

UNDERGRADUATE EDUCATION

Vice Provost for Undergraduate Education: John Bravman
Web Site: <http://undergrad.stanford.edu>

The Vice Provost for Undergraduate Education (VPUE) is responsible for building partnerships with faculty, departments, programs, and schools to promote and sustain excellence in undergraduate education at Stanford. It has a special focus on the academic programs in the first and second year that engage students in critical thinking and scholarly inquiry and that lay the foundations for their subsequent fields of concentration and future achievements. The VPUE supports faculty and departments by providing resources for fostering excellence in teaching, advising and mentoring, and undergraduate research. The Bing Overseas Studies Program, Center for Teaching and Learning, Diversity Outreach, Freshman and Sophomore Programs, Freshman Dean's Office, Introduction to Humanities, New Student Orientation/Approaching Stanford, Program in Writing and Rhetoric, Hume Writing Center, Undergraduate Advising and Research, and Writing in the Major report to the VPUE. The Office of the VPUE works closely with the Office of the Vice Provost for Student Affairs and the Admissions Office. The Vice Provost for Undergraduate Education reports to the Provost.

Policies governing undergraduate education are formulated by Faculty Senate committees and voted into legislation by the Faculty Senate. The Committee on Undergraduate Standards and Policies (C-USP) addresses such topics as general education requirements, grading, awards, advising, and teaching evaluation. The Committee to Review Undergraduate Majors (C-RUM) oversees the initiation and review of undergraduate degree programs. Committee members include the Vice Provost for Undergraduate Education or his delegated staff (ex-officio) and representatives from the faculty at large, administration (such as the Office of the University Registrar), and students. The Associated Students of Stanford University (ASSU) nominations committee selects student members. The VPUE also maintains, by rule of the Faculty Senate, the Introduction to the Humanities Governance Board and the Writing and Rhetoric Governance Board to oversee these University degree requirements. Finally, the Undergraduate Advisory Council (UGAC) was established by the Provost in 1996 to serve as the main faculty advisory body for the Vice Provost for Undergraduate Education.

CENTER FOR TEACHING AND LEARNING

Associate Vice Provost for Undergraduate Education and Director: Michele Marinovich

Senior Associate Director (Science and Engineering): Robyn Wright Dunbar

Associate Director (Humanities): Mariatte Denman

Associate Director (Social Sciences and Technology): Marcelo Clerici-Arias

Academic Technology Specialist: Jeremy Sabol

Associate Director for Academic Support: Adina Glickman

Tutor Coordinator: Amy Chambers

Administrators: David Leech, Cristen Osborne, Linda Salser

Oral Communication Program Director and Senior Lecturer: Doree Allen

Oral Communication Specialists and Tutor Managers: Jennifer Hennings, Lindsay Schauer

Lecturers: Thomas Freeland, Joyce Moser, Marianne Neuwirth, Leslie Townsend, James Wagstaffe, Randall A. Williams

Department Offices: Sweet Hall, 4th floor

Oral Communication Program: Meyer Library 123

Mail Code: 94305-3087

Center Phone: (650) 723-1326

Email: TeachingCenter@stanford.edu

Web Site: <http://ctl.stanford.edu>

The Center for Teaching and Learning is a University-wide resource on effective teaching and public speaking for faculty, lecturers, and teaching assistants and on effective learning and public speaking for undergraduates and graduate students.

SERVICES TO UNDERGRADUATES AND GRADUATE STUDENTS

CTL provides resources for students who want to enhance their study approaches and clarify their learning strategies. Through courses, individual counseling, and workshops, CTL helps students build skills that are the foundation for continuous improvement and lifelong learning.

Free tutoring is available to undergraduates in several subjects; see <http://tutoring.stanford.edu> for details on where and when tutors can be found. Students qualified for tutoring may apply to be tutors and, if accepted, may take CTL's course on tutoring; the application process takes place in February.

SERVICES TO FACULTY, LECTURERS, AND TEACHING ASSISTANTS

CTL provides the Stanford community with services and resources on effective teaching. Our goals are: to identify and involve successful teachers who are willing to share their talents with others; to provide those who are seeking to improve their teaching with the means to do so; to acquaint the Stanford community with important innovations and new technologies for teaching; to prepare new teachers for their responsibilities; to contribute to the professional development of teaching assistants; to expand awareness of the role of teaching at research universities; and to increase the rewards for superior teaching.

CTL also has responsibility for helping teaching assistants (TAs) with their preparation for and effectiveness in teaching and for helping departments with designing effective TA training programs. Programs include: videotaping, microteaching, and consultation; small group and other forms of mid-quarter evaluation; workshops and lectures; a handbook on teaching and a library of teaching materials; quarterly teaching orientations; an informative quarterly newsletter; and work with individuals, groups, and departments on their specific needs. For further details, see CTL's teaching handbook or the CTL brochure, both available by calling (650) 723-1326, or see <http://ctl.stanford.edu>.

For questions or requests, email TeachingCenter@stanford.edu.

ORAL COMMUNICATION PROGRAM

The Oral Communication Program at CTL provides opportunities for undergraduates and graduate students to develop or improve their oral communication skills. Courses and workshops offer a comprehensive approach to speech communication, including training in the fundamental principles of public speaking and the effective delivery of oral presentations. The goal is to enhance students' general facility and confidence in oral expression. The program also provides innovative, discipline-based instruction to help students refine their personal speaking styles in small groups and classroom settings. Those interested in individualized instruction or independent study are invited to visit the program's central office in Meyer Library, room 123, where trained student tutors, multimedia, and instructional resource materials are available on an ongoing basis. To schedule an appointment, see <http://speakinghelp.stanford.edu>. For further details, call (650) 725-4149 or 723-1326 or see <http://ctl.stanford.edu>.

COURSES

All courses listed with CTL promote acquisition of public speaking skills and/or teaching excellence.

CTL 53. WorkingSmarter—College-level strategies and skills in time management, reading, speaking, writing, and test preparation. Students explore learning preferences to develop strategies in different academic settings.

2 units, *Sum (Townsend, L; Glickman, A)*

CTL 56. Building a Successful Academic Career—For freshmen in expanded advising programs. Techniques for honing academic skills for college, and applying those skills to better define intellectual identity in academic pursuits. May be repeated for credit.

1 unit, *Aut, Win (Williams, R)*

CTL 60/160. Investigating Stanford's Treasures—Private tours of some of Stanford's greatest resources led by Stanford experts; students interview the experts and introduce them to the class at the site. One hour of class discussion per week. Tours may include Jasper Ridge Biological Reserve, Memorial Church, Special Collections, and the Martin Luther King, Jr., Papers Project.

1-2 units, *Aut (Moser, J)*

CTL 112/212. Conquering Speech Fright—Techniques of effective oral presentation and strategies for reducing speech anxiety and enhancing self-confidence and enjoyment.

2 units, *given next year*

CTL 115/215. Voice Workshop—Focus is on breath, voice production, expansion of vocal range and stamina, and clarity of articulation. Geared toward public speaking including presentations, lectures, and job talks. May be taken in conjunction with CTL 117.

1-2 units, *Aut, Win, Spr (Freeland, T)*

CTL 116A. The Language of Film Noir: From Bogart to Pulp Fiction—The quintessential American film genre which combined femmes fatales, anti-heroes, lost dreams, violence, and a distinct style of expression. Film viewings, student oral presentations, and analyses of films.

1-2 units, *Win (Moser, J)*

CTL 116B. Screwballs and the Language of Laughter: American Comic Film from Chaplin to Present—A sampling of American comic masterpieces including silent movies, 30s screwball films, and works by Billy Wilder, Woody Allen, and contemporary film makers. Film viewings, student oral presentations, and analyses of films.

1-2 units, *alternate years, not given this year*

CTL 117/217. The Art of Effective Speaking—The principles and practice of effective oral communication. Through formal and informal speaking activities, students develop skills framing and articulating ideas through speech. Strategies for speaking extemporaneously, preparing and delivering multimedia presentations, formulating persuasive arguments, refining critical clarity of thought, and enhancing general facility and confidence in oral self-expression.

3 units, *Aut (Neuwirth, M), Win (Allen, D)*

CTL 118. Public Speaking: Romancing the Room—A practical approach to the art of public speaking. Emphasis is on developing skills in speech types including impromptu, personal experience, interviewing, demonstration, persuasive, and special occasion. Materials include videotape, texts of famous speeches, and a final dinner program of speeches. Students evaluate presentations by others. \$55 materials fee.

3 units, *Sum (Wagstaffe, J)*

CTL 119. Oral Communication Tutor Teaching Practicum—Seminar. For students with a strong background in public speaking who wish to train as public speaking tutors for CTL's Oral Communication Program. Readings, exercises, and supervised teaching refine speaking skills. Preparation to serve as a peer tutor in a variety of academic disciplines. Prerequisite: application and consent of instructor.

1-3 units, *Spr (Allen, D; Hennings, J)*

CTL 120. Peer Tutor Training—Goal is to help students become effective peer tutors for course material already mastered by articulating aims; developing practical tutoring skills including strategies for drop-in sessions; observing experienced tutors; discussing reading assignments; role playing; and reflecting on experiences as a peer tutor intern. Prerequisite: consent of instructor.

1 unit, *Aut, Win (Glickman, A)*

CTL 130. Beyond Stereotype Threat: Claiming a Rightful Place in an Academic Community—(Same as PSYCH 125.) Stereotype threat as mitigating the quality of a student's test performance; its impact on academic success at Stanford. How to reduce the impact of stereotype threat on Stanford students.

3 units, *Win (Glickman, A)*

CTL 177. Performance of Power: Oratory and Authority from the Ancient World to the Postmodern—Speech as action has long been seen as essential to leadership. Theories and examples of oratory, from Aristotle to George W. Bush, assessing each as model of voice-activated authority. The impact of mass media technologies as they transform the public space of oratory. Write-2

4 units, *Aut (Freeland, T)*

CTL 180/280. Interpersonal and Small Group Communication—Contexts of work, family, and society. Topics include listening, conflict resolution, leadership, power and its implementation, group dynamics, emotions, and cultural influences on interactions. Sources include videos, role playing, interviews, individual and group presentations, and group exercises.

3 units, *Win (Neuwirth, M)*

CTL 199. Independent Study—Special study under lecturer direction, usually leading to a written report or an oral presentation. Prerequisite: consent of instructor.

1-3 units, *Aut, Win, Spr, Sum (Staff)*

CTL 201. Science Course Design—(Same as GES 201.) For students interested in an academic career and who anticipate designing science courses at the undergraduate or graduate level. Goal is to apply research on science learning to the design of effective course materials. Topics include syllabus design, course content and format decisions, assessment planning and grading, and strategies for teaching improvement.

2-3 units, *Aut (Wright-Dunbar, R)*

CTL 219. Oral Communication for Graduate Students—Graduate student speaking activities such as teaching (delivering lectures, guiding discussion, and facilitating small groups), professional presentations and conference papers, and preparing for oral exams and defenses. In-class projects, discussion, and individual evaluation assist students in developing effective techniques for improving oral communication skills.

1-3 units, *Spr, Sum (Freeland, T; Staff)*

CTL 225. Teaching Development Series—Teaching and academic career topics from CTL's workshops series. Documented participation in a minimum of 10 hours required for credit. Offerings vary quarterly. See <http://ctl.stanford.edu> for current information. May be repeated for credit. Prerequisite: consent of instructor.

1 unit, *Aut, Win, Spr (Clerici-Arias, M)*

CTL 226. College Teaching in the Humanities—For graduate students in the humanities interested in an academic career. Topics include latest research on teaching and learning, effective humanities teaching practices, designing courses and assignments, writing a teaching statement, disciplinary and interdisciplinary teaching, teaching with technology, and research on early career faculty.

2-3 units, Win (Denman, M)

CTL 299. Independent Study—Special study under lecturer direction, usually leading to a written report or an oral presentation. Prerequisite: consent of instructor.

1-3 units, Aut, Win, Spr, Sum (Staff)

FRESHMAN AND SOPHOMORE PROGRAMS

Assistant Vice Provost and Program Director: Sharon Palmer

Academic Technology Specialist: Edward O'Neill

Oral Communication Lecturer: Joyce Moser

College Programs Associate: LaCona Woltmon

Administrators: Gari Gene, Mona Kitasoe, Jasmine Lu

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Email: froshsophprograms@stanford.edu

Web Site: <http://fsp.stanford.edu>

Freshman and Sophomore Programs (FSP), a division of the office of the Vice Provost for Undergraduate Education, sponsors and supports Freshman-Sophomore College, as well as Stanford Introductory Seminars, including Freshman Seminars, Sophomore Seminars and Dialogues, and Sophomore College. FSP also coordinates initiatives that encourage faculty and students to build on relationships formed in introductory seminars by forming ongoing mentoring and research partnerships based on their shared intellectual interests. FSP is located on the fourth floor of Sweet Hall. For detailed information, see the web site or contact the office.

FRESHMAN-SOPHOMORE COLLEGE

The Freshman-Sophomore College (FroSoCo) at Sterling Quad is a residence for approximately 180 freshmen and sophomores interested in broad intellectual exploration of the liberal arts and sciences. The College integrates intellectual, academic, and social activities with residential life. Entering freshmen have the option of living for two years in FroSoCo.

STANFORD INTRODUCTORY SEMINARS

Participating Faculty: Over 200 faculty from more than 60 departments take part in Introductory Seminars programs. See faculty listings in each department's section of this bulletin for pertinent information.

SIS Offices: 4th Floor, Sweet Hall, 590 Escondido Mall

Mail Code: 94305-3091

Phone: (650) 723-4338

Email: froshsophprograms@stanford.edu

Web Site: <http://introsems.stanford.edu>

Stanford Introductory Seminars (SIS) provide opportunities for first- and second-year students to work closely with faculty in an intimate and focused setting. These courses aim to intensify the intellectual experience of the freshman and sophomore years by allowing students to work with faculty members in a small group setting; introducing students to the variety and richness of academic topics, methods, and issues which lie at the core of particular disciplines; and fostering a spirit of mentorship between faculty and students. Over 200 faculty from more than 60 departments take part in the introductory seminars programs. The courses are given department credit and most count towards an eventual major in the field. Most also fulfill General Education Requirements (GERs).

Some faculty who have taught Freshman Seminars or Sophomore College volunteer to continue working with their students through a formal advising relationship during the students' sophomore year.

FRESHMAN SEMINARS AND SOPHOMORE SEMINARS AND DIALOGUES

Freshman Seminars and Sophomore Seminars and Dialogues are offered in many disciplines throughout the academic year. Freshman preference seminars are typically given for 3-4 units to a maximum of 16 students, and generally meet twice weekly. Although preference for enrollment is given to freshmen, sophomores and first-year transfer students may participate on a space-available basis and with the consent of the instructor. Sophomore preference seminars and dialogues give preference to sophomores and first-year transfer students, but freshmen may participate on a space-available basis and with the consent of the instructor. Sophomore preference seminars are given for 3-5 units to a maximum of 14 students, while sophomore preference dialogues take the form of a directed reading, and are given for 1-2 units to a maximum of 5 students. All seminars require a brief application. For a list of introductory seminars offered in 2007-08, see below. For an application or more information see the SIS annual course catalogue, published each September, or <http://introsems.stanford.edu>.

SOPHOMORE COLLEGE

Sophomore College offers sophomores the opportunity to study intensively in small groups with Stanford faculty for several weeks before the beginning of Autumn Quarter. Students immerse themselves in a subject and collaborate with peers, upper-class sophomore assistants, and faculty in constructing a community of scholars. They are also encouraged to explore the full range of Stanford's academic resources in workshops and individually. At its best, Sophomore College is characterized by an atmosphere of intense academic exploration. Each Sophomore College course enrolls twelve to fourteen students, who live together in a Stanford residence and receive two units of academic credit. Eligible students will have been enrolled for no more than three academic quarters; be sophomores in the Autumn Quarter during which the college is offered; be in good academic standing; and have completed at least 36 units of academic work by the end of the Spring Quarter preceding the college. Students must also have an on-campus housing assignment for the ensuing academic year and intend to enroll in the Autumn Quarter. Admitted students who are found to have academic standing problems after the completion of Spring Quarter may have their admission revoked. The Sophomore College program fee covers tuition, room, board, books, and class-required travel arranged by the program. The total fee is \$1300, but all students automatically receive an \$800 scholarship. Each student pays the remaining \$500, which is included in the University Bill. Financial aid is available. Students are also responsible for travel to campus (or to another site for some off-campus seminars), phone, network activation fees, and other personal expenses. Courses are announced in March, and applications are due in April. For a list of Sophomore College Seminars offered in 2007-08, see below. For more information or to apply, see <http://soco.stanford.edu>.

COURSES

SOPHOMORE COLLEGE

ANTHROPOLOGY

ANTHSCI 11SC. Conservation and Development Dilemmas in the Amazon—The human dimensions of conservation efforts in the Amazon Basin. The human ecology of Amazonia through the peoples and cultures, and the ecosystems in which they live. The prospects for achieving the goals of biodiversity conservation and local community development. Amazonia as a microcosm of the challenges facing conservation and development efforts in the Third World.

2 units, Aut (Durham, W)

BIOLOGICAL SCIENCES

BIOSCI 10SC. Natural History, Marine Biology, and Research—The biology of Monterey Bay and the coastal mountains and redwood forests of Big Sur. Literary, artistic, and political history. Topics: conservation, sanctuary, and stewardship of the oceans and coastal lands. Meetings with conservationists, authors, environmentalists, politicians, land-use planners, lawyers, scientists, and educators.

2 units, Aut (Thompson, S)

BIOSCI 11SC. The Ecology of Invasions—Introduction to invasion ecology including the animal and plant species which are transforming ecosystems around the world. Ongoing research project in the Jasper Ridge Biological Preserve to investigate why the Argentine ant, once established, eliminates most native ant species, and why a few native species are able to resist.

2 units, Aut (Gordon, D)

CHEMICAL ENGINEERING

CHEMENG 10SC. How Computer Chips Are Made—Fabrication sequence for integrated circuits. Properties of solids. Semiconductors; transistors and their function in an integrated circuit. Transistor fabrication including doping, deposition, etching, and lithography. Future trends such as smaller transistors.

2 units, Aut (Bent, S)

CIVIL AND ENVIRONMENTAL ENGINEERING

CEE 10SC. Green Buildings—What makes a building green? The efficient use of energy, water, and construction materials to provide healthful and enjoyable spaces in which to live and work. Focus is on energy efficiency and architectural features that enable a building to provide a significant fraction of its own heating, cooling, and electrical needs.

2 units, Aut (Masters, G)

COMPARATIVE LITERATURE

COMPLIT 12SC. Ghost Stories: Why the Dead Return and What They Want From Us—Anxiety about mortality and wisdom about the cultural place of the past in the enduring genre of the ghost story from classical literature to popular film. Memory and regret, mourning and forgetting. Classic authors such as Hoffmann, Poe, James, Joyce, and Ibsen, and more recent authors such as Paul Auster, Marie Darrieussecq, Catherine Lim, and Toni Morrison.

2 units, Aut (Berman, R)

DRAMA

DRAMA 11SC. Learning Theater: From Audience to Critic at the Oregon Shakespeare Festival—Twelve days and eight plays at the Oregon Shakespeare Festival in Ashland. Details of the plays, interpretation, production, acting, and their value as entertainment and challenge.

2 units, Aut (Rehm, M; Paulson, L)

ECONOMICS

ECON 14SC. A Random Walk Down Wall Street—Modern finance theory. Financial instruments including stocks, bonds, options, mutual funds, and exchange-traded funds. Historical returns on asset classes. Equity analysis. Capital pricing model. Efficient market hypotheses. Index funds. Meetings with financial managers and venture capitalists.

2 units, Aut (Shoven, J)

ENGLISH

ENGLISH 15SC. Mixed Race in the New Millennium—Current controversies over mixed race identification. Political and aesthetic implications. Literary and pop cultural images in literature, performance, the Internet, and visual media. Legal leverage and national recognition gained in the last decade. Organizations, web sites, and affinity and advocacy groups, and their rhetoric and graphics.

2 units, Aut (Elam, M)

ETHICS IN SOCIETY

ETHICSOC 10SC. The Meaning of Life: Moral and Spiritual Inquiry through Literature—Short novels and plays as the basis for reflection on ethical values and the purpose of life. Why are people here? How do they find meaningful work? What can death teach about life? What is the meaning of success? What is the nature of true love? How can one find balance between work and personal life? How free are people to seek their own destinies? What obligations does one have to others?

2 units, Aut (McLennan, W)

GEOLOGICAL AND ENVIRONMENTAL SCIENCES

GES 12SC. Environmental and Geological Field Studies in the Rocky Mountains—Geologic origin from three billion years ago, paleoclimatology and glacial history, long- and short-term carbon cycle and global climate change, and environmental issues related to changing land-use patterns and increased demand for natural resources. Small groups analyze data to prepare reports and maps.

