

# Overseas Studies

## Bing Overseas Studies Program

The Bing Overseas Studies Program (BOSP) provides opportunities for Stanford students to broaden their undergraduate education through study in another country and exposure to its culture. Regular quarter-length programs in Australia, Beijing, Berlin, Cape Town, Florence, Istanbul, Kyoto, Madrid, Oxford, Paris, and Santiago offer courses in social and natural sciences, humanities, engineering, and earth sciences with full Stanford credit. Many courses also count toward major requirements and/or fulfill University breadth requirements. Students may enroll for one or more quarters at most locations. Academic or paid internships are available at certain program locations. Research opportunities are available in various formats at different centers. Community-engaged learning and community-based research opportunities are available in Cape Town. Minimum academic and language prerequisites are specific to each program. See the BOSP (<http://bosp.stanford.edu>) web site for information on these prerequisites.

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

In addition to the programs offered through BOSP for enrolled Stanford students, the University is a member of the Consortium for Advanced Studies in Barcelona (CASB) and the Kyoto Consortium for Japanese Studies (KCJS), where students may enroll while remaining registered at Stanford. Overseas Studies also offers three-week faculty-led overseas seminars in various locations during Summer Quarter, a faculty-initiated program in Oaxaca, Mexico focusing on community health, and occasional other such programs in various locations.

Located on the ground floor of Sweet Hall, Overseas Studies has full-time staff members and student advisors to assist in advising and planning for overseas study. Course information, while accurate at the time of publication, is subject to change. Consult the BOSP (<http://bosp.stanford.edu>) web site for updated information.

## Locations

Courses offered by the Overseas Studies Program are listed on the Stanford Bulletin's (<http://explorecourses.stanford.edu>) ExploreCourses (<http://explorecourses.stanford.edu>) web site under subject codes beginning with OSP. Each BOSP location has its own subject code. Those subject codes, by location, are:

- Australia [OSPAUSTL] (<http://explorecourses.stanford.edu/CourseSearch/search?view=catalog&catalog=&page=0&q=OSPAUSTL&filter-catalognumber-OSPAUSTL=on>)
- Barcelona (Consortium for Advanced Studies ) [OSPBARCL] (<http://explorecourses.stanford.edu/CourseSearch/search?view=catalog&catalog=&page=0&q=OSPBARCL&filter-catalognumber-OSPBARCL=on>)
- Beijing [OSPBELJ] (<http://explorecourses.stanford.edu/CourseSearch/search?view=catalog&catalog=&page=0&q=OSPBELJ&filter-catalognumber-OSPBELJ=on>)
- Berlin [OSPBEL] (<http://explorecourses.stanford.edu/CourseSearch/search?view=catalog&catalog=&page=0&q=OSPBEL&filter-catalognumber-OSPBEL=on>)
- Cape Town [OSPCPTWN] (<http://explorecourses.stanford.edu/CourseSearch/search?view=catalog&catalog=&page=0&q=OSPCPTWN&filter-catalognumber-OSPCPTWN=on>)
- Florence [OSPFLO] (<http://explorecourses.stanford.edu/CourseSearch/search?view=catalog&catalog=&page=0&q=OSPFLO&filter-catalognumber-OSPFLO=on>)
- Istanbul [OSPISTAN] (<https://explorecourses.stanford.edu/search?view=catalog&catalog=&page=0&q=OSPISTAN&filter-catalognumber-OSPISTAN=on>)
- Kyoto [OSPKYOTO] (<http://explorecourses.stanford.edu/CourseSearch/search?view=catalog&catalog=&page=0&q=OSPKYOTO&filter-catalognumber-OSPKYOTO=on>)
- Kyoto Consortium for Japanese Studies [OSPKYOCT] (<http://explorecourses.stanford.edu/CourseSearch/search?view=catalog&catalog=&page=0&q=OSPKYOCT&filter-catalognumber-OSPKYOCT=on>)
- Madrid [OSPMADR] (<http://explorecourses.stanford.edu/CourseSearch/search?view=catalog&catalog=&page=0&q=OSPMADR&filter-catalognumber-OSPMADR=on>)
- Oxford [OSPOXFRD] (<http://explorecourses.stanford.edu/CourseSearch/search?view=catalog&catalog=&page=0&q=OSPOXFRD&filter-catalognumber-OSPOXFRD=on>)
- Paris [OSPPARIS] (<http://explorecourses.stanford.edu/CourseSearch/search?view=catalog&catalog=&page=0&q=OSPPARIS&filter-catalognumber-OSPPARIS=on>)
- Santiago [OSPSANTG] (<http://explorecourses.stanford.edu/CourseSearch/search?view=catalog&catalog=&page=0&q=OSPSANTG&filter-catalognumber-OSPSANTG=on>)

