

# OVERSEAS STUDIES PROGRAM

*Academic Director:* Amos Nur

## **Stanford Program in Australia**

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

*Faculty:* Sophie Dove, Norman Duke, Ron Johnstone, Michael Pole, James Udey

## **Stanford Program in Berlin**

*Director:* Karen Kramer

*Faculty:* Maria Biege, Ulrich Brückner, Edward Carryer, Bernard Faure, Larry Friedlander, Dubravka Friesel-Kopecki, Susanne Herzog, Wolf-D. Junghanns, Ingo Klein, Franz Neckenig, Sheri Sheppard, Sylke Tempel, Jochen Wohlfeil

## **Stanford Program in Florence**

*Director:* Ermelinda Campani

*Faculty:* Khaled Allam, Russ Altman, Riccardo Brusciagli, Sarah Jain, Daniela Lamberini, Joseph Levi, Mirella Loda, Giuseppe Mammarella, Leonardo Morlino, Marco Palla, Lapo Pistelli, Fiorenza Quercioli, Filippo Rossi, Jeffrey Schnapp, Timothy Verdon

## **Stanford Center for Technology and Innovation (SCTI)—Kyoto**

### **Kyoto Center for Japanese Studies (KCJS)**

*Director:* Terry MacDougall

*Faculty:* James Baxter, Monica Bethe, Toshiko Fujiwara, Hans Gumbrecht, Takashi Hikino, Fujiko Hotta, Mitsugu Ichikawa, Bettina Langner-Teramoto, Catherine Ludvik, Junko Minamoto, Haruka Ueda, Mariko Uemiya, Meera Viswanathan, Chihiro Yamaoka, Emiko Yasumoto

## **Stanford Program in Moscow**

*Director:* Maxim Bratersky

*Faculty:* Tatyana Boldyreva, David Holloway, Elizaveta Kurganova, Zinaida Kuznetsova, Alexei Malashenko, Vladimir Mau, Efim Rezvan, Inna Shimanskaya, Leonid Sykiainen, Nancy Tuma, Andrei Zorin

## **Stanford Program in Oxford**

*Director:* Geoffrey Tyack

*Faculty:* Giovanni Capoccia, John Darwin, Randall Hansen, Michael Hurst, Robert McMahon, Amanda Palmer, Donald Roberts, Eric Roberts, Derek Robinson, Trevor Rowley, Lauren Rusk, Robert Siegel, Jonathan Wordworth

## **Stanford Program in Paris**

*Director:* Estelle Halevi

*Faculty:* Elisabeth Boyi, Carine Chaix-Couturier, Colette Deremble, Gilles Fumey, Marc Germanangue, Marie Grée, Camille Hamidi, Herant Katchadourian, Martin Kay, Marie-Claire Lavabre, Marc Lazar, Natalie McNeil, Florence Mercier, Marie-Christine Ricci, Fabrice Virgili

## **Stanford Program in Santiago**

*Director:* Edmundo Fuenzalida

*Faculty:* Lorenzo Agar, Armando Di Filippo, Paz Haro, Jorge Heine, Oscar Muñoz, Marietta Ortega Perrier, Veronica Polete, Hernan Pons, Michael Predmore, Francisco Rojas, Grinor Rojo, Bernardo Subercaseaux, Teresa Valdés

*Program Offices:* First Floor, Sweet Hall

*Mail Code:* 94305-3089

*Phone:* (650) 723-3558

*Email:* study@osp.stanford.edu

*Web Site:* <http://osp.stanford.edu>

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

Stanford University encourages students to explore the opportunities of study abroad through programs in Australia, Berlin, Florence, Kyoto, Moscow, Oxford, Paris, and Santiago. Students may enroll for one or two quarters at most centers and for three quarters in Berlin, Kyoto—KCJS, Florence, Oxford, Paris, and Santiago. Course offerings from engineer-

ing, humanities, sciences, and social sciences provide full Stanford credit. Many courses also count toward major requirements and/or fulfill General Education Requirements. Academic or paid internships are available at the Berlin, Florence, Kyoto-SCTI, Moscow, Paris, and Santiago centers. Research opportunities are available in various formats at different centers. Minimum language prerequisites vary among programs. Please consult the Overseas Studies web site at <http://osp.stanford.edu> for information on language requirements.

Students remain registered at Stanford and pay regular tuition, along with the Overseas Studies 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, located on the first floor of Sweet Hall, has a full-time staff and student advisers to assist in planning for overseas study. The following information, while accurate at the time of printing, is subject to change. Consult the Overseas Studies Program web site at <http://osp.stanford.edu> for updated information.

## COURSES

(AU) indicates that the course is subject to the University Activity Unit limitations (8 units maximum).

International Relations has approved a number of Overseas Studies courses for major credit; these are listed in the “International Relations” section of this bulletin.

## AUSTRALIA

**OSPAUSTL 10. Coral Reef Ecosystems**—(Enroll in BIOSCI 109Z, CEE 168X, EARTHSYS 120X, HUMBIO 61X.) 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.

*3 units, Aut (Hoegh-Guldberg)*

**OSPAUSTL 20. Coastal Resource Management**—(Enroll in BIOSCI 110Z, CEE 168Y, EARTHSYS 121X, HUMBIO 62X.) 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.

*3 units, Aut (Johnstone)*

**OSPAUSTL 30. Coastal Forest Ecosystems**—(Enroll in BIOSCI 111Z, CEE 168Z, EARTHSYS 122X, HUMBIO 63X.) 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.

*3 units, Aut (Pole)*

**OSPAUSTL 40. Australian Studies**—Fundamental elements of Australian geography, politics, culture, and history. Using the resources and staff of the anthropology section of the Australian Museum in Sydney, focus is on indigenous Australia including interaction of indigenous cultures with Australia’s coastal ecosystem. Additional first-hand cultural experiences with tribal groups on Stradbroke Island and in the Port Douglas and Cape Tribulation region.

*3 units, Aut (Hoegh-Guldberg)*

**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.

3 units, Aut (*Hoegh-Guldberg*)

## BERLIN

**OSPBER 10. Re-inventing the Modern City: Berlin 1920-1933, 1990-2003**—(Enroll in URBANST 144U.) Berlin re-invented itself as the modern city in the 20s, and in the 90s it created itself anew as a national and international capital within a transforming Europe. The self-reflective and polemical movements in art that generated and shaped the urban Weimar scene compared with contemporary projects in the new Berlin. The rise of radical, formally innovative painting and theater; the involvement of the arts in politics. Student multimedia presentations. GER:3a

4 units, Spr (*Friedlander*)

**OSPBER 21. The Role of Technology in Modern Life: A Comparison Between the U.S. and Germany**—While most people are familiar with high technology, they have become oblivious to how low technology is woven into everyday lives. Goal is to reacquaint with some of the forms of technology that people have come to take for granted, and to reflect on how normal experiences of technology differ between Americans and Europeans as exemplified by Germans in Berlin. Field trips within Berlin. GER:2b

3 units, Spr (*Carrier*)

**OSPBER 24. Engineering Design**—(Enroll in ME 113B.) Goal is to create designs and models of new mechanical devices. Design is experienced by students as they work on a team design project obtained from industry or other organizations. Prerequisites: 80, 101, 112.

3 units, Spr (*Sheppard*)

**OSPBER 25. Mechanical Dissection**—(Enroll in ME 99B.) Series of mechanical dissection labs resolve common questions of everyday products and provide confidence in hands-on skills. Students choose a current product, track its history, obtain samples (current and antique), disassemble, and explore functions. Formal and informal presentations. Lab. Enrollment limited to 20.

3 units, Spr (*Sheppard*)

**OSPBER 26. Asia and German Orientalism—from Hegel to Heidegger**—The publication of Edward Said's *Orientalism* has generated a substantial debate about Western conceptions of the East. One of Said's theses was that Orientalism was a product of colonialism. How are we to understand, then, the importance and specificity of German Orientalism, when Germany was not one of the colonial powers?

4 units, Win (*Faure*)

**OSPBER 27. New German Cinema: Themes and Directors**—Major films and directors of the New German Cinema since the 70s, and their sociohistorical context.