2 units, Aut (Chamberlain, P)

HISTORY

HISTORY 17SC. The Invasion of Britain in the Second World War—Two invasions: a potential hostile invasion intended by Hitler for September, 1940; and a benign invasion by nearly two million American troops. Effect of Americans on Britain, Britain on Americans, and the invasions on the course of the war.

2 units, Aut (Stansky, P)

HISTORY 18SC. The Federal Government and the West—(Same as POLISCI 18SC.) Historical development and current status of the relationship between the U.S. federal government and the American West. Land ownership, natural resource management, agriculture, water, energy, and environmental quality.

2 units, Aut (Kennedy, D; Brady, D; Frisby, T; Noll, R)

LINGUISTICS

LINGUIST 10SC. Ebonics, Creoles, and Standard English in Education—A dispassionate look at the 1996 Oakland School Board's proposal to take the everyday vernacular of African American students (Ebonics) into account in teaching them mainstream or standard English and the substantial linguistic and pedagogical research associated with it.

2 units, Aut (Rickford, J)

MECHANICAL ENGINEERING

ME 12SC. Hands-on Jet Engines—The jet engine has arguably done more than any other 20th century invention to transform the world. Prior to the advent of commercial jet airliners, cross-country travel was a rarity, world travel was the province of the idle rich, and Stanford was a regional university. Now intercontinental travel is common, and internationalization has affected nearly everything we do. From an engineering perspective, jet engines continue to embody some of the most sophisticated technology ever designed, and competition drives continual improvements in fuel economy, engine lifetime, noise, and emissions.

2 units, Aut (Eaton, J)

MEDICINE

MED 10SC. AIDS in Africa—Hypotheses about the origins of HIV, different types of virus and their virulence, and the diversity in HIV prevalence in Africa. Social, political, and economic consequences of the epidemic.

2 units, Aut (Katzenstein, D)

MUSIC

MUSIC 11SC. Men, Women, and Opera—Six operas through the lenses of gender and sexuality. Italian romantic opera. Contemporary queer feminist appropriations. Mozart's comic operas. Romantic obsessions with beauty, music, and love. Thinking and writing critically about music. Opera viewing. Team projects staging an operatic scene.

2 units, Aut (Hadlock, H)

PHYSICS

PHYSICS 11SC. A 21st-Century View of the Universe: The Elementary Particles, Dark Matter, and Dark Energy—The development of cosmology as a truly experimental science that has led to the observations that about a quarter of the energy content in the universe is in the form of dark matter which gravitationally attracts but is otherwise invisible, and about two-thirds is in the form of dark energy which causes space itself to expand at an ever-increasing rate. The evidence for dark matter and dark energy, and the experiments being developed to investigate their nature.

2 units, Aut (Burchat, P)

POLITICAL SCIENCE

POLISCI 18SC. The Federal Government and the West—(Same as HISTORY 18SC.) Historical development and current status of the relationship between the U.S. federal government and the American West. Land ownership, natural resource management, agriculture, water, energy, and environmental quality.

2 units, Aut (Kennedy, D; Brady, D; Frisby, T; Noll, R)

SOCIOLOGY

SOC 10SC. Bargaining, Power, and Social Influence—How simple and complex negotiations unfold under varying circumstances, and how conflict can be avoided. Effective negotiating strategies. Sample negotiations to understand to be more effective. Presentation of case study.

2 units, Aut (Cook, K)

FRESHMAN SEMINARS AND SOPHOMORE SEMINARS AND DIALOGUES

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All seminars require a brief application. See the *Time Schedule*, the *Stanford Introductory Seminars Course Catalogue* published each September, or <http://introsems.stanford.edu>. Due dates for 2007-08 applications for both freshman and sophomore preference courses are: Autumn Quarter, 5 p.m., September 21; Winter Quarter, noon, December 7; Spring Quarter, noon, March 14.

For course descriptions, see course listings in the teaching department section of this bulletin.

F = preference to freshmen; S = preference to sophomores; Dial = dialogue; Sem = Seminar.

AERONAUTICS AND ASTRONAUTICS

AA 113N. Structures: Why Things Don't (and Sometimes Do) Fall Down—(F,Sem) GER:DB-EngrAppSci
3 units, Win (Springer, G)

AMERICAN STUDIES

AMSTUD 114N. Visions of the 1960s—(S,Sem) GER:DB-Hum, EC-AmerCul
5 units, Aut (Gillam, R)

ANESTHESIOLOGY

ANES 113Q. Disease-Oriented Approach to Human Physiology—(S,Sem) The role of the physiology of major organ systems in a healthy person, how it is altered in disease, and therapeutic approaches to normalizing the pathophysiologic state. Current therapies and those under investigation. Organ systems and diseases including the cardiovascular (myocardial infarction, trauma and infection leading to shock), central nervous (stroke, concussion, cerebral hemorrhage, spinal-cord trauma, meningitis), pulmonary (pneumonia, asthma, emphysema), renal (kidney failure), and hepatic (cirrhosis, hepatitis). Field trips to operating rooms or intensive-care units at Stanford Medical Center.

3 units, Spr (Rosenthal, M)

ANTHROPOLOGY

CASA 7N. Science, Technology, and Medicine: Disease as Culture—(F,Sem)

3-5 units, Spr (Jain, S)

CASA 100N. Ethnographies of North America: An Introduction to Cultural and Social Anthropology—(F,Sem) GER:DB-SocSci

3-4 units, Aut (Wilcox, M)

APPLIED PHYSICS

APPPHYS 68N. Lasers and Photons—(F,Sem) GER:DB-EngrAppSci
3 units, Aut (Bucksbaum, P)

APPPHYS 69N. Advanced Electronic Materials: Principles and Applications—(F,Sem) GER:DB-EngrAppSci

3 units, Spr (Fisher, I)

APPPHYS 78Q. Tools of Nanotechnology—(S,Sem) GER:DB-EngrAppSci

3 units, Aut (Cole, K)

APPPHYS 79Q. Energy Choices for the 21st Century—(S,Sem) GER:DB-EngrAppSci

3 units, Aut (Fox, J; Geballe, T)

BIOCHEMISTRY

BIOC 118Q. Genomics and Medicine—(S,Sem) GER:DB-EngrAppSci
3 units, Spr (Brutlag, D)

BIOENGINEERING

BIOE 70Q. Medical Device Innovation—(S,Sem)
3 units, Spr (Doshi, R; Mandato, J)

BIOLOGICAL SCIENCES

BIOSCI 6N. Climate Change: Drivers, Impacts, and Solutions—(F,Sem) GER:DB-NatSci

3 units, Win (Field, C)

BIOSCI 14N. Plants and Civilization—(F,Sem) GER:DB-NatSci
3 units, Win (Mooney, H)

BIOSCI 16N. Island Ecology—(F,Sem) GER:DB-NatSci
3 units, Spr (Vitousek, P)

BIOSCI 21N. Evolutionary Basis of Animal Sexual Behaviors—(F,Sem) GER:DB-NatSci

3 units, Spr (Baker, B)

BIOSCI 24N. From Bread to Genomics: Using Yeast to Study Biology—(F,Sem) GER:DB-NatSci

3 units, Aut (Cyert, M)

BIOSCI 25Q. The Molecular Basis of Genetic Disease—(S,Sem) GER:DB-NatSci

3 units, Spr (Kopito, R)

BIOSCI 26N. Maintenance of the Genome—(F,Sem) GER:DB-NatSci
3 units, Spr (Hanawalt, P)

BIOSCI 28N. Molecular Basis of Cancer—(F,Sem) GER:DB-NatSci
3 units, *Spr (Fang, G)*

BIOSCI 31Q. Ants: Behavior, Ecology, and Evolution—(S,Sem)
3 units, *Spr (Gordon, D)*

BIOSCI 33N. Conservation Science and Practice—(F,Sem) GER:DB-NatSci
3 units, *Spr (Daily, G)*

BIOSCI 34N. Hunger—(F,Sem) GER:DB-NatSci
3 units, *Aut (Barton, K)*

BIOSCI 36N. Physiology of Human Performance—(F,Sem) GER:DB-NatSci
3 units, *Aut (Heller, C; Grahn, D; Sims, S)*

BIOSCI 106Q. The Heart of the Matter—(S,Sem) (Same as GENE 106Q.) GER:DB-NatSci
3 units, *Win (Myers, R; Simoni, R)*

BIOMEDICAL INFORMATICS

BIOMEDIN 109Q. Genomics: A Technical and Cultural Revolution—(S,Sem) (Same as GENE 109Q.) Write-2
3 units, *Win (Altman, R)*

CHEMICAL ENGINEERING

CHEMENG 60Q. Environmental Regulation and Policy—(S,Sem) GER:DB-EngrAppSci
3 units, *Aut (Robertson, C; Libicki, S)*

CHEMENG 70Q. Masters of Disaster—(S,Sem) GER:DB-EngrAppSci
3 units, *Aut (Robertson, C; Moalli, J)*

CHEMENG 80Q. Art, Chemistry, and Madness: The Science of Art Materials—(S,Sem) GER:DB-EngrAppSci
3 units, *Spr (Frank, C; Loesch-Frank, S)*

CHEMISTRY

CHEM 22N. Naturally Dangerous—(F,Sem)
2 units, *Aut (Collman, J)*

CHEM 24N. Nutrition and History—(F,Sem)
2 units, *Spr (Huestis, W)*

CHEM 25N. Science in the News—(F,Sem)
3 units, *Aut (Andersen, H)*

CHEM 27N. Lasers: The Light Fantastic—(F,Sem) GER:DB-NatSci
3 units, *Win (Moerner, W)*

CIVIL AND ENVIRONMENTAL ENGINEERING

CEE 31Q. Accessing Architecture through Drawing—(S,Sem) GER:DB-EngrAppSci
4 units, *Aut (Walters, P)*

CEE 46Q. Fail Your Way to Success—(S,Sem) GER:DB-EngrAppSci
3 units, *Spr (Clough, R)*

CEE 48N. Designing Organizations to Execute Global Projects—(F,Sem)
4 units, *Win (Levitt, R)*

CLASSICS GENERAL

CLASSGEN 22N. Technologies of Civilization: Writing, Number, and Money—(F,Sem) GER:DB-Hum
4-5 units, *Spr (Netz, R)*

CLASSGEN 24N. Sappho: Erotic Poetess of Lesbos—(F,Sem) GER:DB-Hum, EC-Gender
4-5 units, *Spr (Peponi, A)*

COMMUNICATION

COMM 118Q. Theories of Film Practice—(S,Sem) Write-2
4 units, *Win (Breitrose, H)*

COMPARATIVE LITERATURE

COMPLIT 10N. Shakespeare and Performance in a Global Context—(F,Sem) GER:DB-Hum, EC-Gender
3 units, *Spr (Parker, P)*

COMPLIT 11Q. Shakespeare, Playing, Gender—(S,Sem) GER:DB-Hum, EC-Gender
3 units, *Win (Parker, P)*

COMPLIT 30N. Fascism and Culture—(F,Sem) (Same as ITALGEN 30N.) GER:DB-Hum
4 units, *Aut (Schnapp, J)*

COMPARATIVE MEDICINE

COMP MED 81N. Comparative Anatomy and Physiology of Mammals—(F,Sem) GER:DB-NatSci
3 units, *Win (Bouley, D)*

COMP MED 83Q. Horse Medicine—(S,Dial)
1-2 units, *Aut (Green, S)*

COMPUTER SCIENCE

CS 20N. The Role of Information Technology in Global Conflict Resolution—(F,Sem) GER:DB-EngrAppSci
3 units, *Spr (Shoham, Y)*

CS 26N. Motion Planning for Robots, Digital Actors, and Other Moving Objects—(F,Sem) GER:DB-EngrAppSci
3 units, *Aut (Latombe, J)*

CS 73N. Business on the Information Highways—(F,Sem) Write-2
3 units, *Spr (Wiederhold, G; Barr, A; Tessler, S)*

CS 74N. Digital Dilemmas—(F,Sem) GER:DB-EngrAppSci
3 units, *Aut (Dill, D)*

CS 99N. The Coming Revolution in Computer Architecture: What to Do with a Billion Transistors—(F,Sem)
3 units, *Spr (Dally, W)*

DEVELOPMENTAL BIOLOGY

DBIO 12Q. The Evolution and Development of the Human Hand—(S,Sem)
3-4 units, *Win (Porzig, E)*

DRAMA

DRAMA 11N. Dramatic Tensions: Theater and the Marketplace—(F,Sem) GER:DB-Hum
4 units, *Aut (Freed, A)*

DRAMA 14N. Shakespeare from Stage to Screen—(F,Sem) GER:DB-Hum
4 units, *Aut (Rayner, A)*

DRAMA 16N. Beauty or the Beast? Kitsch and Contemporary Culture—(F,Sem) GER:DB-Hum
4 units, *Win (Jakovljevic, B)*

DRAMA 17N. *Del Otro Lado: Latina/o Performance Art in the U.S.*—(F,Sem) (Same as SPANLIT 178N.) GER:DB-Hum, EC-AmerCul
3 units, *Win (Moraga, C)*

DRAMA 180Q. Noam Chomsky: The Drama of Resistance—(S,Sem) GER:DB-Hum
3 units, *Spr (Rehm, R)*

DRAMA 185Q. Law and Drama—(S,Dial)
1-2 units, *Spr (Jakovljevic, B)*

DRAMA 186Q. The Emergence of the Director—(S,Sem) GER:DB-Hum
4 units, Win (Jakovljevic, B)

DRAMA 187Q. The Stage in Dialogue with History—(S,Sem) GER:DB-Hum
3 units, Aut (Weber, C)

DRAMA 189Q. Mapping and Wrapping the Body—(S,Sem) GER:DB-Hum, EC-Gender
3 units, Aut (Eddelman, W)

ECONOMICS

ECON 11N. Understanding the Welfare System—(F,Sem)
2 units, Aut (MacCurdy, T)

ECON 17N. Energy, the Environment, and the Economy—(F,Sem)
2 units, Spr (Wolak, F)

ECON 93Q. Global Capital Markets—(S,Dial)
3 units, Win (Marotta, G)

EDUCATION

EDUC 93Q. Young Children's Mathematical Thinking and Learning—(S,Sem) GER:DB-SocSci
3 units, Win (Murata, A)

EDUC 115Q. Identities, Race, and Culture in Urban Schools—(S,Sem)
3 units, Spr (Nasir, N)

ELECTRICAL ENGINEERING

EE 15N. The Life of an Engineering Project—(F,Sem) GER:DB-EngrAppSci
3 units, Win (Goldsmith, A; Le, M)

EE 17N. Engineering the Micro and Nano Worlds: From Chips to Genes—(F,Sem) GER:DB-EngrAppSci
3 units, Spr (Pease, R; Maluf, N)

EE 20N. Hacking Things—(F,Sem)
3 units, Win (Peumans, P)

EE 21N. What is Nanotechnology?—(F,Sem) GER:DB-EngrAppSci
3 units, Aut (Wong, P)

EE 22N. Medical Imaging Systems—(F,Sem)
3 units, Win (Nishimura, D)

ENGINEERING

ENGR 159Q. Japanese Companies and Japanese Society—(S,Sem)
(Same as MATSCI 159Q.) GER:DB-SocSci
3 units, Spr (Sinclair, R)

ENGLISH

ENGLISH 14Q. John Donne: His Poetry, Prose, and the Early Modern World—(S,Sem) GER:DB-Hum
4-5 units, Aut (Brooks, H)

ENGLISH 51N. Drama Queens: Powerful Women on Stage—(F,Sem) GER:DB-Hum
3 units, Aut (Friedlander, L)

ENGLISH 55N. American Sports, American Lives—(F,Sem)
3 units, Win (Rampersad, A)

ENGLISH 62N. Eros in Modern American Poetry—(F,Sem) GER:DB-Hum
3 units, Win (Fields, K)

ENGLISH 66N. Homage: The Art of Influence—(F,Sem) GER:DB-Hum
3 units, Aut (Tallent, E)

ENGLISH 69Q. Sources of Global Challenges Today, Possibilities for Global Solutions: A Literary Exploration—(S,Sem) GER:DB-Hum
3-5 units, Spr (Drake, S)

ENGLISH 70N. Shakespeare on Film—(F,Sem) GER:DB-Hum
3 units, Spr (Riggs, D)

ENGLISH 77N. Living in the Past: Italy in the Anglo-American Imagination—(F,Sem) GER:DB-Hum
3 units, Aut (Evans, M)

ENGLISH 82Q. Shakespeare's Plays—(S,Sem) GER:DB-Hum
5 units, Aut (Rebholz, R)

ENGLISH 83Q. Playwriting: A Workshop in Craft—(S,Sem)
4 units, Aut (DiPirro, K)

ENGLISH 87N. The Graphic Novel: Literature Lite?—(S,Sem) GER:DB-Hum, Write-2
5 units, Win (Lunsford, A)

ENGLISH 88Q. Imagining Others: Cosmopolitanism in the 21st Century—(S,Sem)
4 units, Win (Savelson, K)

FEMINIST STUDIES

FEMST 188N. Imagining Women: Writers in Print and in Person—(S,Sem) Write-2
4-5 units, Spr (Miner, V)

FEMST 191Q. Writing Women's Lives—(S,Dial)
2 units, Aut (Miner, V)

FRENCH GENERAL

FRENGEN 45N. American Writers in 20th-Century Paris—(F,Sem) GER:DB-Hum
3-4 units, Win (Alduy, C)

FRENGEN 180Q. Aspects of Contemporary French Society through Film—(S,Sem) GER:DB-Hum
4 units, Spr (Bertrand, M)

GENETICS

GENE 106Q. The Heart of the Matter—(S,Sem) (Same as BIOSCI 106Q.) GER:DB-NatSci
3 units, Win (Myers, R; Simoni, R)

GENE 109Q. Genomics: A Technical and Cultural Revolution—(S,Sem) (Same as BIOMEDIN 109Q.) Write-2
3 units, Win (Altman, R)

GEOLOGICAL AND ENVIRONMENTAL SCIENCES

GES 37N. Energy and the Environment on the Back of an Envelope—(F,Sem) GER:DB-NatSci
3 units, Aut (Caldiera, K)

GES 38N. The Worst Journey in the World: The Science, Literature, and History of Polar Exploration—(F,Sem) GER:DB-NatSci
3 units, Win (Dunbar, R)

GES 42N. Landscapes and Tectonics of the San Francisco Bay Area—(F,Sem)
5 units, Aut (Hilley, G)

GES 43N. Environmental Problems—(F,Sem) GER:DB-NatSci
3 units, Win (Loague, K)

GES 46N. Exploring the Critical Interface between the Land and Monterey Bay: Elkhorn Slough—(F,Sem)
3-5 units, Spr (Francis, C)

GES 55Q. The California Gold Rush: Geologic Background and Environmental Impact—(S,Sem) GER:DB-NatSci, Write-2
3 units, Win (Bird, D)

GES 56Q. Changes in the Coastal Ocean: The View From Monterey and San Francisco Bays—(S,Sem) GER:DB-NatSci
3 units, Spr (Dunbar, R)

GERMAN GENERAL

GERGEN 50N. Charlemagne's Germany—(F,Sem) GER:DB-Hum
3-4 units, Aut (Andersson, T)

GERGEN 104N. Resistance Writings in Nazi Germany—(S,Sem)
GER:DB-Hum
3 units, Aut (Bernhardt, E)

GERMAN LITERATURE

GERLIT 123N. The Brothers Grimm and Their Fairy Tales—(F,Sem)
GER:DB-Hum
4 units, Spr (Robinson, O)

GERLIT 133Q. Modernism and Fiction—(S,Sem) GER:DB-Hum
4 units, Spr (Berman, R)

HEALTH RESEARCH AND POLICY

HRP89Q. Introduction to Crosscultural Issues in Medicine—(S,Sem)
GER:EC-AmerCul
3 units, Win (Corso, I)

HISTORY

HISTORY 30N. Fiction and English Society—(F,Sem) GER:DB-Hum
4 units, Aut (Stansky, P)

HISTORY 34N. The European Witch Hunts—(F,Sem) GER:DB-Hum
4 units, Win (Stokes, L)

HISTORY 36N. Gay Autobiography—(F,Sem) GER:DB-Hum, EC-Gender
4 units, Spr (Robinson, P)

HISTORY 48Q. South Africa: Contested Transitions—(S,Sem)
GER:DB-Hum
3 units, Win (Samoff, J)

HISTORY 51N. The American Enlightenment—(F,Sem) GER:DB-Hum
4-5 units, Win (Winterer, C)

HISTORY 62N. The Atomic Bomb in Policy and History—(F,Sem)
GER:DB-SocSci
5 units, Spr (Bernstein, B)

HISTORY 90Q. Buddhist Political and Social Theory—(S,Sem)
GER:DB-SocSci, EC-GlobalCom
4-5 units, Aut (Mancall, M)

