall terms); and environmental science (offered only during spring terms). Depending on their concentration, students travel to nearby Central American nations including Nicaragua, Guatemala, Cuba and Panama. Students in all concentrations earn 16-18 semester credits.

COURSE DESCRIPTIONS

Spanish Language Study

(6)

Students come to Costa Rica with varying degrees of fluency in Spanish, so LASP places them in the Spanish course that corresponds to each participant's level of oral proficiency based on a placement exam and interview during the orientation. Students study grammar, conversation, phonetics and/or literature based on the results of their tests. Classes are taught by Latin Americans, which means participants hear and learn the language the way it is spoken in Latin America. This is reinforced during everyday interaction with Spanish-speaking host families.

Core Seminar: Perspectives on Latin American History, Contemporary Issues

(3)

This seminar introduces the social, historical, political, economic, philosophical and theological currents that constitute Latin American society and culture. The course includes personal discussions with Latins and field trips to various sites. This seminar is designed to introduce students to the:

- Historical development of Latin America, including selected case studies.
- Variety of analytical perspectives from which Latin American reality is explained and understood.
- Character, past and present, of U.S. policy in the region.
- Nature and influence of the economic reality in the region.

Travel Practicum

(1-3)

The LASP group travels to several countries in Central America during the semester. The travel practicum component is not a vacation trip; it is an integral part of the learning process. Among other assignments, students will be required to attend conferences and maintain a journal of ideas and perceptions developed throughout the trips.

Concentrations

Latin American Studies Concentration

Responses to Third World Reality Seminar

(3)

Community Immersion/Internship

(3)

This concentration is interdisciplinary by design. Students are challenged in a seminar that includes diverse perspective, broad readings and group presentations which respond to scenarios drawn from the contemporary scene. Participants also gain valuable first-hand experiences in related service opportunities. In recent semesters, these have been organized in neighboring countries throughout Latin America. Prerequisite: Equivalency of one year of college Spanish.

Advanced Language and Literature Concentration

Language and Literature Seminar

(3)

Community Immersion/Internship

(3)

This concentration focuses on the social, cultural, political, economic and religious issues of Latin America in the target language. Students examine how Latin Americans view their neighbors to the north. As a part of this concentration students examine Latin America through its literature, using it as a means to examine society and culture. Designed for Spanish language majors with a minimum of one year of college or university

intermediate Spanish and one semester of advanced Spanish conversation and/or composition.

Environmental Science Concentration (Spring Semester only)

- Environment Science Seminar (4)
- Field Research Practicum (2)

Participants in this concentration explore the natural sciences in a tropical setting and study their influence on the process of sustainability. Students are immersed in a variety of ecosystems: dry forests, lowland rain forests, mountain cloud forests, volcanic regions, as well as beautiful reefs. Costa Rica serves as a natural laboratory. Required prerequisites: One semester of zoology or an applied laboratory science. Recommended prerequisites: One semester of general chemistry or physics.

International Business: Management and Marketing Concentration (Fall Semester only)

- Business Seminar (3)
- Community Immersion/Internship (3)

Students address fundamentals and application of international business. They experience the political, social, and economic realities of Latin America. Students will meet Latin American business and government leaders, visit plantations, cooperatives, maquilas, and local businesses as well as participate in a hands-on case study/ internship project. Presentations are delivered in English and Spanish, most required readings are in English. Prerequisite: Course background should include macro-/micro-economics and introductory-level management.

Satisfactory completion of this program (grade C or better) fulfills the internship requirement for students majoring in business administration at Houghton plus students earn six business elective credits.

LOS ANGELES FILM STUDIES CENTER

Founded in 1991, the Los Angeles Film Studies Center is designed to train students to serve in various aspects of the film industry with both professional skill and Christian integrity. Each semester, students live, learn, and work in L.A. The curriculum consists of two required seminars, *Hollywood Production Workshop* and *Theology in Hollywood*, focusing on the role of film in culture and the relationship of faith to work in this very influential industry. In addition, students choose one elective course from a variety of offerings in film studies. Internships in various segments of the film industry provide students with hands-on experience. The combination of the internship and seminars allows students to explore the film industry within a Christian context and from a liberal arts perspective. Students earn 16 semester hours of credit, 6 from the internship and 10 from seminar study.