4 units, Win (*Faure*)

**OSPBER 28. Performance Berlin: Stadt als Lebenskunst**—(Enroll in DRAMA 101B, GERGEN 176.) The forms, cultures, and venues where a specifically urban experience is enacted and performed including the neo-Dada of Berlin's postmodern stages, the young German cinematic avant garde featured in the perspective section of the Berlin Film festival, and the *flâneur* in the *KneipenKino*. Taught largely in German. GER:3a

4-5 units, Win (*Kramer*)

**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. Competing political agendas

and the criteria of historical selection in monument-alteration and removal, renaming streets, and structuring the capital city. Focus is on the interface between sociopolitical life and artistic expression. In German. (AU)

1 unit, Aut, Win, Spr (*Neckenig*)

**OSPBER 37. Web Projects**—Plan and develop a multimedia web project based on academic work associated with a concurrent course. Prerequisite: knowledge of web design or preparation on home campus.

1 unit, Aut, Win, Spr (*Kramer*)

**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 for Winter Quarter enrollment; a Berlin Center course related to the research theme for the Spring Quarter enrollment.

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

**OSPBER 66. Theory from the Bleachers: Reading German Sports and Culture**—(Enroll in SOC 158S.) German culture past and present through the lens of sports. German sports culture analyzed in its intellectual, societal and historical-political contexts as well as in comparison to sports cultures in Britain, France, and the U.S. Based on attendance at sports events (basketball, boxing, six-day cycling races, ice hockey, soccer) and on English and German texts, the concepts of *Körperkultur*, *Leistung* and *Show*, *Verein*, and *Haltung*. Theory and practice of fair play, the relation of team and individual, production and deconstruction of sports heroes and heroines, and sports nationalism discussed via examples of sports narrations and images.

3 units, Win (*Junghanns*)

**OSPBER 83. World War II: Germany's Ever Present Past**—(Enroll in HISTORY 28V, POLISCI 119P.) The polarized political and discursive context of the post-WW I 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:3b

4 units, Win (*Tempel*)

**OSPBER 93. Globalization: International Challenges, Regional Responses**—(Enroll in POLISCI 110X.) The rigid system of the Cold War was replaced by the flexible, almost anarchic system of globalization. Post-cold war political and economical upheaval triggered large migrations. In the age of multinational corporations, many predict the end of the national state in the context of a single superpower without adequately powerful, independent, and compensating institutions. Negative consequences of the dynamic process of globalization are often accredited to the superpower. GER:3b

4-5 units, Spr (*Tempel*)

**OSPBER 174. Sports, Culture, and Gender in Comparative Perspective**—(Enroll in GERGEN 174.) Introduction to the 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 an analysis of the 1936 Berlin Olympic Games. GER:3b,4c

4-5 units, Spr (*Junghanns*)

**OSPBER 101A. Contemporary Theater**—(Enroll in DRAMA 101A, GERLIT 195.) 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:3a

5 units, Spr (*Kramer*)

**OSPBER 105V. Industry, Technology, and Culture, 1780-1945**—(Enroll in HISTORY 105V, STS 120V.) From the steam engine to the modern factory, the engineer emerges as the hero of the innovative and the new in the modern world. The dialectical relationships among material, intellectual, and social culture using the example of modern materials, transport, and communications systems, the micro- and macrocosms discovered in physics, chemistry, and astronomy, and the revolutionizing influence of photography, film, and TV. GER:3a  
4 units, Win (Neckenig)

**OSPBER 110Y. Architecture and the City, 1871-1990: Berlin as a Nucleus of Modernity**—(Enroll in ARTHIST 110Y, HISTORY 229V, STS 119V, URBANST 143U.) Differing logics of reconstruction in the two competing postwar German states. Architectural corrections attempted in post-Communist East Berlin and the rebuilding of the national capital since 1990. Dual perspective of the major architectural movements of the century and reconstruction of shifting roles of Berlin during unifications of 1871 and 1990. GER:3a

4 units, Spr (Neckenig)

**OSPBER 114X. The European Union: Superpower in the Making?**—(Enroll in POLISCI 110P.) The single European currency, the Kosovo war, and initiatives for a common foreign and security policy (CFSP) challenge the EU to define its new role in the world. Topics: eastward enlargement, bilateral relationship with the U.S., Turkey, the Mediterranean area, and the future international role of the euro. The ability of the EU to become a global actor in security and economic affairs. GER:3b  
4-5 units, Win (Brückner)

**OSPBER 115X. The German Economy: Past and Present**—(Enroll in ECON 115X, POLISCI 111P.) 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:3b

4-5 units, Aut (Klein)

**OSPBER 117V. The Industrial Revolution and its Impact on Art, Architecture, and Theory**—(Enroll in ARTHIST 141Y, STS 117V.) The interlinking of architecture and painting with technological and scientific development. In a period of industrial revolution, the dominance of positivist thinking and empirical methods promotes in the cultural and artistic realm a response of euphoric acceptance or emphatic rejection. Artwork as a social, cultural, and spiritual symbol is a response to scientific and technological development, yet claims timeless validity. Topics: frictions between idealism and realism, photography and painting, historicism and functionalism, expression and dadaism, futurism and new sobriety, functionalism and Nazi classicism. GER:3a

5 units, Aut (Neckenig)

**OSPBER 118. Introduction to Mechatronics**—(Enroll in EE 118X, CS 118X.) Technologies involved in Mechatronics (Intelligent Electro-Mechanical Systems) and the techniques necessary to integrate these technologies into mechatronic systems. Topics: electronics (A/D, D/A converters, op-amps, filters, power devices); software program design (event-driven programming, state machine based design); DC and stepper motors; basic sensing; basic mechanical design (machine elements and mechanical CAD). Lab component of structured assignments combined with a large and open-ended team project. Limited enrollment. Prerequisite: ENGR 40 and CS 106A.

4 units, Spr (Carrier)

**OSPBER 126X. A People's Union? Money, Markets, and Identity in the EU**—(Enroll in POLISCI 112P.) First of two quarter sequence. The changes in the European Union from a loose economic club for internal trade to a powerful regulatory center with a wide scope of competencies. How this process will change the European style of welfare states and create a new political system and a new type of EU citizenship. The future role of Germany in the EU. Field trips and guest speakers. GER:3b  
4-5 units, Aut (Brückner)

**OSPBER 161X. The German Economy in the Age of Globalization**—(Enroll in ECON 161X.) 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:3b  
4-5 units, Win (Klein)

**OSPBER 177A. Culture and Politics in Modern Germany**—(Enroll in GERGEN 177A.) Key paradigms of modern Germany: German romanticism, the belated state and national identity, National Socialism and the Holocaust, Germany divided and unified. Literary, analytical, and theoretical texts; newspaper articles; film and TV; oral history. GER:3b

4-5 units, Aut (Kramer)

## GERMAN LANGUAGE PROGRAM

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

8 units, Aut, Win (Wohlfel)

**OSPBER 3B. German Language and Culture**—(Enroll in GERLANG 3B.) Grammar, composition, and conversation. Increases fluency in German as rapidly as possible to help students take advantage of the many opportunities in Berlin. Corequisite: GERLANG 100B.

5 units, Aut, Win, Spr (Biege)

**OSPBER 22B. Berliner Geschichte(n): Second-Year German**—(Enroll in GERLANG 22B.) Readings in history, literature, politics, and economics.

5 units, Aut, Win, Spr (Friesel-Kopecki)

**OSPBER 100B. Aktives Deutsch**—(Enroll in GERLANG 100B.) Required for students enrolled in GERLANG 3B; open to students in other German language classes. Active use of German, including vocabulary from a variety of fields and disciplines, and discussion of current issues.

2 units, Aut, Win, Spr (Herzog)

## ON VIDEOTAPE

See the "School of Engineering" section of this bulletin for course descriptions.