HISTORY 91Q. Mao Zedong: The Man Who Would Become China—(S,Sem)
5 units, Spr (Mullaney, T)

HISTORY 94N. Colonialism and Collaboration—(F,Sem) GER:DB-SocSci, EC-GlobalCom
4-5 units, Win (Moon, Y)

HISTORY 97N. Modernizing Women in Japan—(F,Sem) GER:DB-Hum, EC-Gender
5 units, Aut (Wigen, K)

HUMAN BIOLOGY

HUMBIO 84Q. Social Justice, Responsibility, Health—(S,Sem)
4 units, Aut (Heaney, C)

HUMBIO 86Q. Love: An Exploration—(S,Sem)
3 units, Spr (Murray, A)

HUMBIO 87Q. Women and Aging—(S,Sem) (Same as MED 87Q.)
5 units, Win (Winograd, C)

HUMBIO 91Q. Neuroethology: The Neural Control of Behavior—(S,Sem) GER:DB-NatSci
3 units, Aut (Fernald, R)

HUMBIO 97Q. Sport, Exercise, and Health: Exploring Sports

Medicine—(S,Sem) (Same as ORTHO 97Q.) Write-2
3 units, Aut, Spr (Matheson, G)

HUMBIO 99Q. Becoming a Doctor: Readings from Medical School, Medical Training, Medical Practice—(S,Sem)
4 units, Aut (Zaroff, L)

ITALIAN GENERAL

ITALGEN 30N. Fascism and Culture—(F,Sem) (Same as COMPLIT 30N.) GER:DB-Hum
4 units, Aut (Schnapp, J)

JAPANESE GENERAL

JAPANGEN 71N. Language and Gender in Japan: Myths and Reality—(F,Sem) GER:DB-SocSci, EC-Gender
4 units, Spr (Matsumoto, Y)

JAPANGEN 75N. Around the World in Seventeen Syllables: Haiku in Japan, the U.S., and the Digital World—(F,Sem) GER:DB-Hum
3-4 units, Aut (Carter, S)

LAW

LAWGEN 107Q. Legal Craft and Moral Intuitions—(S,Sem) (Same as POLISCI 33Q.) GER:DB-SocSci, EC-EthicReas
4 units, Win (Kelman, M)

LAWGEN 109Q. The History of Punishment and Sentencing in California—(S,Sem)
3 units, Aut (Weisberg, R; Dansky, K)

LINGUISTICS

LINGUIST 37Q. Forensic Linguistics—(S,Dial)
2 units, Spr (Traugott, E)

LINGUIST 44N. Living with Two Languages—(F,Sem) GER:DB-SocSci
3 units, Spr (Clark, E)

LINGUIST 46Q. Slips of the Tongue—(S,Sem)
3 units, Spr (Zwicky, A)

LINGUIST 62N. The Language of Food—(F,Sem)
3 units, Win (Jurafsky, D)

LINGUIST 63N. Translation—(F,Sem) GER:DB-SocSci
3 units, Aut (Kay, M)

MANAGEMENT SCIENCE AND ENGINEERING

MS&E 92Q. International Environmental Policy—(S,Sem)
4 units, Win (Weyant, J)

MS&E 93Q. Nuclear Weapons, Terrorism, and Energy—(S,Sem)
GER:DB-EngrAppSci
3 units, Spr (Hecker, S)

MS&E 94Q. The Public Use and Misuse of Mathematics: How to Interpret Numbers as Used by Media and Politicians—(S,Sem)
3 units, Spr (May, M)

MATERIALS SCIENCE AND ENGINEERING

MATSCI 70N. Building the Future: Invention and Innovation with Engineering Materials—(F,Sem) GER:DB-EngrAppSci, Write-2
5 units, Spr (Bravman, J)

MATSCI 159Q. Japanese Companies and Japanese Society—(S,Sem) (Same as ENGR 159Q.) GER:DB-SocSci
3 units, Spr (Sinclair, R)

MATHEMATICS

MATH 80Q. Capillary Surfaces: Explored and Unexplored Territory—(S,Sem)
3 units, Win (Finn, R)

MATH 87Q. Mathematics of Knots, Braids, Links, and Tangles—(S,Sem)
3 units, Spr (Wieczorek, W)

MECHANICAL ENGINEERING

ME 10N. Form and Function of Animal Skeletons—(F,Sem) GER:DB-EngrAppSci
3 units, Win (Carter, D)

ME 13N. Redesigning the Human Experience—(F,Sem) GER:DB-EngrAppSci
3 units, Win (Leifer, L)

ME 16N. The Science of Flames—(F,Sem) GER:DB-EngrAppSci
3 units, Spr (Mitchell, R)

ME 18Q. Creative Teams and Individual Development—(S,Sem) GER:DB-EngrAppSci
3 units, Aut (Wilde, D)

ME 19N. Robotics—(F,Sem) GER:DB-EngrAppSci
3 units, Win (Niemeyer, G)

ME 24N. Designing the Car of the Future—(F,Sem) GER:DB-EngrAppSci
3 units, Aut (Gerdes, C)

MEDICINE

MED 70Q. Cancer and the Immune System—(S,Sem) Write-2
3 units, Spr (Negrin, R)

MED 86Q. Seeing the Heart—(S,Dial)
1-2 units, Win (McConnell, M)

MED 87Q. Women and Aging—(S,Sem) (Same as HUMBIO 87Q.)
5 units, Win (Winograd, C)

MED 88Q. Dilemmas in Current Medical Practice—(S,Sem)
3 units, Aut (Croke, J; Jones, H)

MED 108Q. Human Rights and Health—(S,Sem)
3 units, Win (Laws, A)

MED 120Q. Pathophysiology of Diseases of the Heart and Blood Vessels—(S,Sem)
3 units, Spr (Stertzner, S)

MICROBIOLOGY AND IMMUNOLOGY

MI 25N. Modern Plagues—(F,Sem) Write-2
3 units, Spr (Boothroyd, J)

MOLECULAR AND CELLULAR PHYSIOLOGY

MCP 100Q. The Hippocampus as a Window to the Mind—(S,Sem)
3 units, Spr (Madison, V)

MUSIC

MUSIC 11N. A View from the Podium: The Art of Conducting—(F,Sem) GER:DB-Hum
3 units, Aut (Cai, J)

MUSIC 11Q. The Allure of Chamber Music—(S,Sem) GER:DB-Hum
3 units, Win (Cohen, A)

MUSIC 13Q. Classical Music and Politics: Western Music in Modern China—(S,Sem) GER:DB-Hum, EC-GlobalCom
3 units, Spr (Cai, J)

MUSIC 14N. Women Making Music—(F,Sem) GER:DB-Hum, EC-Gender
3 units, Spr (Hadlock, H)

MUSIC 15N. The Role of Technology in the Arts—(F,Sem) GER:DB-Hum
3 units, Spr (Berger, J)

MUSIC 16N. Music, Myth, and Modernity: Wagner's Ring Cycle and Tolkien's Lord of the Rings—(F,Sem) GER:DB-Hum, EC-GlobalCom
3 units, Spr (Grey, T)

MUSIC 17N. The Operas of Mozart—(F,Sem) GER:DB-Hum
3 units, Win (Berger, K)

MUSIC 17Q. Perspectives in North American Taiko—(S,Sem) GER:DB-Hum, EC-AmerCul
4 units, Spr (Sano, S; Uyechi, L)

MUSIC 34N. The Work of Art as Noun and Verb—(F,Sem) GER:DB-Hum
4 units, Spr (Applebaum, M)

NEUROLOGY AND NEUROLOGICAL SCIENCES

NENS 66Q. The Diseased Brain: Multiple Sclerosis as a Model of Neurological Illness—(S,Sem) Introduction to medical neuroscience through multiple sclerosis. Examination of gross and microscopic specimens of normal and diseased human brains; diagnostic test procedures; diagnostic reasoning processes leading to identification of illnesses; and the medical, social, and psychological dimensions of living with chronic illness and disability. Patient interviews and demonstrations of neurodiagnostic procedures such as electroencephalography (EEG), electromyography (EMG), cerebrospinal fluid analysis, and magnetic resonance imaging (MRI). Recommended: background in biological sciences.
3 units, Win (Dorfman, L)

NENS 67N. Intracellular Trafficking and Neurodegeneration—(S,Sem) Cell structures and functions, the intracellular trafficking system that maintains exchanges of materials and information inside cells, and clinical features and pathologies of neurodegenerative diseases. Techniques for examining cellular and subcellular structures, especially cytoskeletons; functional insights generated from structural explorations. Prerequisite: high school biology.
3-5 units, Spr (Yang, Y)

OBSTETRICS AND GYNECOLOGY

OBGYN 78Q. Darwin's Evolution and Genomic Revolution—(S,Sem)
3 units, Win (Hsueh, A)

ORTHOPEDIC SURGERY

ORTHO 97Q. Sport, Exercise, and Health: Exploring Sports Medicine—(S,Sem) (Same as HUMBIO 97Q.) Write-2
3 units, Aut, Spr (Matheson, G)

PATHOLOGY

PATH 103Q. Lymphocyte Migration—(S,Dial)
1 unit, Aut (Michie, S)

PATH 105Q. Final Analysis: The Autopsy as a Tool of Medical Inquiry—(S,Sem)
3 units, Spr (Regula, D)

PEDIATRICS

PEDS 111Q. Issues of Race and Ethnicity in the Health of Children—(S,Sem) Medicine and pediatrics from a public-health, evidence-based perspective. How research methods unmask health issues for at-risk racial and ethnic groups of children. Determinants of health with regard to race and ethnicity and ideas for changes in public policy. Students identify an area of interest and proposed intervention.
3-4 units, Spr (Burgos, A)

PHILOSOPHY

PHIL 12N. Mortal Questions—(F,Sem) GER:DB-Hum
3 units, Aut (Burgess, A)

PHIL 14N. Belief—(F,Sem) GER:DB-Hum
3 units, Win (Lawlor, K)

PHIL 16N. Values and Objectivity—(F,Sem) GER:DB-Hum
3 units, Aut (Ryckman, T)

PHIL 17N. The Logic of Social Justice—(F,Sem) GER:DB-SocSci
3 units, Win (Pauly, M)

PHYSICS

PHYSICS 41N. Mechanics: Insights, Applications, and Advances—(F,Sem)
1 unit, Win (Abel, T)

PHYSICS 43N. Understanding Electromagnetic Phenomena—(F,Sem)
1 unit, Spr (Drell, P)

PHYSICS 83N. Physics in the 21st Century—(F,Sem) GER:DB-NatSci
3 units, Win (Dimopoulos, S)

PHYSICS 84Q. The Rise of Machines—(S,Sem)
3 units, Spr (Schindler, R)

PHYSICS 87N. The Physics of One: Nanoscale Science and Technology—(F,Sem) GER:DB-NatSci
3 units, Win (Manoharan, H)

POLITICAL SCIENCE

POLISCI16N. Politics of Economic Development—(F,Sem) GER:DB-SocSci, Write-2
5 units, Spr (Tomz, M)

POLISCI33Q. Legal Craft and Moral Intuitions—(S,Sem) (Same as LAW 107Q.) GER:DB-SocSci, EC-EthicReas
4 units, Win (Kelman, M)

POLISCI35Q. Food and Politics—(S,Dial)
2 units, Win (Reich, R)

POLISCI43N. Oil, Regime Change, and Conflict—(S,Sem)
5 units, Aut (Karl, T)

POLISCI44N. Everyday Political Life in the Authoritarian Middle East—(F,Sem)
5 units, Aut (Blaydes, L)

POLISCI45N. Civil War Narratives—(F,Sem) GER:DB-SocSci
5 units, Win (Laitin, D)

PORTUGUESE LITERATURE

PORTLIT 193Q. Spaces and Voices of Brazil through Films—(S,Sem)
3-4 units, Aut (Wiedemann, L)

PSYCHIATRY

PSYC 72Q. Traumatic Stress—(S,Sem) Effects of traumatic events; interventions to alleviate their psychosocial impact. Events include natural disasters, illness, interpersonal violence, war, the Holocaust, and terrorism. Resilience factors that protect individuals from adverse effects. Oral and multimedia presentation. Write-2
3 units, Spr (Koopman, C)

PSYC 76Q. Temperament and Creativity in Mood Disorders—(S,Sem) Western cultural notions of mad geniuses and artistic temperaments. How many individuals who suffer from depression, bipolar disorder, and related problems are nonetheless productively creative. Current psychological and neurobiological research, and assessment of mood, temperament, and creativity. Emphasis is on written and oral communications and multimedia presentations. Write-2
4 units, Win (Ketter, T)

PSYC 78Q. Mental Health in Collegiate Athletes—(S,Sem) Developmental, social, and performance issues in collegiate sports. Topics include transition to Stanford, time management, coping with injuries.
3 units, Win (Steiner, H; Denny, K)

PSYC 111Q. Madness and the Womb: Mental Illness in Women through the Centuries—(S,Sem) Historical and current concepts of mental illness in women. Premenstrual dysphoric disorder (PMS), postpartum depression, menopausal mood disorders, and eating disorders. Historical biopsychosocial approach. Readings include women's diaries and advice books, physicians' casebooks, and 19th- and 20th-century medical texts. Guest speakers from art and literature departments. Literary and artistic images, and the social and cultural contexts of these disorders during the last 300 years.

3 units, Win (Rasgon, N; Williams, K)

PSYCHOLOGY

PSYCH 8N. Life Span Development—(F,Sem) GER:DB-SocSci
3 units, Spr (Carstensen, L)

PSYCH 12N. Self Theories—(F,Sem) GER:DB-SocSci
3 units, Aut (Dweck, C)

PSYCH 16N. Amines and Affect—(F,Sem) GER:DB-SocSci
3 units, Win (Knutson, B)

PSYCH 17N. Language and Society: How Languages Shape Lives—(F,Sem) GER:DB-SocSci
3 units, Aut (Boroditsky, L)

PSYCH 18N. Early Social Cognitive Development—(F,Sem) GER:DB-SocSci
3 units, Spr (Johnson, S)

RELIGIOUS STUDIES

RELIGST 5N. Three Sacred Stories of Judaism, Christianity, and Islam—(F,Sem) GER:DB-Hum, EC-GlobalCom
3-4 units, Aut (Gregg, R)

RELIGST 7N. The Divine Good: Secular Ethics and Its Discontents—(F,Sem) GER:DB-Hum, EC-EthicReas
4 units, Win (Sockness, B)

RELIGST 8N. Francis of Assisi: An Exemplary Saint—(F,Sem) GER:DB-Hum
3 units, Aut (Gelber, H)

SCIENCE, TECHNOLOGY, AND SOCIETY

STS 101Q. Technology in Contemporary Society—(S,Sem) GER:DB-SocSci
4 units, Aut (McGinn, R)

SLAVIC GENERAL

SLAVGEN 13N. Russia and the Russian Experience—(F,Sem) GER:DB-Hum
3-4 units, Win (Schupbach, R)

SLAVGEN 77Q. Russia's Weird Classic: Nikolai Gogol—(S,Sem) GER:DB-Hum
3-4 units, Aut (Fleishman, L)

SOCIOLOGY

SOC 15N. The Transformation of Socialist Societies—(F,Sem) GER:DB-SocSci, EC-GlobalCom
3 units, Win (Tuma, N)

SOC 22N. The Roots of Social Protest—(F,Sem) GER:DB-SocSci
3 units, Aut (Olzak, S)

SOC 45Q. Understanding Race and Ethnicity in American Society—(S,Sem) GER:DB-SocSci
5 units, Aut (Snipp, C)

SOC 46N. Race, Ethnic, and National Identities: Imagined Communities—(F,Sem) GER:DB-SocSci
3 units, Spr (Rosenfeld, M)

SPANISH LITERATURE

SPANLIT 101N. Visual Studies and Chicana/o Art—(F,Sem) GER:DB-Hum, EC-AmerCul
3-5 units, *Spr (Yarbro-Bejarano, Y)*

SPANLIT 104N. Race and Slavery in Literature of the 19th-Century Spanish Empire—(F,Sem) GER:EC-GlobalCom
3-4 units, *Aut (Surwillo, L)*

SPANLIT 108Q. Latin American Cinema: Politics and Aesthetics—(S,Sem) GER:DB-Hum
3-4 units, *Win (Ruffinelli, J)*

SPANLIT 114N. Lyric Poetry—(F,Sem)
3-5 units, *Spr (Predmore, M)*

SPANLIT 119N. Buenos Aires, Havana, Mexico City: Modernism and the Latin American City—(F,Sem)
3 units, *Win (Gallo, R)*

SPANLIT 178N. *Del Otro Lado: Latina/o Performance Art in the U.S.*—(F,Sem) (Same as DRAMA 17N.) GER:DB-Hum, EC-AmerCul
3 units, *Win (Moraga, C)*

SPECIAL LANGUAGE PROGRAM

SPECLANG 198Q. Modern Greece in Film and Literature—(S,Sem) GER:DB-Hum, EC-GlobalCom
3-5 units, *Aut (Prionas, E)*

STATS 43N. Displaying Data: Principles, Computer Graphics, and the Internet—(F,Sem) GER:DB-Math
3 units, *Spr (Walther, G)*

STATISTICS

STATS 47N. Breaking the Code?—(F,Sem) GER:DB-Math
3 units, *Spr (Holmes, S)*

SURGERY

SURG 67Q. Medical Experience in Foreign Lands—(S,Sem)
3 units, *Win (Wang, N; Laub, D)*

SURG 68Q. Current Concepts in Transplantation—(S,Sem) Write-2
3 units, *Spr (Martinez, O; Kram, S)*

SURG 69Q. It's All in the Head: Understanding Diversity, Development, and Deformities of the Face—(S,Sem) Write-2
3-4 units, *Win (Helms, J; Brugmann, S)*

FRESHMAN DEAN'S OFFICE

Assistant Vice Provost and Dean of Freshmen and Transfer Students:
Julie Lythcott-Haims

Offices: Sweet Hall, 1st floor and basement
Phone for freshmen and transfer students: (650) 723-7674
Phone for parents: (650) 725-0649
Email: frosh@stanford.edu
Web Site: <http://frosh.stanford.edu>

The Freshman Dean's Office welcomes and integrates freshmen into Stanford from acceptance of admission through the end of the first undergraduate year. It addresses students' individual transitional needs, connects students to resources and opportunities, and cultivates an understanding of Stanford's history and traditions. The office is also a resource for transfer students and parents.

INTRODUCTION TO THE HUMANITIES PROGRAM

Director: Russell A. Berman

Associate Director: Ellen Woods

Affiliated Faculty: Shahzad Bashir (Religious Studies), Carl Bielefeldt (Religious Studies), Chris Bobonich (Philosophy), Philippe Buc (History), Scott Bukatman (Art History), Eamonn Callan (Education), Charitini Douvaldzi (German Studies), Dan Edelstein (French and Italian), Shelley Fisher Fishkin (English), Charlotte Fonrobert (Religious Studies), Hans Ulrich Gumbrecht (Comparative Literature), Robert Harrison (French and Italian), Linda Hess (Religious Studies), Ian Hodder (Archaeology and Anthropology), Nadeem Hussain (Philosophy), Rachel Jacoff (French and Italian), Joshua Landy (French and Italian), Helen Longino (Philosophy), Henry Lowood (University Libraries, German Studies), Richard Martin (Classics), Marsh H. McCall, Jr. (Classics), Robert Proctor (History), Alice Rayner (Drama), Jessica Riskin (History), Eric Roberts (Computer Science), Rob Robinson (German Studies), Janice Ross (Drama), Gabriela Safran (Slavic Languages and Literatures), Debra Satz (Philosophy and Ethics in Society), Thomas Sheehan (Religious Studies), Jennifer Summit (English), Kenneth Taylor (Philosophy), Blakey Vermeule (English), Barbara Voss (Archaeology and Anthropology), Amir Weiner (History), Bryan Wolf (Art and Art History), Tobias Wolff (English), Lee Yearley (Religious Studies)

Lecturers: Ahmed Alwishah, Jennifer Barker, Magdalena Barrera, Rashida Braggs, Mia Bruch, Sarah Cervenak, Kathleen Coll, Kirsti Copeland, Tomas Crowder, Jon Daenke, Gary Devore, Bo Earle, Michael Feola, Sabrina Ferri, Marisa Galvez, Melissa Ganz, Gillian Goslinga, Philip Horky, Martha Kelly, Joann Kleinner, Laura Maguire, Kathryn Mathers, Christine McBride, Molly McCarthy, Michael McFall, Zena Meadowsong, Daniel Medin, Martina Meyer, Suzanne Miller, Alice Petty, Stephen Puryear, Jennifer Rapp, Laurel Scotland-Stewart, Dana Sherry, Maya Soifer, Melissa Stephenson, Kathleen Tierny, David Walter, Gabriel Wolfenstein, Huseyin Yilmaz

Department Offices: Building 250, Room 251E

Mail Code: 94305-2020

Department Phone: (650) 723-0944

Email: ihumprogram@stanford.edu

Web Site: <http://ihum.stanford.edu>

Courses given in Introduction to the Humanities Program have the subject code IHUM. For a complete list of subject codes, see Appendix.