COURSE DESCRIPTIONS

Internship: Inside Hollywood (6)

Nonpaying internship in some aspect of the Hollywood film or television industry, arranged by the LAFSC. Internships are primarily in an office setting such as development companies, agencies, personal management companies, production offices, etc.

Hollywood Production Workshop (4)

Students work collaboratively in groups to create a festival-ready piece, including all the legal documentation and rights to enable the finished production to qualify for festival submission. Offers students the opportunity to make a motion picture production using Hollywood locations, resources, and protocol. Emphasizes the importance of each contribution to a production, the process of production, and effective production management.

Faith and Artistic Development (3)

A class that explores the connection between the eye, the heart and the hand, this course focuses on the integration of faith and learning as well as developing the necessary skills for analysis of the culture of Hollywood.

(Electives: Choose 1)

Narrative Story Telling (3)

Concentrating on the art form of narrative storytelling, the course places special emphasis on the visual aspect of the discipline. Two tracks are offered in the course, writing and production. After the core instructional period in each track, students from both tracks are reunited and will have the opportunity to hone their narrative analysis skills, participate in workshop style labs and make two short films that demonstrate their ability to utilize storytelling theory on screen.

Professional Screenwriting

(3)

An introduction to contemporary screenwriting, including an understanding of dramatic structure, character and dialogue development, and the writing process. Students strive to complete a full-length screenplay for a feature film or “movie-of-the-week.” Emphasis is given to the role of Christian faith and values as they relate to script content.

Professional Acting for the Camera

(3)

An advanced workshop in the practice and process of acting for the camera aimed at students who have a desire to pursue acting as a career. Instruction includes an overview of current camera acting techniques and thorough discussion of the art of acting. Several class sessions throughout the course will be devoted to the business of acting for film and television in the Hollywood entertainment industry with an emphasis given to developing the materials and relationships necessary for a successful career.

Independent Study

(3)

Set up by special request and arrangement. In order to be considered, students must submit a portfolio and a project proposal. Students with approved projects will be appointed a mentor to supervise the project. Projects could include further development of a portfolio or reel, critical research, or a senior thesis project.

MIDDLE EAST STUDIES PROGRAM

Based in Cairo, Egypt, this program offers students a unique opportunity to explore and interact with the complex and strategic world of the modern Middle East. Students explore diverse religious, social, cultural and political traditions of Middle Eastern peoples through interdisciplinary seminars. Students also study the Arabic language and work as volunteers with various organizations in Cairo. Through travel in the region (typically Israel, Palestine, Lebanon, Jordan, Syria and Turkey), students are exposed to the diversity and dynamism of the region. At a time of tension and change in the Middle East, MESP encourages and equips students to relate to the Muslim world in an informed, constructive and Christ-centered manner. Students earn 16 semester hours of credit.

COURSE DESCRIPTIONS

Introduction to Arabic Language

(4)

This course, taught by Egyptian instructors affiliated with the American University in Cairo, aims to help students acquire basic skills in Egyptian Arabic, a dialect widely understood in the Arab world. The course emphasizes the practical use of the language, encouraging interaction with the locals through the use of the “Cairo Lab” assignments or during visits to service projects. Small classes four days a week offer a solid introduction to the colloquial grammar and a substantial vocabulary as students take more than 100 hours of instruction. Once completed, the course should bring students to the intermediate level of Egyptian colloquial Arabic. Possible credit: language/cross-cultural.

Islamic Thought and Practice

(4)

This course examines many dimensions of Islamic faith-historical, legal, doctrinal, popular and behavioral—from early times to the present. While emphasis is on the early period and its influence on events and people, the course also attempts to relate these early developments to contemporary issues in the Middle East, such as the impact of colonialism, gender equality, modernization, development and democracy. Students are encouraged to begin thinking about relevant similarities and differences between themselves and Muslim peoples around the world.