**OSPBER 40B. Introductory Electronics**—(Enroll in ENGR 40B.)

5 units, Aut, Win, Spr (Khuri-Yakub)

**OSPBER 50B. Introductory Science of Materials**—(Enroll in ENGR 50B.)

4 units, Aut, Win, Spr (Bravman)

## FLORENCE

**OSPFLOR 41. The Contemporary Art Scene in Tuscany: Theory and Practice**—(Enroll in ARTSTUDI 147Y.) 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)

**OSPFLOR 42. Academic Internship**—Mentored internships are offered in banking, education, the fine arts, health, media, not-for-profit organizations, publishing, and retail.

1-5 units, Win, Spr (Campani)

**OSPFLOR 49. The Cinema Goes to War: Fascism and World War II as Represented in Italian and European Cinema**—(Enroll in ARTHIST 160Y, COMM 53, HISTORY 235V, ITALGEN 191F.) Filmic portrayals of Fascism and WWII through analysis of the structural and ideological attributes of narrative cinema, and theories of visual

and cinematic representation. The ways 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:3a

5 units, Win (*Campani*)

**OSPFLOR 50. Fascist Italy in World War II, 1939-1945**—(Enroll in HISTORY 237V, ITALGEN 175F.) The nature of Fascism; internal and foreign policy in the 1930s; Fascist wars in Ethiopia, Spain, and the seizure of Albania; Italy and her allies, Germany and Japan, in WW II; the crisis of inner front, antifascism, and Mussolini's declining rule; the Italian military defeat; the fall of Mussolini and the unconditional surrender; the New Fascist regime or the Italian Social Republic; the Italian Resistance and the Liberation; the legacy of Fascism. GER:3b

4-5 units, Win (*Palla*)

**OSPFLOR 54. High Renaissance and *Maniera***—(Enroll in ARTHIST 112Y, ITALGEN 150F.) 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:3a

5 units, Spr (*Verdon*)

**OSPFLOR 55. Academy of Fine Arts: Studio Art**—(Enroll in ARTSTUDI 198F.) Courses through the *Accademia delle Belle Arti*. Course details upon arrival. Minimum Autumn and Winter Quarter enrollment required; 1-3 units in Autumn.

1-5 units, Aut, Win, Spr (*Staff*)

**OSPFLOR 57. History and Culture of Jews in Italy**—(Enroll in HISTORY 188V.) Panoramic picture of the history of Italian Jews and their millenarian cultural history. Story of the main Jewish communities in Italy, past and present, gives a geographical, historical, and cultural perspective of present day's Italian Judaism. Different historical periods of Italian Jewry and their connection with Italian European history from ancient times to the present. Main cultural currents of Italian Jewish history; present Jewish Italian identity in light of Jewish Italian history. GER:3a

4 units, Win (*Levi*)

**OSPFLOR 67. Women in Italian Cinema: Maternity, Sexuality, and the Image**—(Enroll in ITALGEN 135F, FEMST 135F.) 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:3a,4c

4 units, Spr (*Campani*)

**OSPFLOR 68. Italy from the End of the First Republic to the Advent of the Euro**—(Enroll in HISTORY 68V.) An inside view of the political, institutional, and economic transition. Political and social changes in the 90s from the standpoint of practical experience of both local and national government. Focus is on the interaction of Italian society and politico-economic elites during this transitional period. GER:3b

4 units, Spr (*Pistelli*)

**OSPFLOR 69. Mirror of Manners: Staging Italy from Machiavelli to Pirandello**—(Enroll in ITALLIT 166F.) Italian theater from its rebirth during the Renaissance to Pirandello in the 20th century. How

texts, staging, and performance arts and skills merge to give the Italian stage its unique character. GER:3a

4 units, Spr (*Bruscagli*)

**OSPFLOR 71. Becoming an Artist in Florence: Contemporary Art in Tuscany and New Tendencies in the Visual Future**—(Enroll in ARTSTUDI 141Y.) 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 the importance of drawing as the key to the visual arts. Three workshops enable students to master the techniques introduced.

3-5 units, Spr (*Rossi*)

**OSPFLOR 72. The Fascist Decades**—(Enroll in ITALLIT 176F, COMPLIT 176K.) Artists and writers who strove to bring about and to interpret the fascist revolution through films, novels, poems, architecture, designs, and art. Ezra Pound, author of the *Cantos*; Leni Reifentahl, German documentary film director; Filippo Tommaso Marinetti, founder and leader of the Italian Futurist movement; and Mario Sironi, painter, muralist, and graphic artist of the Lictorial Style. Themes include: history of fascism as a global phenomenon; ideological and cultural roots of the revolutionary right; totalitarianism and fantasies of heroic individualism; radical right attitudes towards technology and industrialization; subcultures of the contemporary new right. GER:3a

3-5 units, Win (*Schnapp*)

**OSPFLOR 76. Car Culture**—(Enroll in CASA 181X, STS 150.) Interdisciplinary approach. How cars pervade American culture, politics, ethics, and economics. How is it that the car induces thoughts of freedom, liberation, and escape, when it requires intense infrastructures of freeways, gasoline, steel, rubber, glass, and manufacture? Sources include legal cases, poetry, novels, films, government documents, popular press, music, anthropology, engineering studies, video documentary, popular film, and design history. Broader themes of culture and technology through science and technology studies and anthropology. Nationalism, design, and branding in the Italian car industry; urban planning and the challenges of old cities; and a comparative perspective on automobile regulation. GER:3b

5 units, Aut (*Jain*)

**OSPFLOR 77. Mobility Lab**—(Enroll in CASA 183X.) Urban transportation modes such as cars, walking, and scooters as individual choices and as integral to the making of urban space. Readings in history, technology studies, mapping, politics and space, and anthropology. Exercises involve moving around in the city by bus, foot, or wheelchair, and drawing, photographing, observing, and mapping Florence's urban life. Artistic ability not required.

5 units, Aut (*Jain*)

**OSPFLOR 74. The Literature of the City: Dante's *Divine Comedy***—(Enroll in ITALLIT 147F.) Ancient and modern theories of the city through Dante's *Divina Commedia* and readings from classical and Christian Rome (Cicero, Virgil, Juvenal, Augustine) and medieval Italy (Villani, Dante). The boundary region where imaginative constructions and actual cities overlap. GER:3a

4 units, Win (*Schnapp*)

**OSPFLOR 78. An Extraordinary Experiment: Politics and Policies of the New European Union**—(Enroll in POLISCI 42P.) 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:3b

*5 units, Aut (Morlino)*

**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:3b,4a

*5 units, Spr (Allam)*

**OSPFLOR 80. Contemporary Italian Politics: The Berlusconi Era**—(Enroll in POLISCI 142P.) Changes in Italian politics since the 2001 election when a new strong parliamentary majority gave the new prime minister, Silvio Berlusconi, the possibility of implementing new domestic and foreign policies that would change the content of Italian democracy. The main features of the crisis, the changes, and the Berlusconi era in comparative perspective. GER:3b

*5 units, Win (Morlino)*

**OSPFLOR 81. Genomics: A Technological and Cultural Revolution**—(Enroll in BIOMEDIN 114.) Sequencing of the human genome is one of the great scientific achievements of this century. Basic concepts of genomics, the accompanying move in biology towards high throughput methods of data collection, and the rise of computational approaches to analysis of data. Social, ethical, and economic implications of genomic science. Choice of focusing on computational aspects of genomics or on social aspects. GER:2b

*3 units, Spr (Altman)*

**OSPFLOR 82. Plagues in History: Lessons in Human Health and Human Society**—(Enroll in HUMBIO 158X.) Plagues and epidemics have intermittently wreaked havoc on human populations. Biological foundation and social impact of major plagues, including the bubonic plague in Europe, influenza, AIDS, and the new SARS threat. Introduction into human populations, basic biology of the disease, and impact of the disease on the affected populations in terms of public health, society, economics, and subsequent history. Field trips focus on Florentine manifestations where the bubonic plague has been linked to the genesis of the Renaissance. GER:2b

*3 units, Spr (Altman)*

**OSPFLOR 83. Materials and Machines for Architecture: The Renaissance from Brunelleschi to Michelangelo**—Renaissance architecture in 15th-century Florence developed with the help of fortunate political, economic, social, and cultural circumstances, and scientific and technological components. The technical building aspects and materials on which the planning and construction of architecture is founded. Emphasis is on Florentine Renaissance architecture from the Cupola of the Cathedral to the Santa Trinità Bridge. The traces of history in building planning and architecture.