Introduction to the Humanities offers courses which satisfy a three quarter General Education Requirement (GER) for first-year students. The purpose of the Introduction to the Humanities (IHUM) requirement is to build an intellectual foundation in the study of human thought, values, beliefs, creativity, and culture. Introduction to the Humanities courses enhance skills in analysis, reasoning, argumentation, and oral and written expression, thus helping to prepare students for more advanced work in the humanities, and for work in other areas.

The IHUM requirement may be satisfied in two ways:

Introduction to the Humanities courses—a one quarter, interdisciplinary course followed by a two quarter, course sequence.

The Program in Structured Liberal Education—a three quarter, residence-based program; see below or see the "Structured Liberal Education" section of this bulletin.

COURSES

Students enrolled in Introduction to the Humanities courses satisfy the first-year requirement by pairing a one quarter interdisciplinary course in Autumn Quarter with a two quarter sequence in Winter and Spring quarters. The Autumn Quarter courses develop skills in humanistic disciplines through close reading and critical investigation of a limited number of works as preparation for further work in the humanities and, specifically, for any one of the Winter-Spring sequences.

AUTUMN

IHUM 46. Visions of Mortality—Anyone reading this is alive, and so must someday die. Issues arising from these facts of life and death beginning with the most fundamental questions arising from first-person confrontation with thoughts of one's own mortality. Is death bad for a person, and if so, why? What can the badness or the indifference of death tell us about what makes life good? If death is the permanent end of existence, does this make human choices arbitrary, and life meaningless? GER:IHUM-1

4 units, Aut (Bobonich, C; Safran, G)

IHUM 48. The Art of Living—The fundamental choice of deciding what is valuable to a person and how to live one's life: a life of reason and knowledge, of faith and discipline, of nature and freedom, of community and altruism, or of originality and style. How it is possible to live well and beautifully, what it takes to implement these ways of living, and what happens when they come under pressure from inside and out. GER:IHUM-1

4 units, Aut (Landy, J; Taylor, K; Douvaldzi, C)

IHUM 57. Humans and Machines—Shifting boundaries between mechanical and human: how humans interact with machines, and how they may be conceived, designed, and manipulated as machines; how machines in turn reflect upon their human creators. What it means to think of the human body as a machine or as not a machine: what is a machine; what forms can machinery take; what is a living body; what have concepts such as machine, human, alive, and intelligent meant in different times and places; and how have their meanings changed? GER:IHUM-1

4 units, Aut (Lowood, H; Bukatman, S; Riskin, J)

IHUM 58. Technological Visions of Utopia—How changes since Thomas More's *Utopia* was written, including advances in science and technology, have opened new possibilities for the good society. Focus is on works that consider how literary visions of society have evolved with the progress of science and technology. Readings include More and technologically determined visions of the late 20th century. GER:IHUM-1

4 units, Aut (Roberts, E; Robinson, O)

IHUM 60. Sex: Its Pleasures and Cultures—How the pleasures of sex have been shaped. Focus is on enjoyment more than dangers and hygiene. Historical relativity in forms of sexual pleasure; theories contrasting stable biological dispositions with changing contexts of sexual forms; legitimate and illegitimate forms of sexuality, past and present; and whether there is a need for restraints to sexual behavior that cross historical boundaries. Multiple forms of sexual pleasure. Concepts and images from different cultural traditions. GER:IHUM-1

4 units, Aut (Gumbrecht, H; Fonrobert, C)

IHUM 63. Freedom, Equality, Difference—Which freedoms should a just society promote and which should be curtailed for the sake of justice? What equalities properly concern government and how can the achievement of equality be reconciled with respect for freedom? What roles should social and political institutions take in guaranteeing freedom and equality? Focus is on interdisciplinary inquiry including political philosophy, education, literature, history, and law. Abstract ideas and case histories, using one to shed light on the other. GER:IHUM-1

4 units, Aut (Callan, E; Satz, D)

IHUM 64. Journeys—Works spanning 2,300 years, diverse cultural and historical situations, and different forms and genres, which present essential aspects of the journey from birth to death. These texts trace moral, spiritual, and emotional passages within that one great journey, passages that challenge and transform people as they advance toward what poet Thomas Gray called the inevitable hour. GER:IHUM-1

4 units, Aut (Wolff, T; Yearley, L)

IHUM 65. American Memory and the Civil War—The place of the war in American cultural memory; its representation in literature, visual arts, music, high art and popular culture, stage, and film. How the battle shifted from real to imagined locations. Themes include competing ideas of race and nation, freedom and citizenship, personal and collective identity, and the purpose of literature and the arts. The idea that the stories told by writers and artists are shaped by the role of the past in the times in which they live. GER: IHUM-1

4 units, Aut (Wolf, B; Fishkin, S)

WINTER-SPRING SEQUENCES

IHUM 2,3. Epic Journeys, Modern Quests—Two quarter sequence. Great religious, philosophical, and literary texts that have addressed timeless questions about human identity and the meaning of human life. Focus is on the epic tradition in the ancient and classical worlds and its transformations or abandonment in modernity. Compares conceptions of the afterlife. How traditions about the afterlife are created and appropriated. The diminished importance of the dead and increased emphasis on the power of the living in literary genres. GER:IHUM-2,3

IHUM 2: 4 units, Win (Harrison, R; Jacoff, R)

IHUM 3: 4 units, Spr (Landy, J; Edelstein, D)

IHUM 4A,B. Mass Violence from Crusades to Genocides—Two quarter sequence. The evolution, varieties, causes, and logic of mass violence in premodern and modern history; how mass violence shaped historical trends. What accounts for the persistence of mass violence in history? Do religions, ethnicity, and modernity foment or restrain mass violence? Is there a common pattern of mass violence throughout the centuries? Geographic focus is Europe; comparisons with societies which the Europeans encountered such as the Aztec empire, the Islamic world, and the African colonies. GER:IHUM-2,3

IHUM 4A: 4 units, Win (Buc, P)

IHUM 4B: 4 units, Spr (Weiner, A)

IHUM 6A,B. World History of Science—Two quarter sequence. The broad sweep of global science, from the prehistoric roots of the oldest known technologies, the events of the Scientific Revolution, through recent triumphs in the physical and life sciences. History as unavoidably selective. How science transforms and is transformed by human engagements with technology, religion, art, politics, and moral values. GER:IHUM-2,3

IHUM 6A: 4 units, Win (Proctor, R)

IHUM 6B: 4 units, Spr (Proctor, R)

IHUM 23A,B. The Fate of Reason—Two quarter sequence. The historical fate of Socrates' proposal that only reason can provide answers to questions of what to believe and how to act. The fate of reason in cultural contexts including medieval Christian, Islamic, and Jewish. Themes include free will, personal identity, the authority of morality, and the tension between reason as power for improving life and as insufficient means for reaching important truths. GER:IHUM-2,3

IHUM 23A: 4 units, Win (Hussain, N)

IHUM 23B: 4 units, Spr (Longino, H)

IHUM 25A,B. Art and Ideas—Two quarter sequence. Issues in aesthetics and performance through examples from the classical age to the present. Concepts of art and practice intersecting with topics such as imitation, instruction through pleasure, the creative process, perception, social analysis, and embodiment as a form of knowledge. Texts and performances from drama, dance, music, visual arts, and performance art practices that reflect aesthetic ideas. GER:IHUM-2,3

IHUM 25A: 4 units, Win (Ross, J)

IHUM 25B: 4 units, Spr (Rayner, A)

IHUM 34A,B. A Life of Contemplation or Action? Debates in Western Literature and Philosophy—Two quarter sequence. Literary treatments of the debate over the active versus the contemplative life from the classical to the modern era. Changing literary, historical and philosophical contexts. GER:IHUM-2,3

IHUM 34A: 4 units, Win (Summit, J)

IHUM 34B: 4 units, Spr (Vermeule, B)

OVERSEAS STUDIES PROGRAM

Program Director: Norman Naimark

Stanford Program in Australia

Director, Centre for Marine Studies, University of Queensland: Ove Hoegh-Guldberg

Faculty: Kevin Arrigo, Kenneth Anthony, Bill Casey, Tony Chiffings, Martin Crotty, Sophie Dove, Norman Duke, John Hall, Ron Johnstone, Davey Kline, Selina Ward

Stanford Program in Beijing

Director: Xiaohong Shen

Faculty: Pamela Hinds, Michael Klausner, Chongfeng Li, Dashu Wang, Shizhou Wang, Dongmei Zhao, Li'an Zhou, Yun Zhou

Stanford Program in Berlin

Director: Karen Kramer

Faculty: Maria Biege, Ulrich Brückner, Knut Ebeling, Dubravka Friesel-Kopecki, Martin Jander, Wolf-D. Junghanns, Ingo Klein, Christa Maerker, Matthias Pabsch, William Petig, Maurice Rehm, Janice Ross, Jari Splettstoesser, Sylke Tempel, Jochen Wohlfeil

Stanford Program in Florence

Director: Ermelinda Campani

Faculty: Khaled Fouad Allam, Laurence Baker, Paolo Galluzzi, Terry Karl, Charles Loverme, Giuseppe Mammarella, Alberto de Minin, Laurence Morel, Leonardo Morlino, Lapo Pistelli, Fiorenza Quercioli, Roger Romani, Filippo Rossi, Emanuela Scarpellini, Timothy Verdon, Luisa Vierucci

Stanford Center for Technology and Innovation (SCTI)—Kyoto

Director: Terry MacDougall

Faculty: Toshihiko Hayashi, Bettina Langner-Teramoto, Kären Wigen

Stanford Program in Madrid

Director: Santiago Tejerina-Canal

Faculty: Herbert Klein, Michael Predmore

Stanford Program in Moscow

Program Director: Alexander Abashkin

Faculty: Tatyana Boldyreva, Galina Filatova, David Holloway, Valeriya Kilpyakova, Liza Kurganova, Vladimir Mau, Dmitri Trenin, Olga Zinovieva

Stanford Program in Oxford

Director: Geoffrey Tyack

Faculty: Stephen Barley, Paddy Bullard, Giovanni Cappoccia, Helena Chance, James Forder, Sara Hobolt, Ashley Jackson, Barbaro Martinez-Ruiz, Robert McMahon, Amanda Palmer, Emma Plaskitt, Richard Rowley, Bart van Es, Steven Zipperstein

Stanford Program in Paris

Director: Estelle Halevi

Faculty: Colette Deremble, Jean Paul Deremble, John Ferejohn, Jean-Marie Fessler, Sonia Gourevitch, Patrick Guedon, Laurent Habert, Sylvain Kahn, Jan Keppler, Eloi Laurent, Jacques Le Cacheux, Benoit Leguet, Carolyn Lougee-Chappell, Nonna Mayer, Florence Mercier, Marie-Madeleine Mervant-Roux, Elizabeth Molkou, Anne Muxel, Julie Parsonnet, Christian de Perthuis, Pauline Reyhman, Françoise Rullier, Sylvie Strudel, Fabrice Virgili

Stanford Program in Santiago

Director: Iván Jaksic

Faculty: Mabel Abad, César Albornoz, Andrés Bobbott, Ignacio Briones, Sergio Castro, Germán Correa, Celia Cussen, Claudio Fuentes, Elizabeth Hadly, María-Paz Haro, Tamar Herzog, Sergio Micco, Sergio Missana, Oscar Muñoz, Alvaro Palma, Hernan Pons, Jennie Popp, Bernardo Subercaseaux, Teresa Valdés

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IHUM 39A,B. Inventing Classics: Greek and Roman Literature in Its Mediterranean Context—Two quarter sequence. The ancient Mediterranean world was as consumed with questions about the nature of human society and human existence as is present-day society. Sources include influential literary texts from Greece and Rome, and from other cultures in the Mediterranean and the Near East, organized by literary genre. The origins of such genres. GER:IHUM-2,3

IHUM 39A: 4 units, Win (McCall, M)

IHUM 39B: 4 units, Spr (Martin, R)

IHUM 40A,B. World Archaeology and Global Heritage—Two quarter sequence. The impact of the past on the present, and of the present on the past: the role of the past in contemporary society, and of present-day archaeological research, management, and conservation in approaching the past. Topics include debates about the peopling of the New World, religious conflicts over heritage sites, and archaeology's roles in heritage and conflicts. Sources include archaeological sites, landscapes, architecture, objects, literary works, religious texts, films, political essays, and scientific articles. GER:IHUM-2,3

IHUM 40A: 4 units, Win (Hodder, I)

IHUM 40B: 4 units, Spr (Voss, B)

IHUM 68A,B. Approaching Religion—Two quarter sequence. Challenges facing the world's religions in responding to issues such as globalization, feminism, science, pluralism, and individualism. How Christianity, Islam, Hinduism, and Buddhism underwent transformations, grappling with the tension between making necessary changes and preserving tradition. Encounters between these religious traditions and the forces of contemporary social change. GER:IHUM-2,3

IHUM 68A: 4 units, Win (Sheehan, T; Bashir, S)

IHUM 68B: 4 units, Spr (Hess, L; Bielefeldt, C)

PROGRAM IN STRUCTURED LIBERAL EDUCATION

The Program in Structured Liberal Education (SLE) offers students an intensive, three quarter, residence-based learning experience, which satisfies the IHUM requirement, both of the University Writing and Rhetoric requirements, and the General Education Requirement in the Humanities.

For information on the program, see the "Structured Liberal Education" section below.

Courses given in the Overseas Studies Program have subject codes beginning with OSP. For a complete list of subject codes, see Appendix.

The Bing Overseas Studies Program (BOSP) provides opportunities for Stanford students to broaden their undergraduate education through study in another country and immersion in its culture. Regular programs in Australia, Beijing, Berlin, Florence, Kyoto, Madrid, Moscow, Oxford, Paris, and Santiago offer courses in engineering, humanities, sciences, and social sciences with full Stanford credit. Many courses also count toward major requirements and/or fulfill General Education Requirements. Students may enroll for one or more quarters at most locations. Academic or paid internships are available at the Berlin, Florence, Kyoto-SCTI, Moscow, and Paris programs. Research opportunities are available in various formats at different centers. Minimum academic and language prerequisites are specific to each program. See <http://osp.stanford.edu> for information on these requirements.

While studying overseas through BOSP, students remain registered at Stanford and pay regular tuition, along with the overseas fee, which is based on Stanford room and board rates. Regular financial aid applies, and may be increased to cover additional costs. At most centers, students live in a homestay or with local students.

Overseas Studies also offers a limited number of special programs including, in 2007-08, eight three-week faculty-led seminars at overseas locations and a quarter-long program in Cape Town, South Africa.

Overseas Studies, located on the first floor of Sweet Hall, has full-time staff members and student advisers to assist in planning for overseas study. The following information, while accurate at the time of printing, is subject to change. See <http://osp.stanford.edu> for updated information.

COURSES

AUSTRALIA

OSPAUSTL 10. Coral Reef Ecosystems—Key organisms and processes, and the complexity of coral reef ecosystems. Students explore the Great Barrier Reef from the southern end which demonstrates the physical factors that limit coral reefs, to the northern reef systems which demonstrate key aspects of these high biodiversity ecosystems. Human-related changes. Emphasis is on research experiences and development of analytical skills. Two units only counted for Biological Sciences major. GER:DB-EngrAppSci

3 units, Aut (Hoegh-Guldberg, O; Ward, S; Arrigo, K; Anthony, K)

OSPAUSTL 20. Coastal Resource Management—Problem solving, research, communication, teamwork, and social assessment skills in sustainable coastal zone management. Issues include: ecosystem functions and values at risk under the proposed development in case study; environmental outcomes most desirable for the local stakeholders and how those are defined; features of the human communities and their function as they relate to the management options; tools or mechanisms for a sustainable management outcome. Taught by multidisciplinary team that includes Australian and developing country experts. Two units only counted for Biological Sciences major. GER:DB-EngrAppSci

3 units, Aut (Johnstone, R; Chiffings, T)

OSPAUSTL 30. Coastal Forest Ecosystems—Prehistory of Australian rainforest and how rainforest structure and biodiversity change with altitude, latitude, and geology. Tropical coastal marine wetlands, mangrove forests, and the relationship between land- and sea-based biota. Biology and ecology of marine plants, mangroves, and tropical salt marsh. Introduction to specialized fields of marine plant biology and ecology including biogeography and evolution, aquatic plant ecophysiology, water quality and bioindicator techniques, pollution and eutrophication, and environmental control of marine plant distribution and productivity. Two units only counted for Biological Sciences major. GER:DB-EngrAppSci

3 units, Aut (Hall, J; Duke, N)

OSPAUSTL 40. Australian Studies—Introduction to Australian society, history, culture, politics, and identity. Social and cultural framework and working understanding of Australia in relationship to the focus on coastal environment in other program courses. Field trips. GER:DB-SocSci, EC-GlobalCom

3 units, Aut (Crotty, M)

OSPAUSTL 50. Targeted Research Project—Prior to arriving in Australia, students establish a link with University of Queensland faculty to develop project ideas that combine personal interests and career goals with opportunities presented by the Australian Coastal Studies program, such as how mangrove roots find sediment rich zones of the shore, or the dynamics of ecotourism in southern and northern coastal Queensland. Project report and presentation in Australia.

4 units, Aut (Hoegh-Guldberg, O)

BEIJING

OSPBEIJ 13. China's Economy—Reform and opening policy; sources of economic growth; macroeconomic policy; WTO entry and growth in international trade; state and non-state sectors; growth and disparities of China's regions. Development of China's economy; insights into Chinese business customs and investment environment; analytical models for China's economy; effective strategies for doing business in China. GER:DB-SocSci, EC-GlobalCom

5 units, Aut (Wang, D)

OSPBEIJ 19. Population and Society in East Asia—Current demographic situation, and country differences. Emphasis is on China; attention to Japan and S. Korea. Relationship between social change and demographic change in the past. Factors influencing and influenced by fertility, mortality, and migration. Fertility control, the aging process, old age care, and migration. GER:DB-SocSci, EC-GlobalCom

4 units, Spr (Zhou, Y)

OSPBEIJ 26. Corporate Governance and the Privatization of Chinese Enterprises—Transition of state-owned enterprises to partial private ownership and the development of Chinese private-sector businesses. Governance of these enterprises and how investors are or are not protected. Corporate governance in other countries with similar challenges. Legal reform. Developments in the Chinese capital market that are driving the privatization process. Measures taken to mitigate the dislocation created by privatization. GER:DB-SocSci, EC-GlobalCom

5 units, Spr (Klausner, M)

OSPBEIJ 29. Economic Analysis of Property Rights and Contracts—U.S. legal and economic institutions as a conceptual foundation for studying China's transition to a market economy and the privatization of Chinese state-owned enterprises. Role of property rights in an economy; problems in economies with poorly defined property rights; protection of property rights. Economic forces leading to formation of a firm as opposed to market exchanges among individuals. Legal institutions facilitating the formation of firms. Protecting interests of investors. GER:DB-SocSci

5 units, Spr (Klausner, M)

OSPBEIJ 31. Buddhist Cave Temples of China—Cultural and artistic treasures. Topics: historiography and bibliography; early Buddhist remains, distribution, and periodization of the cave temples at Yunkang, Datong; types and dating of the cave temples at Kizil, Xinjiang; comparison with Buddhist cave temples of India. GER:DB-Hum

4 units, Aut (Li, C)

OSPBEIJ 33. Designing Products for the Chinese Context—Project course. Student teams examine contexts in which a product is or might be used in China. Methods for observing and interviewing users of a product in their local context; methods for representing collected data; prototyping and crosscultural considerations in design. Class designs a study, gathers data, and identifies principles to guide design. Interaction with local community.

