

## ***The Stanford Safari*** **COURSE SYLLABUS**

### **COURSE DESCRIPTION AND RELEVANCE**

Although Stanford is renowned as a place of learning and research, the goal of this class is to approach Stanford University as a subject worthy of study in and of itself. Students will study Stanford in terms of the built environment (e.g. architecture; how buildings and styles interact; how the landscape shapes the flow of people, plants, and animals), the human interactions (e.g. sociology of tourism, the politics of land use), and the ecology (flora, fauna, geology, climatology, and pest control) of campus. The students in this course will defamiliarize themselves with their campus environment and approach Stanford with new eyes—the eyes of the anthropologist, the photographer, the historian, the artist, and the tourist. We will explore its edifices, gardens, sculptures, open spaces, and commercial areas. Moreover, we will use Stanford as a lens to discuss a variety of disciplines: architecture, educational theory, California history, climatology, and natural history. But more than anything, we will focus on the human component, including the vision, drive, and serendipity that shaped the University. In taking the course students will hone their skills in field observation that will carry over to future field work in more distant locales, develop an interdisciplinary approach to analyzing complex institutions, and gain a deeper appreciation for the complexity and richness of Stanford that will enhance all aspects of their remaining time as undergraduates. On a daily basis, the class will consist of three components: class presentations and discussions, formal and informal talks by many of the local experts at Stanford, and topical field trips. Students will select a theme that is of personal interest and develop field observation techniques useful for their particular topics. Course assignments will be to give two presentations on specific aspects of Stanford. In addition, each student will keep a field note-book with daily observations and field notes, post a collection of photographic observations, and complete pertinent readings. Plan to work intensely and have a great time in the process.

### **FORMAT**

The class will meet every day from Monday September 2 to September 20, 2013, using an immersive format. Class sessions will consist of lectures by the instructor, SCA presentations, guest speakers, student presentations, class activities, discussions based on readings and in-class presentations, and field trips.

## **PREREQUISITES**

The prerequisites for the course are 1) an interest in the topic and 2) a willingness to cover and learn the biological underpinnings in this area of study. There are no prior course prerequisites.

## **TEACHING PHILOSOPHY**

The course is intended to be interesting, educational, useful, and fun. This will work best if each student contributes to the structure of the course and tries to function as a self-motivated scholar. It is hoped that each student will surprise themselves with what they are able to accomplish. It is also hoped that the students in the class will form a community of scholars and friends that will persist through their college career and beyond.

## **GRADING PHILOSOPHY**

The course will be graded on a pass/no credit basis. Students are expected to be self-motivated and produce high quality work with emphasis on academic scholarship. A great deal of credit will be given to those students who show independent initiative.

## **COURSE REQUIREMENTS**

### **Student Requirements**

- 1) Mandatory class attendance and participation
- 2) PowerPoint presentations
- 3) Presentation write-ups
- 4) Course blog / new and hot - 3 per week = 9
- 5) Observations / Twitter – 5 per day
- 6) Quotable quotes / Twitter – 5 per day
- 7) Pictorial observations - 1 per day
- 8) 2 book reviews
- 9) Book review presentation
- 10) Speaker introductions
- 11) Dossier

## **COURSE SCHEDULE**

The seminar schedule will be posted online. It represents our best understanding of the content and timing of the seminar events. Students are expected to be **flexible** in accepting schedule changes. Students will be informed of these changes as they arise.

## **COURSE DIRECTOR**

**Robert Siegel**  
(650) 678-8728

[siegelr@stanford.edu](mailto:siegelr@stanford.edu)

Dr. Siegel is an Associate Professor at Stanford Medical School, where he is Course Director of the Infectious Disease component of the required preclinical curriculum. Robert has appointments in the Department of Microbiology and Immunology, The Program in Human Biology, and the Center for African Studies. His courses focus on virology and infectious disease, on genetics and molecular biology, on global health and development, on photography, and on Darwin. Dr. Siegel has won numerous teaching awards including the Walter Gores Award, The Henry Kaiser Award, and the ASSU Teaching Award. He has served in an advisory capacity for numerous international NGOs, organizations, and projects including Wonderfest, FACE AIDS, Support for International Change, Ocean Medicine Foundation, Free the Children, and Teach AIDS. He has organized conferences on international health, on Darwin, and on issues of development in Papua New Guinea. He is also a docent at Jasper Ridge Biological Preserve and at Año Nuevo photography State Park. He is also an avid traveler, dish walker, photographer, and jumper.