*4 units, Aut (Lamberini)*

**OSPFLOR 84. Democratic Quality in the Contemporary World**—(Enroll in POLISCI 43P.) Theoretical framework for the notion of democratic quality, and a qualitative and quantitative assessment of the actual implementation of democracy and human rights at a worldwide level. Main theoretical notions related to democratic quality including rule of law, accountability, responsiveness, freedom, and equality. Tools for subversion, how political elites developed different modes to avoid responsibility and responsiveness in political activities. Case studies such as the post-communist countries or the Arab world, including assessment of democracy in the area. Assessment of American democracy. GER:3b

*5 units, Spr (Morlino)*

**OSPFLOR 85. Social Geography of Contemporary Italy**—Territorial and economic structure of contemporary Italy. Regional gap in Italy's economic development including north-south dualism, the discovery of the Third Italy, the geography of industrial districts, and structure and recent development of the urban network. Case studies of the socioterritorial structure of contemporary Tuscany.

*2 units, Aut, Win (Loda)*

**OSPFLOR 106V. Italy: from an Agrarian to a Post-industrial Society**—(Enroll in HISTORY 106V, POLISCI 145P.) Italian history from the Risorgimento to the present. Italian society, crises, evolution, values, and the relation to the political institutions existing 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:3b

*4 units, Aut (Mammarella)*

**OSPFLOR 111Y. From Giotto to Michelangelo: Introduction to the Renaissance in Florence**—(Enroll in ARTHIST 111Y.) 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:3a

*4 units, Win (Verdon)*

**OSPFLOR 115Y. The Duomo and Palazzo della Signoria: Symbols of a Civilization**—(Enroll in ARTHIST 115Y.) The history, history of art, and symbolism of the two principal monuments of Florence: the cathedral and the town hall. Lectures, site visits, and readings grasp the points of common meaning and ideological difference 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:3a

*4 units, Aut (Verdon)*

**OSPFLOR 134F. Modernist Italian Cinema**—(Enroll in ARTHIST 161Y, ITALGEN 134F, STS 125.) 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'Annunzio). GER:3a

*5 units, Aut (Campani)*

## ITALIAN LANGUAGE PROGRAM

**OSPFLOR 35. Second-Year Italian, First-Quarter**—(Enroll in ITALLANG 21F.) 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)*

**OSPFLOR 37. Second-Year Italian, Second-Quarter**—(Enroll in ITALLANG 22F.) 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 including the WWII Project.

*4 units, Win (Quercioli)*

**OSPFLOR 66. Advanced Italian Conversation**—(Enroll in ITALLANG 31F.)

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

**ON VIDEOTAPE**

See the “School of Engineering” section of this bulletin for course descriptions.

**OSPFLOR 50F. Introductory Science of Materials**—(Enroll in ENGR 50F.)

*4 units, Aut, Win, Spr (Bravman)*

**KYOTO**

The Stanford Japan Center in Kyoto houses two separate academic programs: the Kyoto Center for Japanese Studies (KCJS) and the Stanford Center for Technology and Innovation (SCTI). KCJS is administered by Stanford for a consortium of American universities. For current information on KCJS, consult the web site at <http://kcjs.stanford.edu/> or contact Overseas Studies for a brochure. The courses listed below are offered by the SCTI program.

**OSPKYOTO 17R. Religion and Japanese Culture**—(Enroll in RELIGST 17R.) Introduction to the importance of religion in Japanese culture, covering the major traditions of the country. Visits are to relevant religious centers for observation of current religious practices and participation where appropriate (e.g., meditation session). Topics: the relation between religion and culture; ancient Japanese religion and Shinto; Buddhist schools of Heian Japan; Zen Buddhism as it flourished in the Kamakura period; Confucianism, as originally conceived in ancient China, and as transmitted to Japan in the Edo period in its neo-Confucian form; some characteristic modern practices. GER:3a,4a

*4-5 units, Spr (Ludvik)*

**OSPKYOTO 21. Research Project**—Independent research projects on significant 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)*

**OSPKYOTO 30. Immigration, Citizenship, and Identity in Japan**—(Enroll in POLISCI 247P.) How Japan is coming to terms with the public policy challenges of asylum, immigration, and integration. The nature of the challenges, obstacles and opportunities for change, and proposals for progress. Lessons of the Western experience, and the difficult trade-offs and conditions with which the Japanese must deal. Opportunities for field research and collaboration with students studying immigration at other centers. GER:3b,4a

*4-5 units, Spr (MacDougall)*

**OSPKYOTO 31. Space in Japanese Culture**—(Enroll in COMPLIT 159K.) The traditions and present-day specificities of Japanese culture, based on the hypothesis that space is an area of intersection between multiple traditions and practices within that culture. The distinction between the sacred and the profane as opposed to the public versus the private. Concepts and theories concerning cultural space in general and the cultural spaces of Japan in particular. Field trips to historical sites and places of contemporary cultural interest in the Kansai region. Student contributions and papers based on archival work and primary observations from field trips. GER:3a,4a

*1-5 units, Spr (Gumbrecht)*

**OSPKYOTO 122K. Philosophies of Technology: A Historical Approach**—(Enroll in COMPLIT 122K.) Texts primarily from the Western philosophical tradition discussing the concept, practices, and consequences of technology. Authors include Plat, Aristotle, Descarte, Kant, Hegel, Marx, Heidegger, and present-day philosophers. Additional contrastive Asian readings from primarily from the Japanese tradition. Opportunity for engineering and science majors to learn more about the intellectual traditions of which their fields are a part. Reflection about these fields to open up possibilities to understand, use, and position oneself within the traditions of Western technology. GER:3a

*1-5 units, Spr (Gumbrecht)*

**OSPKYOTO 215X. The Political Economy of Japan**—(Enroll in POLISCI 240P.) 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:3b

*4-5 units, Spr (Staff)*

**JAPANESE LANGUAGE PROGRAM**

**OSPKYOTO 9K. First-Year Japanese Language, Culture, and Communication B**—(Enroll in JAPANLNG 9K.)

*5 units, Spr (Fujiwara)*

**OSPKYOTO 17K. Second-Year Japanese Language, Culture, and Communication B**—(Enroll in JAPANLNG 17K.)

*5 units, Spr (Uemiy)*

**OSPKYOTO 19K. Second-Year Japanese Language, Culture, and Communication B**—(Enroll in JAPANLNG 19K.)

*5 units, Spr (Yamaoka)*

**OSPKYOTO 103K. Upper Advanced Japanese**—(Enroll in JAPANLNG 103K.)

*5 units, Spr (Yamaoka)*

**OSPKYOTO 127K. Third-Year Japanese Language, Culture, and Communication B**—(Enroll in JAPANLNG 127K.)

*5 units, Spr (Hotta)*

**ON VIDEOTAPE**

See the “School of Engineering” section of this bulletin for course descriptions.

**OSPKYOTO 40K. Introductory Electronics**—(Enroll in ENGR 40K.)

*5 units, Spr (Khuri-Yakub)*

**OSPKYOTO 50K. Introductory Science of Materials**—(Enroll in ENGR 50K.)

*4 units, Spr (Bravman)*

**OSPKYOTO 113Y. Electronic Circuits**—(Enroll in EE 113Y.)

*3 units, Spr (Staff)*

**OSPKYOTO 182K. Computer Organization and Design**—(Enroll in CS 112K, EE 182K.) Computer components: memory systems including caches, computer arithmetic, processors, controllers, input/output, buses, DMA. Data formats, addressing modes, instruction sets, and micro-code. Study of the design of a small computer. Prerequisites: ENGR 40, CS 107. Recommended: 121 or equivalent.

*4 units, Spr (Wakerly)*

**MOSCOW**

**OSPMOSC 15. Academic Internship**—Placements in areas such as journalism, health care, education, international ventures, and technology are an introduction to the Russian society and work experience. Regular meetings with a mentor develop an in-depth evaluation of observations. Findings and analysis are summarized in an academic paper.