4 units, Aut (Hinds, P)

OSPBEIJ 36. Globally Distributed Work—History of and strategic reasons for distributed work; challenges associated with geographic distance; time zone, language, and cultural differences; and implications of using collaboration technologies to work across national boundaries. Group dynamics, interpersonal relationships, structuring distributed work, working and leading effectively as a global team member. Field trips to international firms in China, and to meet with government officials about growth of global work in China and its policy implications. GER:EC-GlobalCom

4 units, Aut (Hinds, P)

OSPBEIJ 44. Discovering Modern Chinese History in Beijing—From 1840 to the present. Focus is on Beijing as China's political, economic, and cultural center. Latter part of the Qing dynasty as the root of China's backwardness and Chinese elites' initial efforts at self-strengthening; struggles of Chinese politicians and intellectuals to find a path to modernism; China's peaceful rise during the reform eras. Field trips to historical sites in Beijing. GER:DB-SocSci, EC-GlobalCom

4 units, Spr (Zhao, D)

OSPBEIJ 55. Chinese Economy in Transition—From planned regime to market economy: political economy and institutional aspects of China's economic transition and open-door policy. How can China achieve economic success given disadvantages in natural resources, human capital stock, and institutional arrangements? Theoretical economic analysis, empirical data, and case studies. Emergence of China as an economic superpower; major challenges ahead. GER:DB-SocSci, EC-GlobalCom

5 units, Spr (Zhou, L)

OSPBEIJ 66. Essentials of China's Criminal Justice System—Criminal laws and cases. Topics include criminal legal thinking, liability, prosecution and defense in criminal litigation, death penalty debates, evidence and compulsory measures, and the Chinese prison system. Comparisons with other systems. Human rights protection. GER:DB-SocSci, EC-GlobalCom

5 units, Aut, Spr (Wang, S)

CHINESE LANGUAGE PROGRAM

OSPBEIJ 3C. First-Year Modern Chinese

5 units, Spr (Staff)

OSPBEIJ 9. Chinese Language Tutorial

2 units, Spr (Staff)

OSPBEIJ 21C. Second-Year Modern Chinese

5 units, Aut (Staff)

OSPBEIJ 23C. Second-Year Modern Chinese

5 units, Spr (Staff)

OSPBEIJ 101C. Third-Year Modern Chinese

5 units, Aut (Staff)

OSPBEIJ 103C. Third-Year Modern Chinese

5 units, Spr (Staff)

OSPBEIJ 211C. Fourth-Year Modern Chinese

5 units, Aut (Staff)

BERLIN

OSPBER 11. The Vanishing City: Lost Architecture and the Art of Commemoration in Berlin—Berlin as archaeology of modernity and its lost utopias. The projection of new models simultaneous with destruction such as new Prussian, new fascist, new socialist, and new democratic Berlins. Field trips to sites including destroyed Prussian castles, Nazi buildings, and socialist architecture. Methods of visualizing what disappeared, deciphering what is left, and understanding what is new. GER:DB-Hum

4-5 units, Spr (Ebeling, K)

OSPBER 15. Shifting Alliances? The European Union and the U.S.—The development of European integration, a model for global security and peace, and a possible replacement for the U.S. position as unilateral superpower. Competing arguments about the state of transatlantic relations. GER:DB-SocSci, EC-GlobalCom

4-5 units, Win (Brückner, U)

OSPBER 17. Split Images: A Century of Cinema—20th-century German culture through film. The silent era, Weimar, and the instrumentalization of film in the Third Reich. The postwar era: ideological and aesthetic codes of DEFA, new German cinema, and post-Wende filmmaking including *Run Lola Run* and *Goodbye Lenin*. Aesthetic aspects of the films including image composition, camera and editing techniques, and relation between sound and image. GER:DB-Hum, EC-GlobalCom

4-5 units, Aut (Kramer, K)

OSPBER 23. Opera in Berlin—Students attend opera performances. Pre-attendance focus is on musical, historical, and cultural contexts; post-performance focus is on specifics of the production, performance, and interpretation. No knowledge of opera required. GER:DB-Hum

3-5 units, Aut (Rehm, R)

OSPBER 24. Greek Tragedy and German Culture: An Artistic Symbiosis—Relationship between ancient Greece and modern Germany, focusing on Greek tragedies and authors including Goethe, Schlegel, Hölderlin, Wagner, Nietzsche, Brecht, and Müller. Field trips to Berlin museums, including the Pergamon, the architectural work of Schinkel, and plays and operas. GER:DB-Hum

3-5 units, Aut (Rehm, R)

OSPBER 28. Art and Body Culture: Dance in Germany from Modernism to Fascism and Beyond—Interdisciplinary. History of the body and the sexual and national politics of artistic modernism between the wars. German body culture; its manifestation in dance and athletics. Link between the constructions of modern identity and the cultural and social uses of nudism, nude dancing, and gymnastics and dance photography. Field trips to German contemporary dance companies for performances. GER:DB-Hum, EC-Gender

4 units, Spr (Ross, J)

OSPBER 29. The Performance of Memory: Tourism of the Third Reich and Holocaust—How WW II has been memorialized in Germany emphasizing Berlin through historical walking, biking, and cultural tours in the city and its surroundings that have arisen since the fall of the Berlin Wall and the reunification of Germany. What happens when trauma becomes memorialized and turns the city into a participatory public theatre of memory? GER:DB-Hum, EC-GlobalCom

4 units, Spr (Ross, J)

OSPBER 30. Berlin vor Ort: A Field Trip Module—The cultures of Berlin as preserved in museums, monuments, and architecture. Berlin's cityscape as a narrative of its history from baroque palaces to vestiges of E. German communism, from 19th-century industrialism to grim edifices of the Sachsenhausen concentration camp.

1 unit, Aut (Jander, M), Win, Spr (Pabsch, M)

OSPBER 38. Research Module—For continuing students. Research under the guidance of a local specialist in libraries, archives, research institutes, and/or in the field. Prerequisite: GERGEN 177A.

3-4 units, Win, Spr (Kramer, K)

OSPBER 55. Filmed Experience: Berlin at Eye-Level—Students produce short documentary or experimental videos arising from experiences and course work in Berlin. Screenings of films made in Berlin to develop awareness of the practical side of filmmaking: narration; camera angles; editing; equipment; and shooting schedules. GER:DB-Hum

5 units, Spr (Maerker, C)

OSPBER 60. Cityscape as History: Architecture and Urban Design in Berlin—Diversity of Berlin's architecture and urban design resulting from its historical background. Architect Ludwig Mies van der Rohe and his artistic ancestors. Role of the cultural exchange between Germany and the U.S. Changing nature of the city from the 19th century to the present. GER:DB-Hum

4-5 units, Aut (Pabsch, M)

OSPBER 66. Theory from the Bleachers: Reading German Sports and Culture—German culture past and present through the lens of sports. Intellectual, societal, and historical-political contexts. Comparisons to Britain, France, and the U.S. The concepts of *Körperkultur*, *Leistung*, *Show*, *Verein*, and *Haltung*. Fair play, the relation of team and individual, production and deconstruction of sports heroes and heroines, and sports nationalism. Sources include sports narrations and images, attendance at sports events, and English and German texts.

3 units, Win (Junghanns, W)

OSPBER 67. Sissy Sits, Lola Runs: Gender Moves in German Movies—Gender representations in German cinema from the silent era to the present, East and West, in changing sociopolitical contexts. Gender roles and assumptions as part of the social fabric in all cultures. GER:DB-Hum, EC-Gender

5 units, Win (Kramer, K)

OSPBER 70. The Long Way to the West: German History from the 18th Century to the Present—Battles still current within Germany's collective memory. Sources include the narrative resources of museums, and experts on the German history in Berlin and Potsdam. Field trips. GER:DB-Hum

5 units, Spr (Jander, M)

OSPBER 83. World War II: Germany's Ever-Present Past—The polarized political and discursive context of the post-WWI Weimar Republic, and how the National Socialists consolidated power, defined and attempted to eradicate inner and foreign enemies, and stabilized a system through terror and reward. The production for and of war, and the preparations for and implementation of the Holocaust. The politics of memory: how does Germany recall, explain, commemorate, mourn? GER:DB-SocSci, EC-GlobalCom

4-5 units, Win (Tempel, S)

OSPBER 101A. Contemporary Theater—Texts of plays are supplemented by the theoretical writings of the respective playwrights and background reading in theater history and theory. Weekly theater trips, a tour of backstage facilities, attendance at a rehearsal, and discussions with actors, directors, or other theater professionals. In German. GER:DB-Hum

5 units, Spr (Kramer, K)

OSPBER 115X. The German Economy: Past and Present—The history of the German economy in: the Wilhelmine Empire, the Weimar Republic, the Third Reich, the postwar real socialism of the GDR, and the free market economy of the FRG. The processes of economic transition since unification and the current challenges faced by united Germany as Europe's first economic power and the world's second largest export nation. GER:DB-SocSci, EC-GlobalCom

4-5 units, Aut (Klein, I)

OSPBER 126X. A People's Union? Money, Markets, and Identity in the EU—The institutional architecture of the EU and its current agenda. Weaknesses, strengths, and relations with partners and neighbors. Discussions with European students. Field trips; guest speakers. GER:DB-SocSci, EC-GlobalCom

4-5 units, Aut (Brückner, U)

OSPBER 161X. The German Economy in the Age of Globalization—Germany's role in the world economy: trade, international financial markets, position within the European Union; economic relations with Eastern Europe, Russia, the Third World, and the U.S. International aspects of the economic and environmental policies of the Red-Green Coalition Government. The globalization of the world's economy and Germany's competitiveness as a location for production, services, and R&D, focusing on the German car industry. GER:DB-SocSci, EC-GlobalCom

4-5 units, Win (Klein, I)

OSPBER 174. Sports, Culture, and Gender in Comparative Perspective—Theory and history of mass spectator sports and their role in modern societies. Comparisons with U.S., Britain, and France; the peculiarities of sports in German culture. Body and competition cultures, with emphasis on the entry of women into sports, the modification of body ideals, and the formation and negotiation of gender identities in and through sports. The relationship between sports and politics, including the 1936 Berlin Olympic Games. GER:DB-SocSci, EC-Gender

5 units, Spr (Junghanns, W)

GERMAN LANGUAGE PROGRAM

OSPBER 1Z. Accelerated German: First and Second Quarters—A jump start to the German language, enabling students with no prior German to study at the Berlin Center. Covers GERLANG 1 and 2 in one quarter.

8 units, Aut (Wohlfel, J; Splettstoesser, J), Win (Wohlfel, J)

OSPBER 2Z. Accelerated German, Second and Third Quarters—Qualifies students for participation in an internship following the study quarter. Emphasis is on communicative patterns in everyday life and in the German work environment, including preparation for interviews.

8 units, Spr (Wohlfel, J)

OSPBER 21B. Intermediate German—Grammar review, vocabulary building, writing, and discussion of German culture, literature, and film. Corequisite: OSPBER 100B.

5 units, Aut, Win (Friesel, D), Spr (Petig, W)

OSPBER 100B. Aktives Deutsch—Required for students enrolled in 21B; open to students in 101B. Active use of German, including vocabulary from a variety of fields and disciplines, and discussion of current issues.

2 units, Aut (Friesel, D), Win, Spr (Splettstoesser, J)

OSPBER 101B. Sprache und Stadt: Advanced German—German language skills for intermediate and advanced students. Focus on Berlin through film, literature, music, live performance, new media, and on-site visits. Essay writing, vocabulary building and in-class presentations.

5 units, Aut, Win, Spr (Biege, M)

ON VIDEOTAPE

OSPBER 40B. Introductory Electronics—See ENGR 40 for course description. GER:DB-EngrAppSci

5 units, Aut, Win (Howe, R), Spr (Wong, S)

OSPBER 50B. Introductory Science of Materials—See ENGR 50 for course description. GER:DB-EngrAppSci

4 units, Aut, Win, Spr (Staff)

FLORENCE

OSPFLOR 19. Political Institutions and the Language of Politics: A Comparative Study of Italy and the U.S.—Changes in the structure of polity, decision making, and communication in Italy as a result of political transition beginning with Tangentopoli in early 90s; corresponding similarities in American politics. Comparative analysis of the Italian political system. Political communication: how the media has been historically used within the political context; footage from political campaigns; the effects of the media on the respective political systems. GER:DB-SocSci

4 units, Spr (Pistelli, L)

OSPFLOR 20. Health Care Policy and Reforms in the Italian Health Care System—Principles of health care system design; examples from Italy, other European systems, and the U.S. Central goals of health care systems and the demographic, economic, and related challenges facing these systems in modern industrialized countries. Tradeoffs between public sector and private sector approaches; financing issues; and design of methods for health care delivery. Economic concepts with themes from sociology, political science, demography, and related disciplines. GER:DB-SocSci, EC-GlobalCom

4 units, Aut (Baker, L)

OSPFLOR 33. The Americanization of Italy—How cultural and social patterns from the U.S. shape everyday life in contemporary Italy. Popular culture and consumer culture as vehicles of penetration; role of supermarkets, malls, and new patterns of consumption. Are American models accepted or changed according to Italian culture? How global and local interact in this cultural encounter. GER:DB-SocSci

4 units, Win (Scarpellini, E)

OSPFLOR 34. The Woman in Florentine Art—Influence and position of women in the history of Florence as revealed in its art. Sculptural, pictorial, and architectural sources from a social, historical, and art historical point of view. Themes: the virgin mother (middle ages); the goddess of beauty (Botticelli to mannerism); the grand duchess (late Renaissance, Baroque); the lady, the woman (19th-20th centuries). GER:DB-Hum, EC-Gender

4 units, Aut (Verdon, T)

OSPFLOR 36. Introduction to the International Economy: The State, the Firm and the Region—Institutions, mechanisms, and development of the modern global economy. Contradictions and challenges of international markets; opportunities and threats for companies, regions, and nations. Macro perspective on international markets and nations; micro view on small and large multinational corporations; meso dimension on the role of regions and territories in the global economy. GER:DB-SocSci, EC-GlobalCom

5 units, Spr (Di Minin, A)

OSPFLOR 39. Envisioning Rights: Europe and America—Notions of human rights, emphasizing Europe's role, since WWII period. Comparison of European and American approaches; institutions unique to Europe; transitional justice; and Italian issues, including theft and restitution of art, discrimination against immigrants and women, and freedom of expression. Conflict between U.S. and Europe over renditions, torture, and U.S. policies towards unlawful combatants. GER:DB-SocSci

5 units, Win (Karl, T)

OSPFLOR 40. In the Footsteps of Galileo—Primarily for non-technical students. Impact of the telescope on the cosmic worldview from its first astronomical application by Galileo to modern cosmology. Cosmos of antiquity and the Copernican revolution. Galileo's astronomical discoveries. Development of the telescope and the attendant push-back of the cosmic horizon. Modern telescopes and current questions such as the fate of the cosmos, the origin of black holes, and the possibility of extrasolar life; how telescopes may help in obtaining answers. GER:DB-NatSci

4 units, Spr (Romani, R)

OSPFLOR 41. The Contemporary Art Scene in Tuscany: Theory and Practice—The ever-changing and multifaceted scene of contemporary art through visual and sensorial stimulation. How art is thought of and produced in Italy today. Hands-on experience. Sketching and exercises on-site at museums and exhibits, plus workshops on techniques.

3-5 units, Aut (Rossi, F)

OSPFLOR 42. Academic Internship—Mentored internships in banking, education, the fine arts, health, media, not-for-profit organizations, publishing, and retail. May be repeated for credit.

1-5 units, Win, Spr (Campani, E)

OSPFLOR 44. The Revolution in Science: Galileo and the Birth of Modern Scientific Thought—Galileo's life and scientific progress starting from his student years at the University of Pisa. Departure from traditional natural philosophy leading to radical reformation of cosmology and physics, emphasizing the science of motion. His innovative use of observation and measurement instruments, emphasizing the telescope. Cultural and social context. GER:DB-Hum

5 units, Win (Galluzzi, P)

OSPFLOR 48. Sharing Beauty: Florence and the Western Museum Tradition—The city's art and theories of how art should be presented. The history and typology of world-class collections. Social, economic, political, and aesthetic issues in museum planning and management. Collections include the Medici, English and American collectors of the Victorian era, and modern corporate and public patrons. GER:DB-Hum

4 units, Win (Rossi, F; Verdon, T)

OSPFLOR 49. The Cinema Goes to War: Fascism and World War II as Represented in Italian and European Cinema—Structural and ideological attributes of narrative cinema, and theories of visual and cinematic representation. How film directors have translated history into stories, and war journals into visual images. Topics: the role of fascism in the development of Italian cinema and its phenomenology in film texts; cinema as a way of producing and reproducing constructions of history; film narratives as fictive metaphors of Italian cultural identity; film image, ideology, and politics of style. GER:DB-Hum

5 units, Win (Campani, E)

OSPFLOR 54. High Renaissance and Maniera—The development of 15th- and early 16th-century art in Florence and Rome. Epochal changes in the art of Michelangelo and Raphael in the service of Pope Julius II. The impact of Roman High Renaissance art on masters such as Fra' Bartolomeo and Andrea del Sarto. The tragic circumstances surrounding the early *maniera*: Pontormo and Rosso Fiorentino and the transformation of early mannerism into the elegant style of the Medicean court. Contemporary developments in Venice. GER:DB-Hum

5 units, Spr (Verdon, T)

OSPFLOR 55. Academy of Fine Arts: Studio Art—Courses through the Academia delle Belle Arti. Details upon arrival. Minimum Autumn and Winter Quarter enrollment required; 1-3 units in Autumn. May be repeated for credit.

1-5 units, Aut, Win, Spr (Campani, E)

OSPFLOR 56. University of Florence Courses

1-5 units, Aut, Win, Spr (Campani, E)

OSPFLOR 67. Women in Italian Cinema: Maternity, Sexuality, and the Image—Film in the social construction of gender through the representation of the feminine, the female, and women. Female subjects, gaze, and identity through a historical, technical, and narrative frame. Emphasis is on gender, identity, and sexuality with references to feminist film theory from the early 70s to current methodologies based on semiotics, psychoanalysis, and cultural studies. Advantages and limitations of methods for textual analysis and the theories which inform them. Primarily in Italian. GER:DB-Hum, EC-Gender

4 units, Spr (Campani, E)

OSPFLOR 71. Becoming an Artist in Florence: Contemporary Art in Tuscany and New Tendencies in the Visual Future—Recent trends in art, current Italian artistic production, differences and the dialogue among visual arts. Events, schools, and movements of the 20th century. Theoretical background and practical training in various media. Work at the Stanford Center and on site at museums, exhibits, and out in the city armed with a sketchbook and camera. Emphasis is on drawing as the key to the visual arts. Workshops to master the techniques introduced.

3-5 units, Spr (Rossi, F)

OSPFLOR 77. Italian Politics Between Europe and the Mediterranean—How and why a country's internal and external geopolitical aspects are related to each other. How Italy's European membership and its Mediterranean position complement each other in reshaping fundamental aspects of Italian domestic and foreign policy. GER:DB-SocSci, EC-GlobalCom

5 units, Win (Morel, L)

OSPFLOR 78. An Extraordinary Experiment: Politics and Policies of the New European Union—Institutional design of EU, forthcoming changes, and comparison of the old and new designs. Interactions between the EU, member states, organized interests, and public opinion. Major policies of the EU that affect economics such as competition or cohesion policies, market deregulation, and single currency. Consequences of the expansion eastwards. The role of institutions as a set of constraints and opportunities for the economic actors; relationships between political developments and economic change in the context of regional integration; lessons for other parts of the world. GER:DB-SocSci, EC-GlobalCom

5 units, Aut (Morlino, L)

OSPFLOR 79. Migrations and Migrants: The Sociology of a New Phenomenon—Interdisciplinary approach to the study of immigration. Typology of forms of migration through politics put into action by the EU and within single nations. Related cultural and religious questions which elicit symbolic borders, territorialization of cultural identities, and the often spatial differentiation of immigrants and locals. The politics of integration and the instruments necessary to manage it. GER:DB-SocSci, EC-GlobalCom

5 units, Aut (Allam, K)

OSPFLOR 86. Comparative Democratization—Comparison of transition and consolidation of democracy in late 20th and early 21st centuries across regions, emphasizing S. and E. Europe and Latin America. Definitions of democracy; different settings and patterns of democratization, including hybrid regimes; the international context for democratization and foreign efforts to promote democracy. GER:DB-SocSci

5 units, Win (Karl, T; Schmitter, P)

OSPFLOR 94. Photography in Florence—Introduction to the functioning of the camera, exposure, and b/w film processing and printing. Emphasis is on perceptive imagery and the development of technical proficiency. 35mm camera required. Limited enrollment.