Conflict and Change in the Middle East

(4)

The purpose of this course is to help students understand the historical, political and religious transformations that have occurred in the last century. Included are discussions of economic development and the political and social implications for Middle Eastern peoples. The Arab-Israeli conflict will receive special emphasis with the goal of helping students understand the complexity of the issues surrounding the current attempts to establish a lasting peace. The course includes an extended travel component based in Jerusalem in order to gain firsthand Israeli and Palestinian perspectives and ideas regarding resolution of the conflict. In Cairo, students enjoy on site briefings from experts at the World Bank, the Arab League and the U.S. Embassy. Possible credit: political science/history.

Peoples and Cultures of the Middle East

(4)

Using a Socio-anthropological approach, this course seeks to acquaint the students with the enormous varieties of peoples and cultures found in the Middle East. Literature, music, dance and food are integrated into the learning experience. The course examines the basic structure of historical and contemporary societies and cultures with special emphasis on those found in Egypt, Jordan, Syria, and Turkey. The MESP travels to these

countries during two weeks of this course, learning about the various ethnic groups firsthand. Students study such groups as Bedouins, Kurds, Jordanians, Turks, Yoruks, Syriac Syrians, Armenians and more. Historical sites include Damascus, Aleppo, Antioch, Cappadocia and Istanbul. Social organization, law, family, tribe, gender, rural-urban migration and social change are among the areas of inquiry in this course. Possible credit: sociology/anthropology.

OXFORD SUMMER SCHOOL PROGRAM

The Oxford Summer Programme (OSP) is a programme of the Council for Christian Colleges & Universities and **Wycliffe Hall**, Oxford. Wycliffe Hall was established in Oxford in 1877 with a vision for training godly Christian leaders for the church and is a centre for both ministerial training and academic study. The programme is designed to enable students to gain a more comprehensive understanding of the Christian tradition in the British Isles and to do specialized work under Oxford academics. The Oxford Summer Programme may be taken for 6 credits and is appropriate for a variety of academic levels. See the Academic Records Office for courses offered.

AFFILIATED PROGRAMS

Au Sable Institute of Environmental Studies

Au Sable Institute, a Christian environmental learning center, offers Houghton students Mayterm and summer courses in biology, chemistry, geology and geography. Headquartered in Michigan, Au Sable runs programs in Michigan, Puget Sound (Washington State), south Florida, and southern India. Participants take courses, engage in scholarship, gain field experience, confer, and develop practical tools for environmental stewardship in programs that take seriously both science and theology. The Au Sable website (<http://ausable.org/ap.courses.cfm>) gives the complete listing of courses and programs. Scholarship assistance is available to students at Council-member colleges.

All Au Sable courses taken through Houghton are registered as a science area special topics course. Approval is needed through the appropriate department (usually Biology) working with the Au Sable faculty representative (Dr. James Wolfe in Biology) and Houghton's Off-campus Programs Office. A maximum of eight hours may be applied toward a major. Additional courses may be used for elective credit. Through a combination of courses taken at Houghton and Au Sable, a student may earn certification from Au Sable as one of the following: environmental analyst, land resources analyst, water resources analyst or naturalist. Certification requires a minimum of three approved courses to be taken in residence at the Institute. Specific requirements for particular certificates may be obtained from Dr. Wolfe and the Institute.

Chez Vous

The Chez Vous summer program is a relational language-study experience, organized into 6 different study tracks from Intermediate to Advanced language levels. Each track is about 6 weeks long and contains 2 semester-courses in French. These courses progress in close harmony with the other Houghton courses. The program offers students a fairly intense immersion into French life and language, along with multiple opportunities to connect with French people. Students also experience cultural activities, historical excursions, daily worship in French, service projects, church services, and other enriching experiences.

COURSE DESCRIPTIONS

FREN 210 French Grammar and Culture (4, summer)

This course provides intensive work in all four language skills: speaking, listening, reading, and writing. Study includes both review and expansion of grammar and phonetics foundational to oral and written communication, along with substantial experience interacting with French culture and target-language materials.