*4-5 units, Aut, Spr (Bratersky)*

**OSPMOSC 21. Ethnic Moscow**—Opportunity to encounter and understand the multi-ethnic nature of Russian society. Examine the problems which affect a considerable part of the country’s non-Russian population through regular meetings with people who represent various ethnic communities in Moscow (Armenian, Jewish, Tatar, Ukrainian, etc.).

*2 units, Aut (Abashkin)*

**OSPMOSC 47. Islamic Culture**—(Enroll in RELIGST 99M.) Major issues of Islamic life, and cultural forces historically and currently active in the Islamic arena. Nature and origin of cultural phenomena connected with Islamic civilization and the interrelationship between historical framework and cultural developments. GER:3a

*4 units, Spr (Rezvan)*

**OSPMOSC 49. Islamic Law and Society**—(Enroll in SOC 113S.) The role of Islamic legal culture in Muslim society and Muslim communities in non-Muslim countries, and its impact upon political developments in the contemporary world. GER:3b

*4 units, Spr (Sykiainen)*

**OSPMOSC 50. Central Asia after the USSR**—(Enroll in POLISCI 245P.) The process of nation building in Central Asia, the role of Islam, the development of political elites, and the relationship of Central Asia with the rest of the Muslim world, the West, and Russia. GER:3b

*5 units, Spr (Malashenko)*

**OSPMOSC 55. The Soviet Union in World War II**—(Enroll in HISTORY 122V.) Military-strategic, social, and political perspectives. Why was the USSR caught by surprise on June 22, 1941? How did it recover from the initial defeats? How was the Soviet economy mobilized to produce arms and equipment? What was the impact of the war on Soviet society? How should Stalin be judged as a war leader? How did victory affect the Soviet Union's relations with its allies? Issues relating to Moscow include the panic of October 1941, the battle of Moscow, decision making in the Kremlin. Students keep diaries recording conversations about the war with Muscovites. GER:3b

*5 units, Aut (Holloway)*

**OSPMOSC 56. Russia in the World**—(Enroll in POLISCI 216P.) Russia's place in the world through debates about Russian foreign and military policy from the mid-80s. Case studies include the enlargement of NATO; the safety and security of nuclear weapons; the politics of oil in the Caspian basin; policy towards China; and U.S.-Russian relations. Broader currents in Russian thinking such as Eurasianism. Guest Russian specialists. GER:3b

*5 units, Aut (Holloway)*

**OSPMOSC 57. Social Inequality in Socialist and Post-Socialist Societies**—(Enroll in SOC 109S.) To what extent socialist societies eliminated social classes and inequalities in power and material well-being, the extent and nature of social inequalities in the Soviet era, and the social foundations of those inequalities. Inequalities in power and material well-being in post-socialist and other transitional societies such as China, and post-Soviet and E. European societies. Social inequalities associated with gender, age, nationality, ethnicity, family status, and economic position. GER:3b

*3-5 units, Spr (Tuma)*

**OSPMOSC 58. Russia's Cities and Towns in Turbulent Times**—(Enroll in SOC 110S, URBANST 58U.) How Russia's cities and towns have been affected by and responded to societal change. Field trips in Moscow and nearby cities to observe infrastructure, state-owned enterprises, private companies, markets and bazaars, new suburbs, and construction of private housing. Tension arising from the decline in public resources and the increase in private capital as they affect urban life in Russia.

*3 units, Spr (Tuma)*

**OSPMOSC 119X. Russian Politics**—(Enroll in POLISCI 146P.) Introduction to the political, cultural, social, and historical background of Russian domestic life and foreign politics; the major issues in Russian political life; and the political forces currently playing a role in the Russian arena. Emphasis is on an understanding of major interest groups and the political concepts affecting the struggle in Russia; the interrelationship among politics, economic issues, ethnic-territorial problems; and security matters in Russia itself, in the countries of the former Soviet Union, and on an international level. GER:3b

*5 units, Aut (Bratersky)*

**OSPMOSC 120X. Economic Reform and Economic Policy in Modern Russia**—(Enroll in ECON 120X.) Problems in economic policy in modern Russia. Topics: Russian economic history; the reasons and logic of economic transformation; and the major components of post-communist economic transformation doctrine. The mechanism of economic policy decision making in modern Russia, realistic patterns and alternatives of economic development, and the logic and direction of the transformation of the elements in the Russian economic system. Discussions with politicians involved in economic decision making. GER:3b

*5 units, Aut (Mau)*

**OSPMOSC 121V. Russia in the Age of Nobility, 1700-1840: State, Society, and Culture**—(Enroll in HISTORY 121V.) Insight into a period of Russian history and culture where Russians produced achievements in literature and the arts, but failed to resolve the social and institutional problems created by rapid transformation. The reforms of Peter the Great through the Slavophile-Westernizers controversy established the paradigms of Russia's historic development and raised issues still determining the intellectual agenda today. GER:3a

*5 units, Aut (Zorin)*

**OSPMOSC 178. Individual Vocal and Instrumental Instruction**—(Enroll in MUSIC 178/278.) Private lessons with outstanding music teachers in Moscow for voice and most instruments. Prerequisite: minimum proficiency on instrument demonstrated by audition.

*3 units, Aut, Spr (Staff)*

## RUSSIAN LANGUAGE PROGRAM

**OSPMOSC 10M. Intensive First-Year Russian**—(Enroll in SLAVLANG 10M.)

*10 units, Aut (Boldyreva, Kurganova)*

**OSPMOSC 12M. First-Year Russian**—(Enroll in SLAVLANG 1M.) Overview of Russian grammar. Discussion of Russian culture in context.

*6 units, Spr (Boldyreva, Kurganova)*

**OSPMOSC 51M. Second-Year Russian I**—(Enroll in SLAVLANG 51M.)

*6 units, Aut (Kuznetsova)*

**OSPMOSC 52M. Second-Year Russian II**—(Enroll in SLAVLANG 52M.)

*6 units, Spr (Kuznetsova)*

**OSPMOSC 111M. Third-Year Russian I**—(Enroll in SLAVLANG 111M.)

*6 units, Aut (Shimanskaya)*

**OSPMOSC 112M. Third-Year Russian II**—(Enroll in SLAVLANG 112M.)

*6 units, Spr (Shimanskaya)*

**OSPMOSC 177M. Fourth-Year Russian I**—(Enroll in SLAVLANG 177M.)

*6 units, Aut (Shimanskaya)*

**OSPMOSC 178M. Fourth-Year Russian II**—(Enroll in SLAVLANG 178M.)

*6 units, Spr (Shimanskaya)*

**OSPMOSC 181M. Fifth-Year Russian I**—(Enroll in SLAVLANG 181M.)

*6 units, Aut (Shimanskaya)*

## OXFORD

**OSPOXFRD 16. Citizenship and Immigration in Post-War Britain: Empire, Race and Multiculturalism**—In the postwar years, the UK has been transformed from a largely homogeneous country to a multicultural society. British scholars and other Britons remain divided about the reasons behind this migration, whether and to what extent it has been beneficial, and the role of race and racism, and policies toward immigrants. Britain, like much of Europe, is a reluctant multicultural country.

*3 units, Spr (Hansen)*

**OSPOXFRD 17. Poetry and Poetics***5 units, Spr (Staff)*

**OSPOXFRD 18. British Technology and the Second World War**—(Enroll in STS 128V.) British science and technology instrumental in winning WW II: the breaking of the German Enigma code at Bletchley Park, the development of radar, the advances in wartime medicine and pharmacology including penicillin, and the participation by British scientists in the Manhattan Project. The underlying scientific principles for students with no college-level science background. GER:2b.