4 units, Win (Loverme, C)

OSPFLOR 97. Current Issues in Human Rights and International Justice—Roosevelt's four freedoms, problematic notions of human rights, concept of fair trial, the U.S. Supreme Court decision on Guantanamo detainees, current international protection against torture and rape. Is current international protection satisfactory? Did victors' justice at Nuremberg serve any purpose? Is a jury necessary to establish guilt or innocence? What is genocide? How should post-conflict situations be handled? Why is the U.S. opposing the International Criminal Court? GER:DB-SocSci, EC-EthicReas

4 units, Spr (Vierucci, L)

OSPFLOR 106V. Italy: From Agrarian to Postindustrial Society—Italian history from the Risorgimento to the present. Society, crises, evolution, values, and the relation to the political institution in different periods. The ideologies, political doctrines, and historical events which contributed to the formation of modern Italy's predominant subcultures: Catholic and Socialist. In Italian. GER:DB-SocSci, EC-GlobalCom

4 units, Aut (Mammarella, G)

OSPFLOR 111Y. From Giotto to Michelangelo: Introduction to the Renaissance in Florence—Lectures, site visits, and readings reconstruct the circumstances that favored the flowering of architecture, sculpture, and painting in Florence and Italy, late 13th to early 16th century. Emphasis is on the classical roots; the particular relationship with nature; the commitment to human expressiveness; and rootedness in the real-world experience, translated in sculpture and painting as powerful plasticity, perspective space, and interest in movement and emotion. GER:DB-Hum

4 units, Win (Verdon, T)

OSPFLOR 115Y. The Duomo and Palazzo della Signoria: Symbols of a Civilization—The history, history of art, and symbolism of the two principal monuments of Florence: the cathedral and the town hall. Common meaning and ideological differences between the religious and civic symbols of Florence's history from the time of Giotto and the first Guelf republic to Bronzino and Giovanni da Bologna and the Grand Duchy. GER:DB-Hum

4 units, Aut (Verdon, T)

OSPFLOR 134F. Modernist Italian Cinema—As the embodiment of modernity, cinema develops in the wake of modernism proper, but can be understood as one of its technological and aesthetic expressions. Topics: cinema's archaeology in futurist texts and theories with their nationalistic political flavor and their iconoclastic, radical, and interdisciplinary rethinking of the language and form of all the arts (Marinetti, Pirandello, D'Annuzio). GER:DB-Hum

5 units, Aut (Campani, E)

ITALIAN LANGUAGE PROGRAM

OSPFLOR 21F. Second-Year Italian, First Quarter—Review of grammatical structures; grammar in its communicative context. Listening, speaking, reading, and writing skills practiced and developed through authentic material such as songs, newspaper articles, video clips, and literature. Insight into the Italian culture and crosscultural understanding.

4 units, Aut, Win, Spr (Quercioli, F)

OSPFLOR 22F. Second-Year Italian, Second Quarter—Grammatical structures, listening, reading, writing, speaking skills, and insight into the Italian culture through authentic materials. Intermediate to advanced grammar. Content-based course, using songs, video, and literature, to provide cultural background for academic courses.

4 units, Win (Quercioli, F)

OSPFLOR 31F. Advanced Italian Conversation—Refine language skills and develop insight into Italian culture using authentic materials. Group work and individual meetings with instructor.

4 units, Aut, Win, Spr (Quercioli, F)

ONVIDEOTAPE

OSPFLOR 50F. Introductory Science of Materials—See ENGR 50 for course description. GER:DB-EngrAppSci

4 units, Aut, Win, Spr (Staff)

KYOTO-SCTI (STANFORD CENTER FOR TECHNOLOGY AND INNOVATION)

OSPKYOTO 21. Research Project—Independent research projects on aspects of Japanese culture, society, or public policy. Students interested in developing the project as a web page should take a home campus class on creating web pages or have equivalent experience.

2-3 units, Spr (MacDougall, T)

OSPKYOTO 24. Japan in Contemporary International Affairs—Japanese foreign affairs since the end of the cold war. Evolution of the U.S.-Japan alliance, the rise of China, transformation of the security environment, and historical, strategic, geopolitical, economic, and cultural factors in Japan's new assertiveness in foreign relations. GER:DB-SocSci, EC-GlobalCom

5 units, Spr (MacDougall, T)

OSPKYOTO 28. Kyoto: History of Urban and Architectural Space—Introduction to the culture of Kyoto and the Kansai area through the built environment and its historical and cultural background. Representative building styles of major periods of Japanese history, and the development of spatial expression of social status and culture, relation of inside and outside, ambiguity of space, and living with the seasons. GER:DB-Hum

4-5 units, Spr (Langner-Teramoto, B)

OSPKYOTO 42. Scenes In and Around Kyoto—Introduction to Japanese history emphasizing events in the capital region. Buddhism and conquest; court and countryside; warriors and women; prayer and play; monarchy and modernity; Japan in the world. Field trips to prominent sites of power and production in Kyoto. Sources include maps, monographs, movies, and museums. GER:DB-Hum, EC-GlobalCom

5 units, Spr (Wigen, K)

OSPKYOTO 44. Modernizing Women in Japan—Late 19th- to the 20th-centuries. Women as objects and agents of experiments in social change in the modern world. Sources include film, fiction, journalism, essays, diaries, and secondary works. Recommended: course work on Japan or gender. GER:DB-Hum, EC-Gender

4-5 units, Spr (Wigen, K)

OSPKYOTO 215X. The Political Economy of Japan—Institutions and processes in the political organization of economic activity in modern Japan. The interaction of public and private sector institutions in the growth of Japan's postwar economy. The organization and workings of key economic ministries and agencies of the government, private sector business groupings, government interaction, and public policy making. The transformation of Japanese industrial policy from the rapid growth of heavy and chemical industries to the promotion of high technology and communications industries. The international, political, and economic ramifications of the structure and importance of Japanese capitalism. GER:DB-SocSci

4-5 units, Spr (Hayashi, T)

JAPANESE LANGUAGE PROGRAM

OSPKYOTO 9K. First-Year Japanese Language, Culture, and Communication B

5 units, Spr (Staff)

OSPKYOTO 17K. Second-Year Japanese Language, Culture, and Communication B

5 units, Spr (Staff)

OSPKYOTO 19K. Second-Year Japanese Language, Culture, and Communication B

5 units, Spr (Staff)

OSPKYOTO 129K. Third-Year Japanese Language, Culture, and Communication B

5 units, Spr (Staff)

OSPKYOTO 211K. Advanced Japanese

5 units, Spr (Staff)

ONVIDEOTAPE

OSPKYOTO 33. Digital Systems II—See EE 108B for course description. GER:DB-EngrAppSci

3-4 units, Spr (Staff)

OSPKYOTO 40K. Introductory Electronics—See ENGR 40 for course description. GER:DB-EngrAppSci

5 units, Spr (Wong, S)

MADRID

The Stanford Program in Madrid opens in Winter Quarter, 2007-08. Curriculum is in development; see <http://osp.stanford.edu> for course information.

MOSCOW

OSPMOSC 15. Academic Internship—Placements in areas such as banking, finances, consulting, journalism, language teaching, and technology. Introduction to Russian society and work experience. Evaluation and analysis of experience in final academic paper.

2-3 units, Aut (Abashkin, A)

OSPMOSC 20. The Soviet Union in World War II—WW II on the eastern front, one of the bloodiest and most brutal wars in history. Focus is on the military and political conduct of the war, and the impact of the war on the Soviet society. GER:DB-SocSci

5 units, Aut (Holloway, D)

OSPMOSC 22. Russia and the World—Foreign policy of the Russian Federation as it tries to establish its place in the post-communist world. Internal debates about where Russia belongs in the world; impact of military decline on Russian policy; rise of energy resources as a basis for Russian power. GER:EC-GlobalCom

3 units, Aut (Holloway, D)

OSPMOSC 25. Russian Short Stories of the 19th and 20th Centuries

The short story as a hybrid and flexible form; its use to express philosophical, ethical, aesthetic, satiric, and social ideas. Its open structure; metaphors and poetic similes; depiction of conditions of reality. Authors may include Pushkin, Gogol, Tolstoy, Dostoevsky, Chekhov, Bunin, Gorky, Platonov. GER:DB-Hum

3 units, Aut (Kurganova, L)

OSPMOSC 26. Moscow Landscape: Architecture, Music, and Museums—Introduction to Moscow culture. City planning from the 15th century to the present: palaces, monasteries, churches, cultural institutions, and housing construction. Political, economic, and social context. Concept of a metropolis applicable to other world cities. GER:DB-Hum

3 units, Aut (Zinovieva, O)

OSPMOSC 61. Problems and Prospects of Post-Soviet Eurasia

Processes shaping the former Soviet Union or the Commonwealth of Independent States, including Russia and the newly independent states of Eastern Europe, the South Caucasus, and Central Asia. Economic and political models since the break-up of the USSR. Changing geopolitics of post-Soviet Eurasia: political regimes, economic development, security, energy relationships, post-Soviet societies, religion, and globalization. GER:DB-SocSci, EC-GlobalCom

5 units, Aut (Trenin, D)

OSPMOSC 62. Economic Reform and Economic Policy in Modern Russia

Russian economic history in the 20th century. Reasons and logic for economic transformation, major components of postcommunist economic transformation doctrine, and results of practical implementation. Mechanisms of economic policy decision making in modern Russia, and patterns of and alternatives in economic development. GER:DB-SocSci, EC-GlobalCom

5 units, Aut (Mau, V)

RUSSIAN LANGUAGE PROGRAM

OSPMOSC 10M. Intensive First-Year Russian

9 units, Aut (Kurganova, L; Boldyreva, T)

OSPMOSC 51M. Second-Year Russian

5 units, Aut (Boldyreva, T)

OSPMOSC 111M. Third-Year Russian

5 units, Aut (Filatova, G)

OSPMOSC 177M. Fourth-Year Russian

5 units, Aut (Kilpyakova, V)

OXFORD

All students in the Oxford Program enroll in a 6-unit tutorial. See <http://osp.stanford.edu/oxford> for additional information on Oxford tutorials and topics.

OSPOXFRD 17. Novels of Sensation: Gothic, Detective Story, Prohibition, and Transgression in Victorian Fiction—Literary and moral value of transgressive sub-genres of the novel; what they reveal about Victorian society's anxiety over prohibited elements in the domestic and public spheres. Sources include gothic and detective novels. GER:DB-Hum

5 units, Spr (Plaskitt, E)

OSPOXFRD 18. Making Public Policy: An Introduction to Political Philosophy, Politics, and Economics—UK and U.S. What should society look like? How should incomes be distributed? How should it be taxed? How much inequality is acceptable? The overlap of economics with practical politics through political philosophy behind the government decisions; how public policy ought to be formulated. Issues include poverty, environmental policy, trade and globalization, and transport. GER:DB-SocSci

5 units, Win (McMahon, R)

OSPOXFRD 20. Biography and History: Literary Biography and the Study of the Past—Major conceptual issues, how these have changed over time, and what the insights and tools of literary biography mean for the writing of history. Problems in literary biography including reliability, relationship to fiction, preoccupation with individual achievement, and emphasis on genius. Readings include fiction illuminating the interplay between biographical and historical knowledge, and how a biographical quest can inspire reflection upon the reader and the world. GER:DB-Hum

5 units, Spr (Zipperstein, S)

OSPOXFRD 24. British and American Constitutional Systems in Comparative Perspective—Introduction to the study of constitutions and constitutional systems of government. The workings of the British and American systems of government. Comparative study of the most important constitutional issues facing Britain and the U.S. such as how suspected terrorists should be treated in a time of war. How to think about fundamental constitutional questions. GER:DB-SocSci

4-5 units, Aut (McMahon, R)

OSPOXFRD 28. Technology and Work—Theory and research on the social implications of technology and technological change for workers at all levels. Topics include: alternative conceptions of technology as social phenomenon; workplace technology; individual and group reactions to technological change; the construction of a technology's social meaning; and management of technological change. Emphasis is on automation, electronic data processing, and microelectronic technologies including CAD-CAM systems, telecommunication networks, medical imaging, artificial intelligence, and personal computers. GER:DB-EngrAppSci

3 units, Win (Barley, S)

OSPOXFRD 29. Issues in Technology and Work for a Post-Industrial Economy—How changes in technology and organization are altering work and lives. Topics include distributed and virtual organizations, the blurring of boundaries between work and family life, computer supported cooperative work, trends in skill requirements and occupational structures, monitoring and surveillance in the workplace, downsizing and its effects on work systems, project work and project-based lifestyles, the growth of contingent employment, telecommuting, and the changing nature of labor relations. GER:DB-EngrAppSci

3 units, Aut (Barley, S)

OSPOXFRD 30. Topics in Management Science and Engineering—Independent study in one of these topics: changing nature of work in industrial societies; cultural and social structure of science and engineering; social construction of technology; ethnography of work and organizations; comparative analysis of British and U.S. labor unions. Weekly meetings to review progress and set goals. May be repeated for credit.

3 units, Aut, Win (Barley, S)

OSPOXFRD 31. The European Union: Politics and Policy Making—The EU's development and political system; problems and challenges facing it. Theories of the integration process; institution; and policy making processes. Policy areas including economics, justice and home affairs, and foreign relations. Representation of citizens in the EU. GER:DB-SocSci

5 units, Aut (Hobolt, S)

OSPOXFRD 35. Modern UK and European Government and Politics—Background of main political systems in Europe and recent developments in European politics. Topics: Blair's constitutional reforms; the consequences of the German reunification; Berlusconi's rise to power in Italy; the extreme right in France and elsewhere; the single currency; the enlargement of the EU; and proposals for a constitution and their recent rejection by the French and Dutch electorates. GER:DB-SocSci

4-5 units, Spr (Cappoccia, G)

OSPOXFRD 45. British Postwar Economic Policy—Development of British economic policy making from 1945, focusing on political economy including: ideological motives of governments; political business cycle; and the influence of changing intellectual fashions. Policy areas: attitude to the pound; control of the business cycle; and the role of the state in the economy. Prerequisite: ECON 50. GER:DB-SocSci

4-5 units, Win (Forder, J)

OSPOXFRD 51. Britain in the Era of the Two World Wars—Causes of Britain's involvement, her role in the final outcome, and their impact on Britain's role as a world power. The effects of the wars on British politics, culture, and the everyday lives of combatants and non-combatants. Films, literature, reminiscences, and historical sources. GER:DB-Hum

5 units, Win (Tyack, G)

OSPOXFRD 65. Oxford: The City as a Work of Art—Oxford's role as patron of British art, architecture, and design from the 13th century to the present. Themes in the history of art, architecture, and design: medieval and gothic, renaissance, classical, modern and postmodern. Resources such as university and college buildings, museums, galleries, and private collections. The roles of patronage and collecting; the functioning of the arts.

2 units, Win, Spr (Chance, H)

OSPOXFRD 82. Jane Austen and the Rise of the Woman Novelist—Austen's technique and development, and her place among women writers in the 18th and 19th centuries. Juvenilia. Literary and historical contexts. 18th-century cult of sensibility; contemporary vogue for gothic novels; and Austen's treatment of class, economics, female friendship, courtship, and politics. GER:DB-Hum

4-5 units, Aut (Plaskitt, E)

OSPOXFRD 84. African Art and Writing Traditions—Historical and social contexts. How African graphic writing systems are used as visual art and markers of identity, religion, and moral philosophy. Arts and graphic writing traditions of the sub-Saharan including Bamum, Asante, Yoruba, Ejagham, and Kongo. Parallel graphic traditions in visual systems used in the African diaspora, including Haiti, Cuba, Brazil, Jamaica, Trinidad, Suriname, and southeastern U.S. GER:DB-Hum

5 units, Spr (Martinez-Ruiz, B)

OSPOXFRD 85. African Art and Museum Display—Formation of a market for African art through museum and gallery display. Historical development of African art collecting in relation to parallel processes for modernism and contemporary art; effects of African cultural practices and globalization. Proliferation of African art collections in British institutions including the Pitt-Rivers, Horniman, and British museums.

5 units, Spr (Martinez-Ruiz, B)

OSPOXFRD 114Z. Close Readings in English Literature, 1509-1642—Restricted to students majoring in English and related subjects. Taught jointly for Stanford students and second-year St. Catherine's undergraduates. From the beginning of Henry VIII's reign to the onset of the Civil War, excluding Shakespeare. The poetry, prose, and drama of the period in their literary, cultural, and historical contexts. GER:DB-Hum

5 units, Aut (van Es, B)

OSPOXFRD 116Z. Close Readings in English Literature, 1642-1740—From the Civil War to the mid-18th century: poetry, prose, and drama in literary, cultural, and historical contexts, and key texts. Open only to students majoring in English and related subjects. Taught jointly for Stanford students and second-year St. Catherine's undergraduates. GER:DB-Hum

5 units, Win (Bullard, P)

OSPOXFRD 117W. Social Change in Modern Britain—Changes in the social institutions, attitudes, and values in Britain over the past 20 years. Social changes occurring as a consequence of the Thatcher years of government. Changes to the British economy, the welfare state, National Health Service, the education system, the criminal justice system, gender relations, marriage, divorce, reproduction, and the family. The consequences in terms of British competitiveness, income distribution, wealth and poverty, social class, health and illness, educational attainment and skills development, crime, and family life. GER:DB-SocSci

4 units, Spr (Palmer, A)

OSPOXFRD 141V. European Imperialism and the Third World, 1870-1970—European imperialism from its zenith in the late 19th century to the era of decolonization after WW II. The effects of Western imperialism in the Third World. The legacy of imperialism and decolonization to the modern world. GER:DB-SocSci, EC-GlobalCom

5 units, Spr (Jackson, A)

OSPOXFRD 154Z. Close Readings in English Literature, 1740-1832—Restricted to students majoring in English and related subjects. Taught jointly for Stanford and second-year St. Catherine's undergraduates. Texts beginning with William Collins and Thomas Gray and concluding with John Keats. GER:DB-Hum

5 units, Spr (Plaskitt, E)

OSPOXFRD 163X. Shakespeare: Critical Commentary—For English majors or minors only. Topics include the use of soliloquy, epilogues, alternation of prose and verse, rhetoric, meta-theatricality. Close reading technique. Taught jointly with students from St. Catherine's College.

5 units, Aut, Win (Rowley, R)

OSPOXFRD 221Y. Art and Society in Britain—Themes in 18th-, 19th-, and 20th-century British art. Painting, sculpture, and design. Comparisons between the British experience and that of continental Europe and the U.S. Readings address questions related to the role of art in modern society. GER:DB-Hum

4-5 units, Aut (Tyack, G)

PARIS

OSPPARIS 12. Plagues of Europe: from the Black Death to HIV—How disease spreads and how it can be controlled. Human interactions with the microbial world. Topics: epidemiology of infectious diseases; infectious agents such as viruses, bacteria, parasites, and fungi; roles of national and international health programs in disease control; human migration and disease; HIV epidemiology in Europe; ecologic change and disease; food borne illness and vector borne disease; vaccination; how tuberculosis changed Europe; and emerging threats. GER:EC-GlobalCom

4 units, Spr (Parsonnet, J)

OSPPARIS 13. Naturalism versus Spiritualism in 19th-Century France—Comparison of the climate for scientific discovery in mid-19th-century France and in present-day U.S. Recurring conflict in scientific and religious beliefs regarding life. How did Pasteur's rejection of spontaneous generation challenge or support views of creationism? How philosophers conceptualized these scientific discoveries. Impact of Darwin's work on society; conflicting philosophies of vitalism, mechanism, and organicism; and growth of experimentalism.

2 units, Spr (Parsonnet, J)

OSPPARIS 20. Reforming Europe: The Challenges Ahead—The European project since 1950; measures the EU must consider in shaping its future and reforming its institutions. Where does it go from here; how can it meet the challenges such as demography, education, and energy? GER:DB-SocSci

4-5 units, Win (Kahn, S)

OSPPARIS 22. Immigration in France—Emphasis is on West African immigration. Historical, statistical, legal, and political perspectives. Living conditions of immigrants and their children. Ethnographic observations or interviews on a group-defined topic. GER:DB-SocSci, EC-GlobalCom

4-5 units, Aut (Strudel, S)

OSPPARIS 25. Literature and the City—Subtle and hidden aspects of Paris through the eyes of France's greatest writers, poets, and philosophers including Balzac, Baudelaire, Zola, and Aragon. Essays, poems, and novels that portray the historical, social, and political reality of the city better than textbooks or guides. GER:DB-Hum

4 units, Win (Rullier, F)

OSPPARIS 26. France: Present and Future—Students read and discuss lead articles and associated issues in a daily French newspaper, usually *Le Monde*. Additional articles from past newspapers and scholarly essays to provide context.

2 units, Aut (Lougee Chappell, C)

OSPPARIS 27. Paris and Politics—Development of Paris as a capital city over the past four centuries, emphasizing how political entities and ideals and sociopolitical challenges have shaped its physical setting and urban culture. Field trips. GER:DB-SocSci

5 units, Aut (Lougee Chappell, C)

OSPPARIS 33. The Economics of Climate Change: Policies in Theory and Practice in the EU and the U.S.—Economic tools for tackling climate change. Analytical bases of existing cap-and-trade schemes. The European greenhouse gas Emission Trading Scheme within the frame of the Kyoto Protocol, and emerging regulatory or voluntary markets in the U.S. Carbon-pricing mechanisms with focus on power and gas markets. Possibilities of linking carbon pricing mechanisms on both sides of the Atlantic and conditions for integrating these markets into an international post-Kyoto agreement. GER:DB-SocSci, EC-GlobalCom

5 units, Spr (de Perthuis, C; Keppler, J; Leguet, B)

OSPPARIS 34. Emerging European Constitutionalism: The Role of Constitutional Courts in Europe since WWII—Traditional European constitutional thought in the 19th and 20th centuries. New model of constitutionalism in post-WW I Austria. Post-WW II developments in Germany and Italy. French *Conseil constitutionnel* under the 5th Republic. Emergence of Spanish and Portuguese courts after the fall of Franco. New E. European constitutional courts. Development of the European courts: Court of Justice and European Court for Human Rights. GER:DB-SocSci, EC-GlobalCom

3 units, Win (Ferejohn, J)

OSPPARIS 35. Political Thought of the French and American Revolutions—Ideas of citizenship as they emerged from the French and American revolutionary traditions. Ideological origins of the revolutions and emergence of post-revolutionary constitutional traditions. France: post-Reformation developments of absolute monarchy of the Ancien Régime; ideological developments during the revolutionary period and reflections on those developments to the present. U.S.: republican thought in 17th- and 18th-century England and the U.S.; ideological developments during the Revolution; the Constitutional period; and ideological reflections to the present. GER:DB-Hum

5 units, Win (Ferejohn, J)

OSPPARIS 41. EAP: Perspective, Interior Decorating, Volume, and Design—May be repeated for credit.