FREN 310 French Grammar and Conversation (4, summer)

This course continues to strengthen grammar comprehension while providing intensive work in all four language skills: speaking, listening, reading, and writing. Study also includes basic phonetics. Extensive language use is applied in substantial interactions with French national, culture and target-language materials.

FREN 312 French Conversation and Phonetics (4, summer)

This course provides intensive practice and instruction in French conversation, listening comprehension, and phonetics, with an additional focus on expanded vocabulary. Study includes continuing work in grammar,

discourse, and critical thinking skills and an orientation to informal and formal use of French. Taught in French by national professors trained in teaching French as a Second Language.

FREN 351 Advanced Stylistics and Grammar (4, Summer 12, 14)
This course offers intensive work in native expression and refined grammar, enhancing students' ability to communicate fluidly in high-level conversations and in extended written forms. Taught in French.

FREN 361 French Civilization and Culture (4, summer 11, 13)
This course concentrates on French life since WWII. Particular attention is given to social, political and economic structures, along with trends in art, media and daily living. Taught in French.

FREN 451 Advanced Conversation Themes and Phonetics (4, Summer)
This course provides intensive practice and instruction in French conversation, particularly on the formal level and with a special focus on pronunciation and accent. Study includes continuing work in higher-level communication skills engaging abstract thoughts and concepts. Taught in French by national professors trained in teaching French as a second language.

Training In Ministry Outreach (TIMO)

TIMO (Training in Ministry Outreach) is a two-year training program, equipping new career missionaries in the basics of evangelism and church planting with the goal of establishing a church. This is accomplished while living amongst an unchurched and, preferably, unreached people group. Each team is lead by an experienced missionary who has been prepared by the TIMO administration. The team leaders pour themselves into the training/mentoring of their team. One of the highest priorities for the team is learning the vernacular language of the host people group, using the LAMP method. To effectively learn language in this way, team members must build good relationships in the community, providing both the credibility and the opportunity for sharing Christ. Students take four units of study, each three to four months long. For each unit, books of varying perspective are read and interacted with by the team. At the weekly team meeting, the team works through the study topic in relationship to scripture, constantly looking at the practical applications. The goal is to write a personal philosophy of ministry for each unit with one final paper pulling the two year experience together.

These five courses are only offered in conjunction with TIMO, an arm of the Africa Inland Mission based in East Africa. Students must be part of a TIMO team undertaking a two year learning/ministry project with proper supervision.

****Special note:** This program is only available by special arrangement with TIMO. It cannot be pursued as a normal study abroad.

TLIN 202 Language Acquisition

Students will study the underlying philosophy for learning a language. They will study various theories on methods of language learning with an emphasis on right brain learning in a relational setting. The theory will then be put into practice in a community setting. The students will actually learn a language with weekly support and evaluation.

TMIS 204 Spiritual Dynamics and Power Encounters

This course will encourage the student to critically evaluate their understanding of the spiritual realms. This will be accomplished through reading the writings of a broad range of authors and a thorough study of Scriptures. The goal will be to understand the practical out workings of this topic in the host culture.

TINC 206 Intercultural Research

Learning about culture through assigned readings, discussion and interaction with people from the host culture in which the student is living. This will include an evaluation of that culture with the goal of understanding how best to communicate with the people in a culturally appropriate manner.

TMIS 306 Evangelism and Church Planting

Building on the principles of Intercultural Research, the student will seek to develop a biblical model of outreach which is faithful to scripture yet appropriate in the particular cultural context in which the student is living.

TMIS 410 Cross-cultural Discipleship

After coming to an understanding of what a Biblical model of discipleship looks like, the student will propose a model which will take into account the distinctives of the host culture. This model should not just be theoretical, but will be used in relationships with members of the host culture.

INCL 311 Intercultural Experience

INCL 482 Senior Intercultural Seminar

International Business Institute

Houghton College is affiliated with the IBI of Messiah College. The 11-week summer program, normally taken following completion of the junior year, includes periods of residence in key locations as well as coordinated visits to major political, business, and economic centers of Western Europe and Russia. Applicants should have completed at least one full year of economics, one semester of accounting, one course in marketing, and one in management. These courses are unique to IBI and are all taken as part of the program. This program meets the cross-cultural study requirement for international studies majors.