*3 units, Win (E. Roberts)*

**OSPOXFRD 19. Contemporary Poets of England, Ireland and America**—(Enroll in ENGLISH 150Z.) Recent poetry from the kindred yet distinct literary cultures of England, Ireland, and the United States, inquiring into the work of several rising or eminent poets from each country. Forebears, such as Auden and Bishop, included as well. Through discussion and weekly short in-depth papers, explore each writer's sensibilities, strategies, and concerns. How the poets' concerns diverge—and intersect—culturally: a profound sense of place but also of personal displacement appears in poems from all three countries. Interview Oxford area poets in class and enjoy pub and college readings. Increase ability to read poems deeply and appreciate how they work. GER:3a

*5 units, Win (Rusk)*

**OSPOXFRD 24. British and American Constitutional Systems in Comparative Perspective**—(Enroll in POLISCI 244P.) Introduction to the study of constitutions and constitutional systems of government. Analysis of the detailed workings of the British and American systems of government. Comparative study of the most important constitutional issues facing Britain and the United States such as how suspected terrorists should be treated in a time of war. How we think about fundamental constitutional questions.

*5 units, Win (McMahon)*

**OSPOXFRD 30. Media and Children in the U.S. and Europe**—(Enroll in COMM 128.) Comparative examination of basic research on how children and adolescents use and respond to mass media including television, music media, print, and the Internet. Issues include which media children use, what kinds of content they prefer, and the effects of exposure to various kinds of content, particularly as mediated by developmental factors. Similarities and differences in the questions about children and media raised in the U.S. and Europe, and in children's media policy including attempts at content labeling and rating systems. GER:3b

*4 units, Aut (D. Roberts)*

**OSPOXFRD 31. Adolescents and Popular Music in the U.S. and Great Britain**—(Enroll in COMM 129.) Overview of empirical research on how adolescents use and respond to popular music. How British youth differ from American youth in use of and responses to popular music; whether and how the themes of popular music lyrics vary between the U.S. and Great Britain. Students conduct interviews with British adolescents and/or conduct a comparative content analysis of U.S. and British pop lyrics. Presentation to seminar and final report on research findings.

*3 units, Aut (D. Roberts)*

**OSPOXFRD 32. Prions: From Kuru to Mad Cow Disease**—(Enroll in HUMBIO 115P.) Mad cow disease in the context of a unique class of pathogenic agents called prions which cause disease in a way characterized as having features in common with crystallization. Historical, biological, medical epidemiological, cultural, and economic perspectives. Analogies with other biological and societal problems. Possible visits with local experts and policy makers, and to rendering plants or abattoirs. GER:2b

*4 units, Spr (Siegel)*

**OSPOXFRD 33. Smallpox: Past, Present, and Future**—(Enroll in HUMBIO 115X.) History, biology, and policy issues. How smallpox vaccination provides a model for disease eradication and international

health. The threat of smallpox as a biological weapon. Possible visits to The Chantry, Jenner's historic house in Berkeley; the Lister Institute; Burroughs-Wellcome; the Jenner Statue in Hyde Park; and local virologists.

*4 units, Spr (Siegel)*

**OSPOXFRD 34. British and American Revolutions**—The formative period from 1640 to 1832 in America and Britain. The British revolutions of 1642-1689 solved constitutional problems later tackled in Scotland, Ireland, and the American colonies. The relationship between the constitutional development of N. America and the British Isles. Readings include Locke, Burke, the *Federalist Papers*, and modern historical scholarship. GER:3b

*5 units, Aut (Hurst)*

**OSPOXFRD 35. Modern UK and European Government and Politics**—(Enroll in POLISCI 141P.) Background of main political systems in Europe and recent developments in European politics. Topics: Blair's recent constitutional reforms; the consequences of the German reunification; Berlusconi's rise to power in Italy; the recent electoral breakthrough of the extreme right in France; the adoption of the Euro by 11 European states; the enlargement of the EU to the former communist countries of East Central Europe; the writing of a constitution for Europe in the Laeken Convention.

*4 units, Aut (Capoccia)*

**OSPOXFRD 70. The European City**—Population growth, technological change, and revolutionary social and architectural ideologies have transformed European cities. How and why the transformation occurred through key texts and the physical fabric of the cities themselves. Topics: effects of Baroque patronage in the 17th and 18th centuries; rebuilding the city centers in the 19th century, the growth of suburbs; the impact of mass transportation; the influence of modernist doctrines in the 20th century; ongoing attempts by governments to tackle endemic problems of slums, poverty, etc. Comparisons with U.S. cities where relevant. GER:3b

*5 units, Spr (Tyack)*

**OSPOXFRD 92. World War II and the British People**—(Enroll in HISTORY 240V.) Britain was the only major allied power to fight throughout the war from 1939-45, and the experience left a profound mark on the nation's economy, society, and culture, and on its subsequent relations with the rest of the world. A chronological account and interpretation of Britain's participation in the war, and the effect of the war on the British through works of recent historical scholarship; contemporary writings, propaganda and feature films, art and photography; and recent TV documentaries featuring reminiscences of participants. GER:3a

*5 units, Win (Tyack)*

**OSPOXFRD 93. Archaeology of the British Isles**—(Enroll in HISTORY 142V.) Relationship between man and his habitat in Britain from the Iron Age to the 15th century. Physical geography of British Isles, changes in the nature of social and political organizations as seen through archaeological record. Religion and ritual, in particular man's attitude to death. The nature of archaeological evidence with attention to the adoption of literacy and links between archaeology and history. GER:3b

*3 units, Aut (Rowley)*

**OSPOXFRD 111X. Modern British Politics and Government**—(Enroll in POLISCI 147P.) The 1980s marked the beginning of a period of transformation in British politics. Two decades of constitutional and political evolution under Margaret Thatcher have been followed by the election of Tony Blair and his program of constitutional reform. The status quo during the post-war period, specific themes and institutions, and the agendas of constitutional reform of the present government. The prospects for success and likely consequences. GER:3b

*5 units, Spr (Hansen)*

**OSPOXFRD 114Z. Renaissance Literature, 1509-1642**—(Enroll in ENGLISH 114Z.) Open only to students majoring in English and related subjects. Taught jointly for Stanford students and second-year St. Cathe-



rine's undergraduates. English literature 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. English major Area:E.

5 units, Aut (*Wordsworth*)

**OSPOXFRD 116Z. Restoration Literature, 1642-1740**—(Enroll in ENGLISH 116Z.) Open only to students majoring in English and related subjects. Taught jointly for Stanford students and second-year St. Catherine's undergraduates. English literature from the Civil War to the middle of the 18th century. The poetry, prose, and drama of the period in their literary, cultural, and historical contexts, and key texts. English major Area:E.

5 units, Win (*Staff*)

**OSPOXFRD 117W. Gender and Social Change in Modern Britain**—(Enroll in SOC 117W.) 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:3b,4c

4 units, Win (*Palmer*)

**OSPOXFRD 141V. European Imperialism and the Third World, 1870-1970**—(Enroll in HISTORY 141V, POLISCI 148P.) European imperialism from its zenith in the late 19th century to the era of decolonization after WW II. The effects of Western imperialism in different parts of the Third World. The legacy of imperialism and decolonization to the modern world. GER:3b

5 units, Spr (*Darwin*)

**OSPOXFRD 154Z. Romantic Literature, 1740-1832**—(Enroll in ENGLISH 154Z.) Open only to students majoring in English and related subjects. Taught jointly for Stanford students and second-year St. Catherine's undergraduates. Survey of English romantic literature. The poetry, prose, and drama of the period in their literary, cultural, and historical contexts.

5 units, Spr (*Staff*)

**OSPOXFRD 166X. The Modern British Economy**—(Enroll in ECON 166X.) The nature of the modern British economy. Recent developments in the main areas of the British economy, emphasizing the changes over the past 10 to 20 years. Sufficient economic concepts are introduced to allow students with basic economic knowledge to take part in the analysis of recent trends. Comparisons with other European countries and the U.S. Prerequisite: ECON 1. GER:3b

5 units, Aut (*Robinson*)

**OSPOXFRD 173X. Shakespeare: The Early Plays**

5 units, Aut (*Staff*)

**OSPOXFRD 173Z. Shakespeare: The Late Plays**

5 units, Win (*Staff*)

## PARIS

**OSPPARIS 21. Understanding France: Its Culture, Geography, and Values**—Although close in ideals, France and the U.S. differ in the roles they attribute to the state, their conceptions of labor and production, their notions of time and the land, their visions of Europe and of the world. These differences from the perspective of cultural geography. GER:3b

2 units, Aut (*Fumey*)

**OSPPARIS 22. Immigration in France**—Historical background, the effects of the French colonial past on immigration. The French republican model of integration and American communitarianism. Public policies toward immigrants and nationality laws in comparison with other European countries; the potential Europeanization of these policies. Issues

focusing on immigrants include: their political and religious behavior, and the role of women in immigrant groups. The representation of migrants in France, social mobilizations of migrants, self-help groups, voluntary associations, the *mouvement des sans-papiers*, and media representation of immigrants.