2 units, Aut, Win, Spr (Halevi, E)

OSPPARIS 42. EAP: Drawing with Live Models—May be repeated for credit.

2 units, Aut, Win, Spr (Halevi, E)

OSPPARIS 43. EAP: Painting and Use of Color—May be repeated for credit.

2 units, Aut, Win, Spr (Halevi, E)

OSPPARIS 44. EAP: Graphic Art—May be repeated for credit.

2 units, Aut, Win, Spr (Halevi, E)

OSPPARIS 56. Theater in Transition: Stage and Audience in France Today—The static and silent spectator as first partner of the stage and sometimes co-creator of the theatrical event. Audience; new forms of performance; how space is reinvented; new light and sound effects; how texts are re-interpreted; and the changing role of the actor on the stage. GER:DB-Hum

4 units, Spr (Mervant-Roux)

OSPPARIS 81. France During the Second World War: Between History and Memory—French politics and society from the causes of the collapse of the French Third Republic and the emergence of the French State at Vichy. The political and cultural measures of this regime in the shadow of Nazi Germany. Anti-Jewish laws and action; deportations by Vichy, the Germans, the French Fascists, and reactions to the fate of the Jews. Visions of the Resistance, the combat for liberation, and WW II in the collective memory of France. GER:DB-SocSci

5 units, Win (Virgili, F)

OSPPARIS 91. Globalization and Its Effect on France and the European Union—Economic and political impact of globalization on France and the EU and influence of France and the EU on the process of globalization. Issues of sovereignty and national identity for France; protection from versus integration into the network of globalization. GER:DB-SocSci, EC-GlobalCom

5 units, Spr (Le Cacheux, J; Laurent, E)

OSPPARIS 92. Building Paris: Its History, Architecture, and Urban Design—The development of Parisian building and architecture from the 17th century to the present. Interaction of tradition and innovation in its transformation and its historical, political, and cultural underpinnings. Visits and case studies throughout Paris illustrate the formation of the city landscape and its culture. GER:DB-Hum

4 units, Spr (Halevi, E)

OSPPARIS 107Y. The Age of Cathedrals: Religious Art and Architecture in Medieval France—The major artistic and cultural movements that changed the face of France from the period of Suger in the 12th century through the reign of St. Louis in the 13th century. Monastic spirituality progressively gave way to an urban culture focused on man and secular knowledge, which developed daring and sophisticated building techniques. The years 1150-1250 represented a period of architectural renaissance and l'Île-de-France was its birthplace. GER:DB-Hum

4 units, Aut (Deremble, C; Deremble, J)

OSPPARIS 120X. French Painting—Changes in artistic aims and the interaction between artist and society throughout the period. Weekly field trips to Paris museums holding paintings of David, Ingres, Delacroix, Courbet, Daumier, Manet, Renoir, Monet, Degas, and others. GER:DB-Hum

4 units, Win (Halevi, E)

OSPPARIS 124X. Building the European Economy: Economic Policies and Challenges Ahead—Issues and challenges of European economic construction. The European Economic Union at the end of the 50s; European industrial, agricultural, social, and monetary economic policies. Topics: wider definitions of Europe, its relations with industrial and developing countries, and its challenges in confronting global economic crises. GER:DB-SocSci

5 units, Aut (Le Cacheux, J; Laurent, E)

OSPPARIS 153X. Health Systems and Health Insurance: France and the U.S., a Comparison across Space and Time—Should health systems be organized or left to the free market? What is the role of the state in the delivery of health care? The evolution of the health profession, health policy, and reform in France and the U.S.; measures restraining professional autonomy such as prescription guidelines in the French Medical Convention. Is the solution to the increase of health expenditures and reduced access to health care the end of autonomy for the medical profession? GER:DB-SocSci, EC-GlobalCom

4-5 units, Win (Fessler, J)

OSPPARIS 186F. Contemporary African Literature in French—Focus is on African writers and those of the diaspora, bound together by a common history of slave trade, bondage, colonization, and racism. Their works belong to the past, seeking to save an oral heritage of proverbs, story tales, and epics, but they are also contemporary. GER:DB-Hum, EC-GlobalCom

4 units, Aut (Rullier, F)

OSPPARIS 211X. Political Attitudes and Behavior in Contemporary France—The institutions of the Fifth Republic, the main political forces, and their evolution. Electoral behavior, taking into account other forms of political action such as the demonstrations for the defense of schools (1984) and the *lycée* students (1990), or the protest that followed the desecration of the Jewish cemetery in Carpentras. Attitudes and values are linked to voting choice. GER:DB-SocSci, EC-GlobalCom

4-5 units, Aut (Mayer, N; Muxel, A)

FRENCH LANGUAGE PROGRAM

OSPPARIS 22P. Intermediate French I

4 units, Aut, Win (Mercier, F), Spr (Molkou, E)

OSPPARIS 23P. Intermediate French II

4 units, Aut (Gourevitch, S), Win (Molkou, E), Spr (Reychman, P)

OSPPARIS 124P. Advanced French I

4 units, Aut (Molkou, E)

OSPPARIS 125P. Advanced French II

4 units, Win (Guedon, P), Spr (Habert, L)

ON VIDEOTAPE

OSPPARIS 40P. Introductory Electronics—See ENGR 40 for course description. GER:DB-EngrAppSci

5 units, Aut (Howe, R), Spr (Wong, S)

OSPPARIS 50P. Introductory Science of Materials—See ENGR 50 for course description. GER:DB-EngrAppSci

4 units, Aut, Win, Spr (Staff)

SANTIAGO

OSPSANTG 17. Chilean Fiction of the 20th Century—Novels and short stories. Chilean and Latin American political and economic history contexts. GER:DB-Hum

4-5 units, Win (Missana, S)

OSPSANTG 18. Africans and Afro-Latinos in the Southern Andes—Impact of African slavery on Chile, Peru, Bolivia, and Argentina from the introduction of black slaves in the 16th century to the abolition of slavery in the 19th century. Sources include documents produced by slaves that trace lives and strategies of resistance and survival. Topics include marriage, material culture, property, religious expression, and social networks. Afro-Latino presence in local communities today emphasizing oral history and the recovery of local traditions. GER:DB-SocSci

4-5 units, Spr (Cussen, C)

OSPSANTG 23. Colonial Latin America—16th to early 19th century; issues, developments, and institutions in Spanish and Portuguese America. Topics: pre-Columbian America; Europe in the 15th century and the European expansion; consequences and effects of the encounter between the old and new worlds; religion; slavery; women; and the coming of independence. GER:DB-SocSci, EC-GlobalCom

5 units, Win (Herzog, T)

OSPSANTG 25. The Evolution and Ecology of the South American Biota—Ecology, evolution, paleontology, geology, geography, and philosophy of science illustrate evolution of the S. American biota. Field trips; case studies. Plate tectonics, mountain uplift, and ocean circulation; how those physical events influence macroevolution, speciation, coevolution, migration events, the Cambrian explosion, and mass extinctions. Challenges facing global conservation efforts. GER:DB-NatSci

3 units, Aut (Hadly, E)

OSPSANTG 42. Women's Representation in the Cinema of the Southern Cone—Cultural and cinematic constructions of femininity in Argentina, Chile, and Uruguay. Representation of women; social roles and cinematic positions assigned by patriarchal societies. Sources include films by female and male directors. Prerequisite: ability to understand Spanish language films without English subtitles. GER:DB-Hum

3 units, Win (Haro, M)

OSPSANTG 56. Contemporary Chilean Women Writers—Poems by Nobel Prize Winner Gabriela Mistral. Novels by María Luisa Bombal (*La última niebla*), Carolina Grel (*Cárcel de mujeres*), Marta Brunet (*María Nadie*), Isabel Allende (*La casa de los espíritus*), Pía Barros (*A horcajadas*), and Marcela Serrano (*Para que no me olvides*). How these authors have articulated women's consciousness and experiences and questioned their own world's values from a feminist perspective. GER:DB-Hum, EC-Gender

3-5 units, Spr (Haro, P)

OSPSANTG 57. Cinema of the Southern Cone—Films of Argentina, Chile, and Uruguay including María Luisa Bemberg's *Camila*, Tatiana Gaviola's *Mi último hombre*, Gonzalo Justiniano's *Amnesia*, Miguel Litín's *El chacal de Nahualtoro*, Orlando Lubbert's *Taxi para tres*, Hector Olivera's *No habrá más penas ni olvido*, Marcelo Pineyro's *Caballos salvajes*, Luis Puenzo's *La historia oficial*, and Eusebio Subiela's *Hombre mirando al sudeste*. Themes, genres, and styles; history and culture. GER:DB-Hum

3 units, Spr (Haro, M)

OSPSANTG 58. Living Chile: A Land of Extremes—Physical, ecological, and human geography of Chile. Perceptions of the Chilean territory and technologies of study. Flora, fauna, and human adaptations to regional environments. Guest lectures; field trips; workshops. GER:DB-EngrAppSci

5 units, Aut, Spr (Castro, S)

OSPSANTG 62. Topics in Chilean History—Main themes of Chilean history: Spanish colonial background; independence in comparative perspective; construction of the republic in the 19th century; actors in the political process; the clash between authoritarian and democratic traditions in the 20th century. How Chileans have viewed their own history through conventional historical accounts, novels, and memoirs. GER:DB-SocSci

4-5 units, Win (Jaksic, I)

OSPSANTG 68. The Emergence of Nations in Latin America—Major themes of 19th-century Latin American history, including independence from Spain, the emergence of nation states, and the development of a new social, political, and economic order. GER:DB- SocSci

4-5 units, Aut, Spr (Jaksic, I)

OSPSANTG 85. Marine Ecology of Chile and the South Pacific—Relationships among physical processes in the ocean, biological productivity, and the exploitation of resources by high-thropic-level predators including human beings. Characterization of ecological patterns; identification of processes operating on marine systems. Open ocean ecosystems, intertidal and benthic regions of the world's oceans, and ecological research developed along coastal regions, focusing on Chile's 4,000 km coastline. GER:DB-NatSci

5 units, Win (Palma, A)

OSPSANTG 104X. Modernization and Culture in Latin America—Intellectual and cultural expressions of Latin America against the background of modernization viewed as a constant tension between rationalization and subjectification, change and identity preservation, and the logic of development or economic expansion and the logic of the culture. Readings include Morante, *Cultura y modernización en América Latina* and Sarlo, *Una modernidad periférica*. GER:DB-SocSci, EC-GlobalCom

5 units, Aut (Subercaseaux, B)

OSPSANTG 111. Social Heterogeneity in Latin America—Latin America is characterized by social heterogeneity and inequality. An interpretation of these phenomena, focusing on the social, ethnic, gender, political, and economic dimensions. Their historical roots and unfolding during the periods of industrialization, the 60s, 70s, and 80s, and the contemporary situation. GER:DB-SocSci, EC-Gender

5 units, Aut (Valdés, T)

OSPSANTG 116X. Modernization and its Discontents: Chilean Politics at the Turn of the Century—Chile's strides towards becoming a developed country have engendered high levels of alienation and disaffection among significant sectors of the population. The roots of this apparent paradox of modernization, focusing on newly emerging actors in the Chilean political scene: Mapuche organizations, women's groups, the environmental movement, and new features of the established ones like trade unions and human rights activists. GER:DB-SocSci

5 units, Spr (Correa, G)

OSPSANTG 118X. Artistic Expression in Latin America—Elite, mass-media, and popular cultural changes in Chile under conditions of economic and political liberalization. The reception of cultural meanings from the center of the world social system (U.S., EU, and Japan), reformulation to respond to local conditions, and export in the shape of cultural artifacts. Innovative elements rooted in the regional and local culture. GER:DB-SocSci, EC-GlobalCom

5 units, Win (Albornoz, C)

OSPSANTG 119X. The Chilean Economy: History, International Relations, and Development Strategies—The Chilean economy in five stages, taking into account: the international economic position of Chile; internal economic structures closely related to the inherited historical conditions and to the changing international economic position of the country; and the economic strategies prevalent during the period and the concrete development policies conducted by government authorities. GER:DB-SocSci

5 units, Spr (Muñoz, O)

OSPSANTG 129X. Latin America in the International System—Latin America's role in world politics, with emphasis on the history of and models for explaining U.S.-Latin American relations. Latin America's evolving relationship in the international system. GER:DB-SocSci

4-5 units, Win (Fuentes, C)

OSPSANTG 130X. Latin American Economies in Transition—Introduction to the main debates and approaches developed to understand and analyze the economies of Latin America. Recent processes of transition to market economies. Common characteristics among countries of the region; the differences and special traits of individual countries. Historical, analytical, and empirical perspectives on topics at the center of controversies and specific policy problems over several decades. Recommended: ECON 1, 51, and 52. GER:DB-SocSci

5 units, Aut (Briones, I)

OSPSANTG 141X. Politics and Culture in Chile—The relationship between politics and culture in Chile during the 20th century, reflecting on the effects of such relationships on esthetics and identity. The possibility that, in Chile, culture has been pulled by politics and social praxis, a condition that has created a deficit in cultural thickness. The oligarchic regime around 1920, the welfare state around 1940, projects of social transformation around 1970, dictatorship around 1980, women writers and Mapuche poetry in contemporary Chile. GER:DB-Hum, EC-GlobalCom

5 units, Spr (Subercaseaux, B)

OSPSANTG 160X. Latin America in the International Economy—The external economic relations of Latin American countries. Similarities and differences among countries, focusing on the last 15 years. Analytical and empirical elements for interpretation of policies, and the outcome. Trade, external debt, capital flows, and the inter-relationships between domestic economy and overall growth. Recommended: ECON 1, 51, and 52. GER:DB-SocSci

5 units, Win (Staff)

OSPSANTG 221X. Political Transition and Democratic Consolidation: Chile in Comparative Perspective—The dynamics of the Chilean transition. Topics: challenges faced by democratic governments in the 90s framed by the legacy of military rule, 1973-90; political culture; institutional traditions of democracy; and the Chilean process within the broader context of Latin American political development. GER:DB-SocSci
5 units, Aut (Micco, S)

SPANISH LANGUAGE PROGRAM

OSPSANTG 12S,13S. Accelerated Second-Year Spanish: Chilean Emphasis—Intensive sequence integrating language, culture, and socio-politics of Chile. Emphasis is on achieving advanced proficiency in oral and written discourse including formal and informal situations, presentational language, and appropriate forms in academic and professional contexts. Prerequisites for 12S: one year of college Spanish, or 11 or 21B if taken more than two quarters prior to arriving in Santiago. Prerequisites for 13S: 11 or 21B within two quarters of arriving in Santiago, or 12 or 22B.

12S: *5 units, Aut, Win, Spr (Popp, J)*

13S: *5 units, Aut, Win, Spr (Abad, M)*

OSPSANTG 33. Spanish Language Tutorial—Prerequisite: two years of college Spanish or equivalent placement.

2 units, Aut, Win, Spr (Abad, M; Pons, H; Popp, J)

OSPSANTG 102S. Composition and Writing Workshop for Students in Santiago—Advanced. Writing as craft and process: brainstorming, planning, outlining, drafting, revising, style, diction, and editing. Non-Spanish majors or minors may choose topics related to their studies. Prerequisite: SPANLANG 13C, 13R, 13S, 23B, or equivalent.

3-5 units, Aut, Win, Spr (Bobbert, A)

SPECIAL PROGRAMS

In addition to courses at its established centers, the Overseas Studies Program offers courses in other locations around the world. The first four courses are offered as part of a full Spring Quarter program in Cape Town, South Africa. The remaining courses are Overseas Seminars, offered in the weeks prior to the beginning of Autumn Quarter. Additional details can be found at <http://osp.stanford.edu>.

CAPE TOWN

OSPGEN 21. Public Health and Primary Health Care in a Changing Community Context—Strategies and controversies in community health policy and practice as expressed in the Western Cape region of S. Africa. Topics: an upstream population approach to health and disease; economic and social determinants of health; social analysis of patterns of disease and death; role of physicians in community health; epidemiological approaches to health needs of underserved populations; healthcare priorities in the new S. Africa. Students conduct community-based public health assessments. Location: Cape Town, South Africa. GER:DB-SocSci
4 units, Spr (Stanton, T)

OSPGEN 22. Community Reconstruction and Development in Post-Apartheid South Africa—Emphasis is on theory and practice of community reconstruction and development using the Western Cape region as a case study. How S. African communities redress economic injustice and stagnation in partnership with nongovernmental organizations, metropolitan government agencies, and higher education institutions. Innovative processes of community development and local policies and contexts that support or inhibit these approaches. Service-learning component. Location: Cape Town, South Africa. GER:DB-SocSci, EC-GlobalCom
4 units, Spr (Stanton, T)

OSPGEN 23. History and Politics of South Africa in Transition—S. Africa's unfolding democratic era: its achievements in development and reconciliation; and challenges related to continuing poverty, a stagnant economy and high unemployment, and HIV and other health challenges. Topics: modern South African politics; affirmative action and employment equity; the Truth and Reconciliation Commission; violence and ethnicity; racial identity and racism; S. Africa and the African Renaissance; and land distribution and restoration. Location: Cape Town, South Africa. GER:DB-SocSci
4 units, Spr (Simons, M)

OSPGEN 24. Targeted Research Project—Research that responds to needs of Western Cape communities or health service providers, and ties in to disciplinary course work. Location: Cape Town, South Africa.
4 units, Spr (Stanton, T)

OVERSEAS SEMINARS

OSPGEN 52. The Political Economy of the European Union—EU and NATO institutions, their challenges and impact on relations with the U.S. The Euro and monetary policy, economic aspects of European integration, the EU judicial system, and foreign and security policy. Students meet with politicians, diplomats, and business leaders. Field trips to the European Parliament, the European Commission and NATO headquarters in Brussels, and the European Court of Justice in Luxembourg. Location: Leuven, Belgium.

2 units, Aut (Crombez, C)

OSPGEN 64. A Decade of Majority Rule: Transformation Struggles in South Africa—Efforts to transform S. Africa focusing on the space between the broken and the built. Comparative social history and public policy analysis. Three transition arenas: community reconstruction, HIV/AIDS and public health, and education. Location: Cape Town, S. Africa.

2 units, Aut (Samoff, J)

OSPGEN 67. Workshop in Shakespearean Production—Relationships among criticism, production, and performance of Shakespeare. Students attend Shakespeare productions in London and Stratford. Readings of the texts and hands-on experimentation with all phases of theatrical production, including scene work and performance. Location: Oxford, United Kingdom.

2 units, Aut (Friedlander, L)

OSPGEN 70. Indigenous Australia—Culture and ecology of desert Aboriginal people living in a remote region of W. Australia. Students interact with their Martu hosts. Issues in greater Australian human pre-history; social, ecological, and political factors that shape contemporary relationships between rural Aborigines, their urban counterparts, and the broader Australian society. Location: Newman, Western Australia.

2 units, Aut (Bird, D; Bird, R)

OSPGEN 71. Music and Acoustics of Ancient and Contemporary Greece—Listening as a path into other cultures and places. Human and environmental sounds of Greece. Musical archaeology. Environmental soundscapes of the countryside, urban environment, and undersea world. Psychoacoustics, the science of hearing. Contemporary Greek composition and performance. Location: Thessaloniki, Greece.

2 units, Aut (Chafe, C)

OSPGEN 72. Jews and Christians in Italy: A Historical, Cultural, and Religious Study—From the Second Temple period through the current papacy emphasizing the last two hundred years. Field trips to the Synagogue of Rome and the Jewish ghetto area; conversations with members and representatives of Jewish and Christian communities. Location: Rome and Florence, Italy.

2 units, Aut (Sheehan, T)

OSPGEN 73. Mongolia: History, Culture, and Political Economy—Traditional and contemporary history and culture. Students interact with a neighborhood in Ulaanbaatar; nature of a nomadic herding economy and its transition to modernity, observed through a herder encampment; condition and role of Tibetan Buddhism in processes of change and development. Location: Ulaanbaatar, Mongolia.