## Program Director

*Program Director:* Ramón Saldívar

## Stanford Program in Australia

*Director:* Ian Tibbetts, School of Biological Sciences, University of Queensland

*Faculty-in-Residence:* Kevin Arrigo

*Program Faculty:* Claire Baker, Catherine Lovelock, Brian McIntosh, Christopher Salisbury, Selina Ward

## Stanford Program in Beijing

*Director:* TBA

*Faculty-in-Residence:* Andrew Walder, Xueguang Zhou

*Program Faculty:* Li Chen, Wenxiang Gong, Anshan Li, Kun Li, Liyan Qin, Chenshan Tian, Suolao Wang, Yan Wang, Pei Zhang, Shiqui Zhang, Xiaoyu Zhu

## Stanford Program in Berlin

*Director:* Karen Kramer

*Faculty-in-Residence:* Clyde Tatum, Charlotte Fonrobert, Stephen Hinton

*Program Faculty:* Maria Biege, Diana Boebe, Ulrich Brückner, Adrian Grunert, Martin Jander, Wolf-Dietrich Junghanns, Ingo Klein, Sylvia Kloetzer, Matthias Pabsch, Sylke Tempel, Jochen Wohlfeil

## Stanford Program in Cape Town

*Director:* Trudy Meehan

*Faculty-in-Residence:* Catherine Heaney, Robert Siegel, Stephen Stedman

*Program Faculty:* Mohamed Adhikari, Adelene Africa, June Bam, Ronelle Carolissen, Diane Cooper, Adam Haupt, Stephan Klingebiel, Ruenda Loots, Wamuwi Mbao, Luke Metelerkamp, Sophie Oldfield, John Parkington, Jeremy Sarkin, Diana Sanchez, Chris Saunders, Nolubabalo Tyam, Quentin Williams

## Stanford Program in Florence

*Director:* Ermelinda Campani

*Faculty-in-Residence:* Jonathan Berger, Talya Berger, Pamela Karlan, Hazel Markus, Paula Moya

*Program Faculty:* Elena Baracani, Alba Cappellieri, Veronica De Romanis, Paolo Galluzzi, Massimo Martignoni, Anthony Molho, Michele Papa, Domenico Pellegrini-Giampietro, Fiorenza Quercioli, Filippo Rossi, Monica Toraldo di Francia, Augusto Valeriani, Timothy Verdon

## Stanford Program in Istanbul

*Program Faculty:* Birgul Arslan, Asli Niyazioglu, Didem Pekün, Alexis Rappas, Murat Somer

## Stanford Program in Kyoto

*Director:* Mike Hugh

*Program Faculty:* Matthew Sommer, Allison Okamura

*Program Faculty:* William Bradley, Yuko Kawahara, Catherine Ludvik, Yasue Numaguchi, Setsuko Onodera, Akiko Shimizu, Philip Sugai, Kiyoko Tanaka, Hiroko Tayama, Megumi Tsuchida, Rie Tsujino, Haruka Ueda, Douglas Woodruff

## Stanford Program in Madrid

*Director:* Pedro Perez-Leal

*Faculty-in-Residence:* H. Samy Alim, Adrian Lew, Jorge Ruffinelli

*Program Faculty:* María Almudena Ariza Armada, Francisco Javier Bobillo de la Peña, Alberto Bosco, Miguel Buñuel, María Teresa Cambor Portilla, Pablo Campos Calvo Sotelo, Andrés Díez Herrero, Julia Doménech López, Sylvia Hilton, Sheila Klaiber, Miguel Larrañaga Zulueta, Pablo de Lora Deltoro, Laura Luceño Casals, Eduardo Manzano Moreno, Antonio Muñoz Carrión, Laura Murcia Cánovas, Alicia Pérez, Miguel Requena Díez de Revenga, Liliana Suárez Navaz, Oscar Sánchez Fuster, Isidro Yerba Prada

## Stanford Program in Oxford

*Director:* Geoffrey Tyack

*Faculty-in-Residence:* Rona Giffard, Simon Jackman, Daniel Lassiter

*Program Faculty:* Anna Beer, James Forder, Matthew Landrus, Robert McMahon, Amanda Palmer, Scot Peterson, Emma Plaskitt