Additional information can be found on his web site:  
<http://www.stanford.edu/~siegelr>

## **GUEST SPEAKERS**

We have an impressive array of guest speakers with various areas of expertise. Since they are all volunteering their time and effort, we will accord them the highest level of courtesy and respect. Please be understanding with regard to the fact that some of them may overlap in terms of their presentation content and in terms of the fact the sequencing of their talks may not always be optimal due to the vagaries of peoples travel and work schedules. The details of who will be speaking when can be found online on the Google calendar for the course Google account to which you will be given access.

## **SOPHOMORE COLLEGE ASSISTANTS (SCAs)**

We are extremely fortunate to have three fabulous SCAs helping out with the course: Lauren Sweet, Katie Wu, Alexis Luscutoff. They have put in a lot of work and thought in putting the course together and will continue to play a vital role during the course. In addition, they each bring various skills and expertise that

will be invaluable to the course. The SCAs also provide examples of how one might successfully navigate one's way through the Stanford experience.

**Lauren Sweet** <[lsweet@stanford.edu](mailto:lsweet@stanford.edu)>  
**Katie Wu** <[katiejwu@stanford.edu](mailto:katiejwu@stanford.edu)>  
**Alexis Ann Luscutoff** <[alexislu@stanford.edu](mailto:alexislu@stanford.edu)>

## **FEEDBACK, SUGGESTIONS, CONCERNS:**

Seminar suggestions are most welcome. Given the foreign (literally and figuratively) and intensive nature of the learning environment in this course, problems and concerns can quickly amplify. Please let the instructor know of any personal, interpersonal, or academic concerns as soon as possible. I will try to implement appropriate remedies.

## **SEMINAR ASSIGNMENTS:**

There are several assignments. It is my sincere hope that you will view all these assignments eagerly, as a way to enhancing your experience, both in the short run and long term.

### **Journaling**

You are expected to keep a daily directed journal as indicated below. (You are welcome to include other comments as well.)

In your journal, I would like to focus on your observational and analytical powers.

- Every day, I would like you to write down **5 written observations**. These can be single sentences. Every day, I will provide further direction regarding the nature of the next day's observations.
- You will be expected to pick **one** observation per day and **comment** upon it at greater length.

You might include the following.

Explain the observation in greater depth.

Explain the context in which it was made.

Comment on why you picked it.

Speculate on its history, current significance, and future impact.

- Additionally, every day, each student will make **one pictorial observation** - photographic or drawn.
- **Activities** - List *at least* 5 things we did.
- **Quotable quotes** - at least 5/day
- At the end of the seminar, you will be expected to type up and turn in your observations. I would like to combine these into a resource.

It will be helpful to get a bound journal or lab notebook for your journaling assignment.

(One side benefit of this assignment is that this material is great to include in letters to home, blogs, your personal journals, etc.)

### **Seminar participation**

Students are expected to be active participants in all phases of the program and work cooperative with their fellow students. This includes content discussions, participation in field trips, and consideration of others in the various living situations. It also means that potential concerns should be raised with the seminar leaders at the earliest possible moment.

### **Formulate a plan for the future**

Formulate a plan for building upon your seminar experience and for sharing your experience with others.

This may include future research, web pages, scrap books, photo shows, personal letters, letters related to political action, starting your own NGO, etc.

## **PRESENTATIONS:**

### **Content:**

Presentations should present some factual background information. They should also outline areas of conflict or controversy in order to stimulate discussion.

We will try to weave the information in the presentations to our various outings.

You should also include an introduction as to why you chose your topic.

### **Structure:**

Presentations should be 15 minutes long. Longer is OK – as long as the content is good.

(Some people have asked about doing a second topic. This should be OK, but they need to be separate, complete presentations.)

### **Format:**

You may choose the format. Creativity is appreciated.

### **Timing:**

The presentations will be spaced through the seminar.  
Please try to be ready as soon as possible.

### **Sources:**

I have a personal library with many books about Stanford.  
In addition, the use of online resources will be invaluable. Use reliable, credible (or at least interesting) sites.  
If anyone finds a great site send it to the group.

## **PARTIAL LIST OF PRESENTATION TOPICS**

Additional suggestions are welcome.

## **WRITE-UPS**

The write-up is an elaboration of the material presented in the PowerPoint presentations. The write-up should be approximately 4-5 pages (double spaced). The write-up should be content based *without repetition* in the introductions or summaries. Conclusions should be integrative and go beyond preceding material. The structure should be logical and clear. The style should be lively and engaging.