2 units, Aut (Mancall, M)

OSPGEN 74. The Evolution of Darwin—Darwin's life and intellectual development; the subsequent evolution of evolutionary thought. How the Darwinian revolution altered views of the human place in the biological and physical universes and of society, history, science, and thought. Field trips to the intellectual and physical milieus that produced him; discussions with Darwin scholars. Location: United Kingdom.

2 units, Aut (Siegel, R)

PROGRAM IN STRUCTURED LIBERAL EDUCATION

Directors: Roland Greene (Comparative Literature), Mark Mancall (History)

Coordinator: Suzanne Greenberg

Lecturers: Barbara Clayton, Suzanne Greenberg, Margo Horn, Rashi Jackman, Greg Watkins

The Program in Structured Liberal Education (SLE) offers freshmen an interdisciplinary approach to the liberal arts. The program emphasizes intellectual rigor and individualized contact between faculty and students. SLE has three basic purposes: to present a coherent program of instruction; to develop a student's ability to ask effective questions of texts, teachers, the culture, and themselves; and to develop intellectual skills in logical reasoning, critical reading, expository writing, and group discussions. SLE encourages students to live a life of ideas in an atmosphere that stresses critical thinking and a tolerance for ambiguity. Neither the instructors nor the curriculum provides ready-to-serve answers to the questions being dealt with; rather, SLE encourages a sense of intellectual challenge, student initiative, and originality.

The residence hall is the informal setting for lectures and small group discussions. SLE instructors work closely with students and participate in dorm life. SLE enhances the classroom experience with other residence-based educational activities, including a weekly film series and a student-produced play each quarter.

Freshmen interested in enrolling in SLE should indicate this preference for their IHUM assignment. SLE is designed as a three quarter sequence and students should be willing to make a commitment for the entire year.

Correspondence regarding the program should be addressed to Program in Structured Liberal Education, Florence Moore Hall, Stanford University, Stanford, CA 94305.

COURSES

SLE 91,92,93. Structured Liberal Education—SLE demands approximately 60 percent of the average academic workload during freshman year. Autumn Quarter focus is on the mythological and cultural foundations of ancient Greece and Israel. Winter Quarter focus is on the religious, ideological, and aesthetic transformations that occurred in Europe, Asia, and the New World as a result of the Middle Ages, Renaissance, Scientific Revolution, and Enlightenment. Spring Quarter focus is on the social, political, and artistic forces that shape the modern world. Completion of the SLE program satisfies the GER:IHUM, DB-Hum, and the University Writing and Rhetoric requirements.

91: 9 units, Aut, 92: 9 units, Win, 93: 10 units, Spr (Staff)

PROGRAM IN WRITING AND RHETORIC

Faculty Director: Andrea A. Lunsford

Associate Director: Marvin Diogenes

Assistant Directors: Christine Alfano, Nancy Buffington

Writing in the Major Director: Claude Reichard

Hume Writing Center Director: Clyde Moneyhun

Hume Writing Center Associate Director for Honors Writing: Hilton Obenzinger

Hume Writing Center Assistant Directors: Sohui Lee, Kristi Wilson

Lecturers: Christine Alfano, Corinne Arraez (Spring), Paul Bator, Shaleen

Brown, Nancy Buffington, Joel Burges, Subho Chakravarty, Kevin DiPirro, Mark Feldman, Marjorie Ford, Wendy Goldberg, Cheryl Greene, Patti Hanlon-Baker, Arturo Heredia, Scott Herndon, Jonathan Hunt, Donna Hunter, John Lee, Sohui Lee, Melissa Leavitt, Sangeeta Mediratta (Autumn), Kimberly Moekle, Clyde Moneyhun (Winter), Alyssa O'Brien, John Peterson, Gabrielle Ribera-Moyer, Carolyn Ross, Helle Rytken, Kim Savelson, Susan Schuyler, Kate Seward, John Tinker, Ann Watters, Jonah Willihnganz, Kristi Wilson, Susan Wyle, Harold Zimmerman

Teaching Affiliates: Regina Arnold (Autumn), Michael Reid (Autumn), Miruna Stanica (Autumn), Emily Wilkinson (Autumn)

Department Offices: Building 460, Room 223, Margaret Jacks Hall

Mail Code: 2085

Department Phone: (650) 723-2631

Email: pwrcourses@stanford.edu

Web Site: <http://pwr.stanford.edu>

Courses given in the Program in Writing and Rhetoric have the subject code PWR. For a complete list of subject codes, see Appendix.

GOALS OF THE PROGRAM IN WRITING AND RHETORIC

The Program in Writing and Rhetoric (PWR) designs and teaches courses that meet the Writing and Rhetoric requirement for undergraduates at Stanford as well as intermediate and advanced writing and rhetoric classes. For more information on the requirement, see the "Courses" section below and the "Writing and Rhetoric Requirement" section of this bulletin.

PWR courses engage students in rhetorical and contextual analysis of texts and substantive research-based argument. Students in PWR courses learn and practice time-tested rhetorical principles to gain increasing control over the intellectual and stylistic elements of their writing; they learn to analyze the ideas and persuasive strategies of others and to apply those insights to their own writing.

Toward these ends, PWR 1 focuses on elements of academic argument: understanding a writer's stance; developing a supportable argumentative thesis; discovering, developing, and deploying cogent proofs; making appropriate organizational and stylistic choices; and understanding the expectations of audiences. The course emphasizes research-based writing, including the effective use of print and non-print sources, primary and secondary sources, and data based on fieldwork. Students enrolled in PWR 1 carry out significant research and use it as the basis for a polished and persuasive research-based argument.

PWR 2 further develops students' skills in writing and oral presentation, emphasizing the ongoing development of content, organization, and style. The course addresses the dynamic interdependence of writing and speaking, as well as the importance of visual and multimedia elements in the effective presentation of research. Students enrolled in PWR 2 have opportunities to draft and revise written assignments and oral presentations as well as opportunities to present the results of scholarly inquiry, with an emphasis on how to work purposefully and well with a variety of presentation media.

As a general rule, students complete a minimum of three major assignments in both PWR 1 and 2. Written assignments vary from 5 to 15 pages in length, and students work intensively on revising each piece of writing. Oral presentations may involve collaborative work as well as multimedia

elements. All assignments involve analyzing a range of texts as well as identifying, evaluating, and using multiple sources in support of academic and research-based arguments. In-class work focuses on how to read with an increasingly critical eye and how to identify, evaluate, integrate, and cite sources effectively.

Writing and Rhetoric classes enroll no more than 15 students, and all classes are conducted as seminars in which participation is crucial. In-class activities include close reading of and responding to the writing of peers; these workshops are augmented by a minimum of three individual or small group conferences with the PWR instructor during the quarter.

THE HUME WRITING CENTER

The Hume Writing Center, located in Room 020 of Margaret Jacks Hall (Building 460), supports student writing in the full range of academic and extracurricular contexts. The center emphasizes support for students writing for PWR, Introduction to the Humanities, and Stanford Introductory Seminars, while also serving all Stanford undergraduates through one-to-one and group tutorials, workshops, and seminars. Other events sponsored or hosted by the center include regular Writers' Nights featuring fiction and poetry readings, the "How I Write" series of dialogues with Stanford faculty, and spoken word performances. For further details on the center, visit the center's web site at <http://hwc.stanford.edu>.

PWR PEDAGOGY PROGRAM

PWR offers ENGLISH 397A, a pedagogy seminar for all graduate students (TAs) from English, Modern Thought and Literature, and Comparative Literature who teach PWR courses as part of their graduate studies. Taught in the Autumn Quarter, the pedagogy seminar focuses on syllabus design, developing writing assignments, and responding to student writing. The history of rhetoric and writing supplies a theoretical foundation as well as practical lessons for how to teach writing and research most effectively. In the Winter and Spring, graduate students continue their pedagogical development through a series of workshops and seminars focused on specific issues in the teaching of writing. Elements of the pedagogy program include class visits; group evaluation of writing assignments; workshops and lectures; a handbook on teaching; a library of teaching materials; a program web site with links to other writing program sites; and individual work with mentors and peers.

TRAINING FOR PEER WRITING CONSULTANTS

PWR offers PWR 195, a course on the tutoring of writing for undergraduates selected to serve as peer writing consultants in the Hume Writing Center and across the campus. PWR 198 serves undergraduates who plan to work as tutors in area high schools as part of the Ravenswood Writes project.

COURSES

The Writing and Rhetoric requirement approved by the Faculty Senate in May 2001 includes courses at three levels. The first-level course, taken in the first year, can be satisfied by courses in PWR or Structured Liberal Education; the curriculum emphasizes analysis and research-based argument. The second-level course, to be completed by the end of the sophomore year, is a writing and oral/multimedia presentation course taught by the Program in Writing and Rhetoric and by other programs and departments; completion of Structured Liberal Education also satisfies the second-level requirement. The third-level course is a Writing in the Major (WIM) course taught in each major, providing students with systematic opportunities to develop skills for writing in their chosen fields. A list of certified WIM courses may be found in the table of "Undergraduate Major Unit Requirements" in the "Undergraduate Degrees and Programs" section of this bulletin. WIM course descriptions may be found under individual department and program sections.

The sequence of required courses provides a coordinated approach responsive to how students mature as writers, researchers, and presenters during their undergraduate years. At each level, students develop greater sophistication in conducting inquiry and producing scholarly work in progressively more specific disciplinary contexts.

Before the term in which students enroll in the first two levels of the requirement, they review course descriptions on the program web site at <http://pwr.stanford.edu>. After reviewing the offerings, students submit a list of top choices, and the PWR office assigns students to courses based on these preferences.

THE WRITING AND RHETORIC 2 REQUIREMENT

As noted above, the second-level course requirement may be satisfied through completion of courses offered through PWR or by other programs and departments. Before the quarter in which students are assigned to enroll in the second-level course, they will be able to review all available courses that meet the requirement on the program web site at <http://pwr.stanford.edu>. In addition to PWR 2, designated Center for the Teaching of Learning (CTL) courses and Stanford Introductory Seminars (SIS) satisfy the second-level Writing and Rhetoric requirement (Write-2). SIS courses require an additional application form; see <http://intosems.stanford.edu> and the SIS Winter and Spring supplements for more information.

COMMUNITY WRITING PROJECT (CWP)

Students may elect to enroll in a section of PWR 1 or 2 designated as "CWP" on the PWR web site. Students in CWP sections complete at least one project during the term (a grant proposal, pamphlet, news article, profile, or web site) for a local community service agency. The program provides an orientation for each CWP section, including a description of participating agencies. Community Writing Project assignments are then made in consultation with the instructor, the agencies, and the program.

PWR 1. Writing and Rhetoric 1—Fulfills first level of the writing requirement. Rhetorical and contextual analysis of readings, research, and argument. Focus is on development of a substantive research-based argument using multiple sources. Individual conferences with instructor.

4 units, Aut, Win, Spr (Staff)

PWR 2. Writing and Rhetoric 2—Further work in developing skills in argument and research-based writing, with emphasis on oral presentations of research-based arguments. Individual conferences with instructor. Prerequisite: PWR 1.

4 units, Aut, Win, Spr (Staff)

PWR 4. Directed Writing—Further work on developing writing. Analysis and research-based argument, writing for a range of audiences and in varied disciplinary contexts. Workshops and individual conferences. May be repeated for credit. Prerequisite: first two levels of the writing requirement or equivalent transfer credit.

3-4 units, Aut, Win, Spr (Staff)

PWR 5. Independent Writing—Individual writing project under the guidance of a PWR instructor. May be repeated for credit. Prerequisite: first two levels of the writing requirement or equivalent transfer credit.

1-5 units, Aut, Win, Spr (Diogenes, M)

PWR 6. Writing Workshop

1 unit, Aut (Staff)

PWR 91. Intermediate Writing—For students who have completed the first two levels of the writing requirement and want further work in developing skills in argument and research-based writing, emphasizing discipline-specific contexts and nonfiction genres. Individual conferences with instructor and peer workshops. Prerequisite: first two levels of the writing requirement or equivalent transfer credit.

3 units, Spr (Staff)

PWR 191. Advanced Writing—Open to undergraduates and graduate students. Crafting nonfiction prose in a range of genres. Focus is on the relationship of genre and form; attention to developing stylistic versatility. Individual conferences with instructor. Prerequisite: first two levels of the writing requirement or equivalent transfer credit.

3 units, Spr (Diogenes, M)

PWR 192. Projects in Research, Writing, and Rhetoric—Advanced work on research projects, early drafts of theses, expository excursions, manifestos, scripts, first-hand accounts, investigative reports, proposals, comic disputations, and other textual, rhetorical and imaginative explorations. Shared work, discussions, and examination of methods, rhetorics, and styles in all disciplines. May be repeated for credit. Prerequisite: first two levels of the writing requirement or equivalent transfer credit.

1-5 units, Aut (Obenzinger, H)

PWR 193. Writing the Honors Thesis—For students from all majors in the process of writing an honors thesis. Review of key elements of thesis process, including literature reviews, structure, argumentation, style, and documentation. Group and individual workshops. Prerequisite: first two levels of the writing requirement or equivalent transfer credit.

1-5 units, Win, Spr (Obenzinger, H)

PWR 194. Topics in Writing and Rhetoric—Further work in theories and practices of rhetoric. Topics may include the intersections of technology with writing and rhetoric, rhetorical practices in different time periods and locations, and major figures in the rhetorical tradition. Prerequisite: first two levels of the writing requirement or equivalent transfer credit.

4 units, Spr (Staff)

PWR 195. Peer Writing Tutor Training Course—For students selected to serve as peer writing tutors in the Stanford Writing Center and/or at other campus sites. Readings on and reflection about writing processes, the dynamics of writing and tutoring situations, tutoring techniques, learning styles, diversity, and ethics. Observation of tutoring sessions, written responses to readings, and other written work.

3 units, Spr (Moneyhun, C)

PWR 198X. Tutoring with Adolescents: Ravenswood Writes—(Same as EDUC 198X.) Strategies and approaches for teaching writing to students from diverse backgrounds and languages, and cultural and learning styles. Course prepares students to become tutors for Ravenswood Writes. Prerequisites: application and committee approval.

3 units, Spr (Ball, A; Tinker, J)

UNDERGRADUATE ADVISING AND RESEARCH

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Appointments: <http://vpue-fmpform1.stanford.edu/UAR/advappts>

The Office of Undergraduate Advising and Research (UAR) helps students realize the full intellectual richness of undergraduate life at Stanford. UAR advisors work directly with students in one-on-one interactions to help them develop their scholarly interests before and after they declare a major, overcome obstacles to their academic success, immerse themselves in their chosen fields, engage with faculty, take advantage of academic opportunities and resources outside their major departments, and, for some students, to prepare for post-baccalaureate study.

The UAR staff includes professional advisers in Sweet Hall, academic directors (ADs) in Florence Moore, Stern, and Wilbur residence halls, and the Athletic Academic Resource Center. Starting in Autumn 2007-08, freshmen are assigned to academic advisers according to their preliminary academic interest and residence, and to an additional UAR adviser for comprehensive academic advice. Some freshmen receive enhanced academic support through participation in Expanded Advising Programs (EAP).

UAR services include:

- assistance with curriculum planning, including overseas studies
- consultation on choosing a major
- advice on integrating research into an undergraduate program of study (see below)
- support for students considering and applying for merit-based scholarships and national fellowships (see below)
- practical advice on how to prepare for and apply to graduate and professional schools
- academic and personal advising related to academic performance
- guidance on policies and procedures concerning academic standing;
- use of the resource library and membership on email lists
- referrals to campus tutoring resources and counseling offices

SCHOLARSHIPS AND FELLOWSHIPS, AND POST-BACCALAUREATE STUDIES

Along with the Overseas Resource Center (<http://icenter.stanford.edu/orc>), UAR staff help students to compete for merit scholarships and post-baccalaureate fellowships. UAR also administers campus nomination competitions for the Goldwater, Udall, Beinecke, Center for the Study of the Presidency, Jack Kent Cooke, Carnegie, Liebmann, and Truman scholarships, as well as the Goldman Sachs Global Leaders Program. Binders containing applications of previous winners are available on the first floor of Sweet Hall.

UAR offers workshops and individual consultations on choosing a graduate or professional school, such as in law or the health professions, writing personal statements, soliciting letters of recommendation, and preparing for interviews.

UNDERGRADUATE RESEARCH

UAR sponsors and supports programs that encourage undergraduates to work individually with faculty on research, advanced scholarship, and creative projects. Programs are designed to serve students new to research, and those with considerable research experience who are able to take on advanced, independent projects.

STUDENT GRANT PROGRAMS

UAR offers research grants to registered Stanford undergraduates. Grants support faculty-mentored research projects, and are typically used to pay for the research supplies, travel, and room and board. For the 2007-08 academic year, students have access to grant programs including:

Quarterly Grants provide for student projects that explore a topic of interest or contribute to the development of future intellectual pursuits. They are often used for smaller projects, preliminary research, and follow-up expenses associated with larger projects.

Major Grants support larger projects that normally span several quarters. Funded projects typically culminate in an honors thesis or some other substantial capstone product that demonstrates a focused and intellectually rigorous perspective on the topic of interest. Major grant proposals are subject to a review process that includes input from faculty in the relevant departments.

Chappell Lougee Scholarships are available to sophomores pursuing projects in the arts, humanities, and social sciences. In addition to receiving a grant, recipients become members of a research and mentoring community that includes special events, preparation for a capstone project or honors, and fellowships and graduate school advising.

Angel Grants assist students in producing a finished public creative work such as an art exhibit, film, stage production, or concert.

Conference Travel Grants support students who have been invited to present their research at a professional or scholarly conference. The grants fund travel expenses to and from the conference, and normal conference registration. Students demonstrating financial need may also include conference-associated food and lodging in their budget.

For current deadlines and program details, see <http://studentgrants.stanford.edu>. The application for any student grant consists of (1) a student-authored project proposal, including a line-item budget, and (2) a letter of support written by a qualified member of the Stanford faculty. UAR may also consult student transcripts as well as outside faculty reviewers. Proposals are judged on intellectual significance, rigor and feasibility of project design, and evidence of student preparedness.

Major grant and Chappell Lougee Scholarship recipients may include a stipend within their budget if they are working full-time on their project over the Summer Quarter.

UAR provides advising support for students considering a research grant, including proposal writing and project design consultation and advice on administrative policies. Students can view sample proposals at the UAR office. For more information, see <http://studentgrants.stanford.edu>.

DEPARTMENTAL AND FACULTY SPONSORED RESEARCH OPPORTUNITIES

Departments, interdisciplinary programs, and Stanford research centers may apply through the UAR office for VPUE Departmental Grants for Undergraduate Research to support programs that provide undergraduates with mentorship and training in scholarship and research. Typically, departments pair students with a faculty member or faculty-led research group according to their mutual scholarly interests. Students conduct substantive, directed research on a particular aspect of the faculty member's research project, and they meet frequently with their faculty mentors to discuss progress and future directions for the project. For official request for proposal form, see <http://urp.stanford.edu/FacView>. Students should check with UAR staff to determine which departments and centers currently sponsor research programs.

Individual faculty members may also apply through the UAR office for VPUE Faculty Grants for Undergraduate Research. Faculty Grants provide funding for undergraduates to work closely with faculty on a directed research project. Typical student research activities include conducting literature reviews, developing and conducting research surveys, collecting and analyzing data, aiding in the development of course materials, and conducting laboratory experiments. Faculty determine student participation in this program, so students should contact departments and faculty for more information. For official request for proposal form, see <http://urp.stanford.edu/FacView>.

SUMMER RESEARCH COLLEGE

Summer Research College (SRC) is a residential program directed by UAR for students engaged in faculty-mentored research endeavors on campus over the summer.

SRC aims to foster close intellectual and social contact among students and faculty in an interdisciplinary residential community. During the day, students work with their faculty advisers or research groups campus-wide. In the evenings and on weekends, they have opportunities to share in research discussions, dinners with faculty guests, social and cultural activities, and other informal gatherings with fellow researchers.

SRC is not a source of funding for student research; it is a residential program intended to enrich undergraduates' summer research experience. Residents of SRC obtain funding through UAR and non-UAR funding programs. For more information about SRC, including registration procedures and college policies, see <http://src.stanford.edu>.

BING HONORS COLLEGE

Bing Honors College brings students who are writing honors theses to campus in September before the start of the regular school year for a program of intensive scholarship and writing guided by faculty from participating departments and programs. By concentrating solely on the thesis for nearly three weeks, the college participants begin the senior year with a commitment to independent scholarship in an atmosphere of shared intellectual purpose. The college sponsors crossdisciplinary forums, such as writing workshops and methodology panels, as well as residential activities, and a celebratory concluding event to which students invite their research advisers. Students participating in the college receive room and board, and access to computers.

This file has been excerpted from the *Stanford Bulletin, 2007-08*, pages 46-73. Every effort has been made to ensure accuracy; post-press changes may have been made here. Contact the editor of the bulletin at arod@stanford.edu with changes or corrections. See the bulletin web site at <http://bulletin.stanford.edu> for additional information.