COURSE DESCRIPTIONS

IBI-331 Comparative Economic Systems (3)

A survey and critical study of comparative economic systems, their underlying ideological foundations and institutional arrangements. Prerequisites: one year of economic principles.

IBI-339 Global Marketing (3)

The theory and practice of current management concerns in contemporary global marketing including the international marketing environment, market research and entry, product planning and strategy; all within the distinctive cultural setting. Prerequisite: Course work in principles of marketing.

IBI-350 International Trade and Finance (3)

This course presents the central tools, concepts and issues in modern international economics. It provides a discussion of the analytical elements of international trade, trade policy, foreign exchange markets, exchange-rate systems and international monetary policy. Special topics to be covered include regional trade agreements, globalization, international financial crises, and the challenges facing the European Union (EU) and the European Monetary Union (EMU).

IBI-357 Global Business Strategy (3)

This course is designed to cover the major topics normally offered in a course in international business management and strategy. It also has a very important function of enabling the integration of field experiences, corporate visits, and presentations by guest faculty with the current theoretical developments and literature in this field. Students will be expected to prepare analytical reports on the various firms and institutions represented in the program.

Additional Off-Campus Opportunities

The college also has affiliation agreements with other institutions and organizations to provide further study abroad opportunities (see the list below). These programs permit students to study in Europe, Russia, Asia, China, Latin America and Africa. Services provided by the off-campus programs office assist students in program selection and preparation for departure with advice on visas, passports, immunizations, cultural adjustment and re-entry. Financial aid may be reduced or not be possible with participation in some study-abroad programs.

Consortium Visitor

Houghton has agreements with most of the other 12 colleges in the Christian College Consortium to allow single-semester visiting student status at another college. For information on the opportunities, requirements, and essential paperwork, come to the Academic Records Office.

Tabular Listing of Off-Campus Programs (*data is subject to change*)

Students studying in the off-campus programs listed below may qualify to receive federal and state financial aid.

	HC Catalog Courses	Grades on Transcript	HC Fin Aid Awarded	Qualifies Mayterm
Houghton Programs				
Honors: Contemporary Contexts	Yes	Yes	Yes	Yes
First Year Honors: East Meets West Honors	Yes	Yes	Yes	Yes
Go ED (Africa and Mekong)	Yes	Yes	Yes	Yes
Houghton Down Under	Yes	Yes	Yes	Yes
Houghton: Balkans Semester	Yes	Yes	Yes	Yes
Houghton in London	Yes	Yes	Yes	Yes
Houghton in Tanzania	Yes	Yes	Yes	Yes

Council for Christian Colleges & Universities

American Studies Program (Washington, DC)	Yes	Yes	No	No
China Studies	Yes	Yes	No	No
Contemporary Music Center	Yes	Yes	No	No
LAFilm Studies(Los Angeles)	Yes	Yes	No	No
Latin American Studies Program (Costa Rica)	Yes	Yes	No	No
Middle East Studies Program	Yes	Yes	No	No
Oxford Summer School	Yes	Yes	No	No

Affiliated Programs

AuSable Institute of Environmental Studies	Yes	Yes	No	No
Chez Vous	Yes	Yes	No	No
International Business Institute	Yes	Yes	No	No
Medical Technology (Robert Packer Hospital)	Yes	Yes	No	No
Rochester Area Colleges	No	Yes	NA	No
TIMO (Training in Ministry Outreach)	Yes	Yes	No	No
WNY College Consortium	No	Yes	NA	No

Study Abroad (Transfer Credits)

BCA Study Abroad	No	No	No	No
Budapest Semester in Mathematics	No	No	No	No
Center for Cross-Cultural Studies	No	No	No	No
Central College Abroad (IA)	No	No	No	No
Christian College Consortium Visitor	No	No	No	No
Daystar University - Kenya	No	No	No	No
Laval Language Institute (QB)	No	No	No	No
Trinity Christian (Seville, Spain)	No	No	No	No

For information about programs not affiliated with Houghton College, please consult with the Off-Campus Programs or Academic Records Office.