## **NEW AND HOT**

Every week, every student is expected to present three or more items of interest. These items should be related directly or indirectly to the Stanford. Items may fall within any of the following areas.

- New resources
- New discoveries
- New events and their impact on culture
- New personal experiences related to the course topic
- Court cases

New and hots can be found in many places, but one excellent source is <http://www.google.com/alerts>.

## **CLASS BLOG: STANFORDSAFARI.BLOGSPOT.COM**

Students are expected to post at least three items per week on the class blog:

**stanfordsafari.blogspot.com**

The material posted to the blog should correspond to your *New and Hot* findings. Do not use stories that have already been posted. Make sure to keep up with the blog to avoid such redundant posts. Post early to avoid being “scooped”.

## **TWITTER**

Students are expected to set up individual Twitter accounts and post on a daily basis. You may tweet your observations or your quotable quotes.

To set up an account, go to <http://twitter.com/>

To post to the class twitter, begin your twitter with “@stanfordsafari . You can see the class posts at <http://twitter.com/#!/stanfordsafari> .

## **SPEAKER INTRODUCTIONS**

Each student will introduce one of the guest speakers. Some ingenuity and resourceful will often produce interesting introduction material. In the past, students have had considerable success in access information on the web and/or by consulting secretaries.

## **BOOK REVIEWS**

Students are expected to post at least two book reviews on Amazon or an equivalent web site. Books to review may be required course books or other approved related materials such as textbook chapters. Additional credit is given for additional book reviews.

## **COURSE WEB PAGE**

The web page contains a great deal of information relevant to the course, to presentations, and to travel.

→Please update the information concerning your presentation topic.

## **EMAIL**

Communication with students and course announcements will often be delivered by email. Students are expected to check their Stanford accounts *every day* AND respond.



## **EMAILING FILES**

In emailing or submitting electronic files, you should name them as follows:  
Course – yourname - document title or subject key words - draft version -  
date

For example:

“stanfordsafari seminar - Siegel – fullmoononthequad – final draft –  
September 1, 2013.doc”

Although this is longer and annoying, it is extremely helpful and descriptive.

→ **Do not** name your file something like “siegel paper” or “final draft” or  
“presentation”.

If you are sending me a draft that is close in content to a previous draft, *please indicate the alterations* with the track changes command or comparable color annotation.

## **COOPERATION BETWEEN STUDENTS/WORKING TOGETHER**

Students are encouraged to work together on most phases of the course.

## **GUEST SPEAKERS**

The course will make use of numerous guest speakers, who will be talking about their work and their personal experiences. Most of the speakers will be volunteering their time. Questions are welcome.

## **FIELD TRIPS**

To promote hands-on learning, most course days will include an activity or field trip. Anticipated field trips include the following:

The Stanford Dish  
Jasper Ridge  
The Arizona Garden

## **DOSSIER**

All students are required to keep a dossier of all their assignments and other work in the class. This should include copies of all your assignments and other work completed in conjunction with the course as well as photographs of all physical projects.

\*\*\*Please turn in an **electronic and a hard version of your dossier**

The dossier should include:

- A list of all work / table of contents
- Course presentations and write-ups
- Journal notes
- A list of notable course events
- Plan for the future
- A list of topics of particular interest in the course
- Extra credit assignments including debates, videos, songs
- List of any additional evidence of initiative and/or scholarship including articles or books you read.

Please turn the electronic copy of your dossier in by September 24, 2013.

Electronic copies should be mailed to **chickenpox@gmail.com**

Please turn the hard copy of your dossier in by the first day of Autumn quarter, 2013.

The dossier is extremely useful in terms of potential letters of recommendation.

## **STANFORD SAFARI 2008 EDITION**

For inspiration, it may be useful to look at online materials from the 2008 edition of the class.

For example, pictures from the class can be found at:

<http://www.stanford.edu/~siegelr/stanford/stanfordsafari2008.html>

## **PERMISSIONS**

The dossier is for evaluation (and possible recommendations). However, as you know, I sometimes use student presentations as demonstrations or as parts of my presentations - with attribution. As you saw, I try to maintain the student's formatting so it is obvious that it is not my work.

If you have any preferences regarding the possible use of your work, please let me know (especially emphatic no's or emphatic yes's). I will not use any work that you prefer not to share.

## **EXTRA CREDIT**

Students may augment their performance in the class by composing a thoughtful op-ed based on their experiences or their assignment research. Ideally this would be suitable to be submitted for publication.