## Stanford Program in Paris

*Director:* Estelle Halévi

*Faculty-in-Residence:* Stephen Cooper, Joseph Lipsick, Deborah Stipek

*Program Faculty:* Nadine Airut, Laurie Boussaguet, Peter Brooks, Cecile Cotté, Susan Cure, Jean-Marie Fessler, Benedicte Gady, Brigitte Gallini, Patrick Guédon, Tiphaine Karsenti, Eloi Laurent, Florence Leca, Jacques

Le Cacheux, Giovanni Lévi, Elizabeth Molkou, Gregoire Quenault, Marie-Christine Ricci, Klaus-Peter Sick, Sylvie Strudel, Fabrice Virgili, Oscar Villegas-Paez

## Stanford Program in Santiago

*Director:* Iván Jaksic

*Faculty-in-Residence:* Ximena Briceno, Hectór Hoyos, Helen Longino, Valerie Miner

*Program Faculty:* Mabel Abad, César Alborno, Andrés Bobbert, Germán Correa, Rolf Lüders, Sergio Missana, Cristian Muñoz, Alvaro Palma, Iván Poduje, Hernan Pons, Sharon Reid, Emilio Rivano

## Overseas Studies in Australia Courses

### OSPAUSTL 10. Coral Reef Ecosystems. 3 Units.

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

### OSPAUSTL 25. Freshwater Systems. 3 Units.

Integrated water resource management and how this applies across the globe, comparing strategies and results in the developing and more developing world. Ethics, values and politics of water and the management of extremes such as drought and flood. Ecology and hydrology in an urban context, along with important current issues such as stormwater and water sensitive urban design. Construction of a well, a water tank, and a pit latrine. Community service working with a local catchment management group on riparian and wetland restoration work. Field work complements lectures.

### OSPAUSTL 30. Coastal Forest Ecosystems. 3 Units.

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

### OSPAUSTL 40. Australian Studies. 3 Units.

Introduction to Australian society, history, culture, politics, and identity. Social and cultural framework and working understanding of Australia in relationship to the focus on coastal environment in other program courses. Field trips.

### OSPAUSTL 50. Targeted Research Project. 4 Units.

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.

# Overseas Studies in Barcelona Courses

## **OSPBARCL 101. Language and Culture in Catalonia. 4 Units.**

Preparation for students to function in the academic and social environment of Barcelona. Basic listening, reading, and comprehension in Catalan; review of Spanish with focus on writing academic papers and listening to lectures. Introduction to Barcelona with emphasis on contemporary history, culture, and politics. Bilingualism; multiculturalism; varieties of nationalism and globalization in context of Barcelona.

## **OSPBARCL 114. The Spanish Civil War and Historical Memory. 5 Units.**

The Spanish Civil War's memory and legacy as seen in today's society, culture and politics in the context of Western Europe. Current reality of Spain and Catalonia and the value of history and its construction in the formation of the political culture of a country. Two thematic blocks: historical evolution of Spain from the Second Republic until the end of Franco and the transition to democracy; relationship between history and memory focusing on the Catalan-Spanish case.

## **OSPBARCL 125. 21st Century Transatlantic Literature. 5 Units.**

Transatlantic narrative of XXI century in Catalonia, Spain and Latin America, based around authors of each cultural area and their essays, stories or poem in Spanish. Texts studied in their contemporary settings: migration and borders, the new internationalism, youth and citizen protest movements, communication and digital technology, citizenship and ethical solidarity. Analysis of the forms of futurity being debated today in both Spanish literature and ideas.

## **OSPBARCL 126. Modern Art in Barcelona: From Gaudí to Tàpies. 5 Units.**

Introduction to modern art based on the city of Barcelona: from the architecture of Modernism and the painters of the "4Gats" tavern, to Picasso, Miró and Dalí; and the post-war avant-garde. Emphasis on the relationship between different artistic disciplines as well as between these and the literature and economic and political situation of the time, all placed in the international art context.

## **OSPBARCL 127. Technology, Digital Cities and the Urban Experience: Barcelona "Smart City". 5 Units.**

## **OSPBARCL 140A. Universitat de Barcelona: Humanities 1. 5 Units.**

Student selection from course catalog of Universitat de Barcelona.

## **OSPBARCL 140B. Universitat de Barcelona: Humanities 2. 5 Units.**

Student selection from course catalog of Universitat de Barcelona.

## **OSPBARCL 140C. Universitat de Barcelona: Humanities 3. 5 Units.**

Student selection from course catalog of Universitat de Barcelona.