4 units, Spr (*Hamidi*)

**OSPPARIS 41. EAP: Perspective, Interior Decorating, Volume, and Design**—(Enroll in ARTSTUDI 61Y.)

2 units, Aut, Win, Spr (*Staff*)

**OSPPARIS 42. EAP: Drawing with Live Models**—(Enroll in ARTSTUDI 140Y.)

2 units, Aut, Win, Spr (*Staff*)

**OSPPARIS 43. EAP: Painting and Use of Color**—(Enroll in ARTSTUDI 144Y.)

2 units, Aut, Win, Spr (*Staff*)

**OSPPARIS 44. EAP: Graphic Art**—(Enroll in ARTSTUDI 60Y.)

2 units, Aut, Win, Spr (*Staff*)

**OSPPARIS 51. The Ancient World at the Louvre**—Illustrated lectures complemented with visits to the Louvre which houses one of the greatest collections of antiquities in the world. History, art, and cultures of ancient civilizations and the archaeological background of excavations that yielded these antiquities. Mesopotamia (Sumer, Babylon, Assur, Anatolia); Egypt; the classical world (Greece, Etruscans, Rome); Iran; and the Syro-Palestinian coast. What accounts for the greatness, and the rise and decline of these cultures? How are achievements transmitted to successor cultures? What heritage has enriched our own culture? GER:3a

3 units, Spr (*Katchadourian*)

**OSPPARIS 52. Erotic Art and Literature in 18th-Century France**—Origins of Western erotic art in the Classical period and revival during the Renaissance, with overview of 18th-century France and cultural context for its art and literature. Artists include Watteau, Boucher, and Fragonard; authors include Prevost, de LaClos, and de Sade. What these works meant then and now; comparison with the American experience since the 60s and modern views on erotic art and pornography.

3 units, Spr (*Katchadourian*)

**OSPPARIS 53. Immigration, Politics and Culture**—Effect of influx of people in migration or exile from all over the world: workers, writers, artists, political exiles, and students. Resulting changes in France's landscape in terms of population, language and culture. Topics and discussions will be organized around three axes: immigration and its discontent (assimilation and resistance (re) invention of cultures); history and memory; politics and the education system. GER:3a

5 units, Aut (*Boyi*)

**OSPPARIS 54. Confronting Modernity in African Francophone Literature**—(Enroll in COMPLIT 133P, FRENLIT 133P.) Representative texts by Francophone African writers. Focus is on oral and written modes of language and aesthetics; the challenge of acculturation; and the Negritude movement and the quest for identity. Relationship between literature and social changes, particularly in the case of women. Readings include different literary genres and criticism. GER:3a,4a

5 units, Aut (*Boyi*)

**OSPPARIS 55. Situated Language**—How the situation in which words are used affects the way in which those words might be translated. Field work to collect French examples of situated language to be examined from the perspective of the English translator. Emphasis is on the subtleties of language even when used in unremarkable ways.

4 units, Win (*Kay*)

**OSPPARIS 56. Natural Language and the Computer**—How computers are used to process linguistic data in speech recognition, machine translation, information retrieval, and web search. Project-based work conducted either alone or in small groups. Recommended: some knowledge of either linguistics or computer science. GER:2b

4 units, Win (*Kay*)

**OSPPARIS 58. World War II in Literature and Film**—(Enroll in FRENLIT 196P.) Magnitude of WW II as reflected in the periodization of French literature. Focus is on the occupation, deportation, collaboration, resistance, and liberation. Personalities and events, racist ideologies, collective memory, power, and moral responsibility. GER:3a

5 units, *Win (Boyi)*

**OSPPARIS 59. Lecture Series: France Today**—(Enroll in FRENLIT 197P.) Lectures by local French faculty. Based on availability, topics may include: May 68, Islam, or multiculturalism in France; France and its overseas departments/territories; women and the legal system; and church and state. Lectures alternate with discussions in French and English.

4 units, *Win (Boyi)*

**OSPPARIS 81. France During the Second World War: Between History and Memory**—(Enroll in HISTORY 139V.) French politics and society during WW II, beginning with 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 by the population to the fate of the Jews. Visions of the various Resistance movements, the combat for liberation, and the place of WW II in the collective memory of France. GER:3b

5 units, *Win (Virgili)*

**OSPPARIS 90. Aspects of French Society Through Cinema**—(Enroll in FRENGEN 193P.) Representation of French society through French films whose directors offer a personal understanding of their time. Focus is on the social and political movements of the last 50 years. How films are witness to the German occupation and the Vichy government, the opposition of countryside and a city in the 50s, the cultural and sexual revolution of the 60s, upheaval in the 70s, the disillusionment of the 80s, and the social issues of the 90s. Filmmaker's style, aesthetic tendencies, and the expressive parameters specific to the films. GER:3a

4 units, *Spr (McNeil)*

**OSPPARIS 91. Globalization and Its Effect on France and the European Union**—(Enroll in ECON 125X.) 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:3b

5 units, *Spr (Germanangue)*

**OSPPARIS 92. Building Paris: Its History, Architecture, and Urban Design**—(Enroll in ARTHIST 153Y.) Main features of the development of Parisian building and architecture from the 17th century to the present. Interaction of tradition and innovation in its transformation and the historical, political, and cultural underpinnings of this development. Weekly visits and case studies throughout Paris illustrate the formation of the city landscape and its culture. GER:3a

4 units, *Spr (Halevi)*

**OSPPARIS 107Y. The Age of Cathedrals: Religious Art and Architecture in Medieval France**—(Enroll in ARTHIST 107Y.) 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'Ile-de-France was its birthplace. GER:3a

4 units, *Aut (Deremble)*

**OSPPARIS 120X French Painting**—(Enroll in ARTHIST 123Y) 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. (In French and English) GER:3a

4 units, *Win (Halevi)*

**OSPPARIS 122X. Europe: Integration and Disintegration of States, Politics, and Civil Societies**—(Enroll in POLISCI 149P.) European integration is now an economic, social, and political reality. This integration has a history of mutation and a transformation of its very foundation. Topics: the evolution of welfare states, elites, political parties, and systems in Europe; lobbies, trade unions, voluntary associations, social movements, popular protest, citizenship, democracy. GER:3b

4-5 units, *Win (Lazar)*

**OSPPARIS 124X. Building the European Economy: Economic Policies and Challenges Ahead**—(Enroll in ECON 124X.) The main issues and challenges of European economic construction. The European Economic Union at the end of 50s; European industrial, agricultural, social, and monetary economic policies. Topics: wider definitions of Europe, Europe's relations with industrial and developing countries, Europe's challenge in confronting global economic crises. GER:3b

5 units, *Aut (Germanangue)*

**OSPPARIS 153X. Health Systems and Health Insurance: France and the U.S., a Comparison across Space and Time**—(Enroll in HUMBIO 153X, PUBLPOL 111.) Health systems respond to the health needs of a given population. Must they be organized, or left to the free play of the market? What is the role of the state in the delivery of health care? Focus is on the evolution of the health profession in France and the U.S.; developments in health policy and reform; measures restraining professional autonomy such as prescription guidelines in the French Medical Convention between doctors and the state. Is the solution to the increase of health expenditures and reduced access to health care the end of autonomy for the medical profession? GER:3b

4-5 units, *Win (Chaix-Couturier)*

**OSPPARIS 211X. Political Attitudes and Behavior in Contemporary France**—(Enroll in POLISCI 241P.) 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. (In French and English) GER:3b

4-5 units, *Aut (Lavabre)*

## FRENCH LANGUAGE PROGRAM

**OSPPARIS 22P. Intermediate French I**—(Enroll in FRENLANG 22P.)

4 units, *Aut, Win, Spr (Mercier)*

**OSPPARIS 23P. Intermediate French II**—(Enroll in FRENLANG 23P.)

4 units, *Aut, Win, Spr (Grée)*

**OSPPARIS 124P. Advanced French I**—(Enroll in FRENLANG 124P.)

4 units, *Aut (Ricci)*

**OSPPARIS 125P. Advanced French II**—(Enroll in FRENLANG 125P.)

4 units, *Win, Spr (Ricci)*

## ON VIDEOTAPE

See the "School of Engineering" section of this bulletin for course descriptions.

**OSPPARIS 40P. Introductory Electronics**—(Enroll in ENGR 40P.)

5 units, *Aut, Spr (Khuri-Yakub)*

**OSPPARIS 50P. Introductory Science of Materials**—(Enroll in ENGR 50P.)

4 units, *Aut, Win, Spr (Bravman)*

## SANTIAGO

**OSPSANTG 5. Director's Seminar**—(Enroll in LATINAM 5X.) Weekly seminar with presentations on current issues and events in Chilean political and cultural life.

2 units, *Aut, Spr (Fuenzalida)*

**OSPSANTG 53. Native Peoples in a Modernizing Society: the Case of the Aymara and Mapuche Peoples in Chile**—(Enroll in CASA 414, LATINAM 53X.) The social, economic, and political situation of two of at least eight indigenous populations in Chile, and how their status reveals social and political processes not self-evident in a country that takes pride in its modernizing context. Complexities and nuances of Chilean society as it touches upon class, identity, and ethnicity. GER:3b  
5 units, Win (*Ortega, Perrier*)

**OSPSANTG 56. Contemporary Chilean Women Writers**—(Enroll in SPANLIT 155X, LATINAM 56X.) Readings include poems by Nobel Prize Winner Gabriela Mistral and novels by María Luisa Bombal, Carolina Geel, Marta Brunet, Isabel Allende, Pía Barros, and Marcela Serrano. How these authors have articulated women's consciousness and experiences, and questioned their own world's values from a feminist perspective. GER:3a,4c  
3-5 units, Aut (*Haro*)

**OSPSANTG 57. Cinema of the Southern Cone**—(Enroll in SPANLIT 183X, LATINAM 57X.) Films of Argentina, Chile, and Uruguay including María Luisa Bemberg's *Camila*, Tatiana Gaviola's *Mi último hombre*, Gonzalo Justiniano's *Amnesia*, Miguel Littín's *El chacal de Nahuatloro*, 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*. History and culture of the countries of the Southern Cone. GER:3a  
3 units, Aut (*Haro*)

**OSPSANTG 58. Ethnobotany in Chile: A Land of Extremes**—(Enroll in LATINAM 58X.) Overview of the varied natural environments in Chile followed by focus on a particular habitat. Extended field trip to chosen area allowing for study of ecology and ethnobotany of the habitat. Field work, readings, lectures and laboratory activities.  
5 units, Aut (*Poblete*)

**OSPSANTG 60. Classics of Contemporary Chilean Poetry**—Using a text by Nain Nómez, considered to be the best available critical anthology, the class will read poems by XXth century Chilean poets Gabriela Mistral (1889-1957), Pablo Neruda (1904-1973), Vicente Huidobro (1893-1948), Nicanor Parra (1914- ) and Enrique Lihn (1929-1988). Purpose is to read these poets to ascertain in their texts some trends or lines, with the hope of arriving at a synthesis regarding the main characteristics of the poetry of Chile during what Nómez calls its contemporary epoch.  
5 units, Spr (*Rojo*)

**OSPSANTG 61. Migration and Sociocultural Integration in Latin American Societies**—Relevance of international migrations for social structure, and integration of immigrants and pertinent public policies. Relationships among population, society, and development, emphasizing migrant subjects and their social, cultural, and economic integration into the receiving society. Differences among Latin American countries according to their development level and demographic transition phase.  
5 units, Spr (*Agar*)

**OSPSANTG 104X. Social Heterogeneity in Latin America**—(Enroll in ANTHSCI 104X, LATINAM 120X, SPANLIT 290Z.) 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 Morande, *Cultura y modernización en América Latina* and Sarlo, *Una modernidad periférica*. GER:3a  
5 units, Aut (*Subercaseaux*)

**OSPSANTG 111. Social Heterogeneity in Latin America**—(Enroll in LATINAM 121X, SPANLIT 164S, SOC 111S.) 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:3b

5 units, Aut (*Valdés*)

**OSPSANTG 116X. Modernization and its Discontents: Chilean Politics at the Turn of the Century**—(Enroll in LATINAM 117X, POLISCI 242P.) 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:3b

5 units, Spr (*Heine*)

**OSPSANTG 119X. The Chilean Economy: History, International Relations, and Development Strategies**—(Enroll in ECON 119X.) 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:3b

5 units, Spr (*Di Filippo*)

**OSPSANTG 129X. Latin America in the International System**—(Enroll in LATINAM 129X, POLISCI 117P.) 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:3b

4-5 units, Win (*Rojas*)

**OSPSANTG 130X. Latin American Economies in Transition**—(Enroll in LATINAM 130X, ECON 165X.) 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:3b

5 units, Aut (*Muñoz*)

**OSPSANTG 141X. Politics and Culture in Chile**—(Enroll in LATINAM 141X.) 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:3a

5 units, Spr (*Subercaseaux*)

**OSPSANTG 160X. Latin America in the International Economy**—(Enroll in ECON 160X, LATINAM 119X.) 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:3b

5 units, Win (*Di Filippo*)

**OSPSANTG 211. Poetry of Pablo Neruda**—(Enroll in LATINAM 211X, SPANLIT 211.) The major works of Neruda, particularly *Residencia en la Tierra I and II*, *Tercera Residencia*, and *Canto General*. Neruda is placed within a tradition of European lyric poetry, from William Blake to García Lorca and Alberti, a tradition modified and transformed in the poetry of Neruda by the historical conditions of Chilean and Latin American societies and by the tragedy of the Spanish Civil War. GER:3a

3-5 units, Win (*Predmore*)

**OSPSANTG 221X. Political Transition and Democratic Consolidation: Chile in Comparative Perspective**—(Enroll in LATINAM 221X, POLISCI 243P.) The dynamics of the analytically interesting Chilean transition. Topics: the challenges faced by democratic governments in 90s, framed by the legacy of military rule, 1973-90; the country's political culture; institutional traditions of democracy in Chile; and the Chilean process within the broader context of Latin American political development. GER:3b

*5 units, Aut (Heine)*

**OSPSANTG 225. Major Trends and Developments in Modern Hispanic Poetry**—(Enroll in LATINAM 225X, SPANLIT 225.) Key works of eight major poets of the Hispanic world: Rubén Darío and José Martí as founders of Latin American modernismo; Antonio Machado and Juan Ramón Jiménez as the two most influential poets of early 20th-century Spain; and Vicente Huidobro, Pablo Neruda, Gabriela Mistral, and César Vallejo as major poets of the Latin American vanguard and of the lyric, hermetic, and later social poetry of the 20s and 30s. Emphasis is on the productive interplay of transatlantic influences over three generations of Hispanic poetry as well as the Chilean poetry of Huidobro, Neruda, and G. Mistral. GER:3a

*3-5 units, Win (Predmore)*

#### **SPANISH LANGUAGE PROGRAM**

**OSPSANTG 33A,B,C. Spanish Language Tutorial**

*2 units, A: Aut, B: Win, C: Spr (Pons)*

**OSPSANTG 50. Continuing Spanish I**

*5 units, Aut (Pons)*

**OSPSANTG 51. Continuing Spanish II**

*5 units, Aut, Win, Spr (Pons)*

**OSPSANTG 52. Continuing Spanish III**

*5 units, Win, Spr (Pons)*

This file has been excerpted from the *Stanford Bulletin*, 2003-04, pages 497-508. 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](mailto:arod@stanford.edu) with changes or corrections. See the bulletin website at <http://bulletin.stanford.edu> for late changes.