## **OSPBARCL 142A. Universitat de Barcelona: Social Science 1. 5 Units.**

Student selection from course catalog of Universitat de Barcelona.

## **OSPBARCL 142B. Universitat de Barcelona: Social Science 2. 5 Units.**

Student selection from course catalog of Universitat de Barcelona.

## **OSPBARCL 142C. Universitat de Barcelona: Social Science 3. 5 Units.**

Student selection from course catalog of Universitat de Barcelona.

## **OSPBARCL 144A. Universitat de Barcelona: Natural Science 1. 5 Units.**

Student selection from course catalog of Universitat de Barcelona.

## **OSPBARCL 144B. Universitat de Barcelona: Natural Science 2. 5 Units.**

Student selection from course catalog of Universitat de Barcelona.

## **OSPBARCL 144C. Universitat de Barcelona: Natural Science 3. 5 Units.**

Student selection from course catalog of Universitat de Barcelona.

**OSPBARCL 146A. Universitat de Barcelona: Engineering 1. 5 Units.**  
Student selection from course catalog of Universitat de Barcelona.

**OSPBARCL 146B. Universitat de Barcelona: Engineering 2. 5 Units.**  
Student selection from course catalog of Universitat de Barcelona.

**OSPBARCL 146C. Universitat de Barcelona: Engineering 3. 5 Units.**  
Student selection from course catalog of Universitat de Barcelona.

## **OSPBARCL 150A. Universitat Autònoma de Barcelona: Humanities 1. 5 Units.**

Student selection from course catalog of Universitat Autònoma de Barcelona.

## **OSPBARCL 150B. Universitat Autònoma de Barcelona: Humanities 2. 5 Units.**

Student selection from course catalog of Universitat Autònoma de Barcelona.

## **OSPBARCL 150C. Universitat Autònoma de Barcelona: Humanities 3. 5 Units.**

Student selection from course catalog of Universitat Autònoma de Barcelona.

## **OSPBARCL 150D. Universitat Autònoma de Barcelona: Humanities 4. 10 Units.**

Student selection from course catalog of Universitat Autònoma de Barcelona.

## **OSPBARCL 152A. Universitat Autònoma de Barcelona: Social Science 1. 5 Units.**

Student selection from course catalog of Universitat Autònoma de Barcelona.

## **OSPBARCL 152B. Universitat Autònoma de Barcelona: Social Science 2. 5 Units.**

Student selection from course catalog of Universitat Autònoma de Barcelona.

## **OSPBARCL 152C. Universitat Autònoma de Barcelona: Social Science 3. 5 Units.**

Student selection from course catalog of Universitat Autònoma de Barcelona.

## **OSPBARCL 154A. Universitat Autònoma de Barcelona: Natural Science 1. 5 Units.**

Student selection from course catalog of Universitat Autònoma de Barcelona.

## **OSPBARCL 154B. Universitat Autònoma de Barcelona: Natural Science 2. 5 Units.**

Student selection from course catalog of Universitat Autònoma de Barcelona.

## **OSPBARCL 154C. Universitat Autònoma de Barcelona: Natural Science 3. 5 Units.**

Student selection from course catalog of Universitat Autònoma de Barcelona.

## **OSPBARCL 156A. Universitat Autònoma de Barcelona: Engineering 1. 5 Units.**

Student selection from course catalog of Universitat Autònoma de Barcelona.

## **OSPBARCL 156B. Universitat Autònoma de Barcelona: Engineering 2. 5 Units.**

Student selection from course catalog of Universitat Autònoma de Barcelona.

## **OSPBARCL 156C. Universitat Autònoma de Barcelona: Engineering 3. 5 Units.**

Student selection from course catalog of Universitat Autònoma de Barcelona.

**OSPBARCL 160A. Universitat Pompeu Fabra: Humanities 1. 5 Units.**  
Student selection from catalog of Universitat Pompeu Fabra.

**OSPBARCL 160B. Universitat Pompeu Fabra: Humanities 2. 5 Units.**  
Student selection from catalog of Universitat Pompeu Fabra.

**OSPBARCL 160C. Universitat Pompeu Fabra: Humanities 3. 5 Units.**  
Student selection from catalog of Universitat Pompeu Fabra.

**OSPBARCL 162A. Universitat Pompeu Fabra: Social Science 1. 5 Units.**  
Student selection from catalog of Universitat Pompeu Fabra.

**OSPBARCL 162B. Universitat Pompeu Fabra: Social Science 2. 5 Units.**  
Student selection from catalog of Universitat Pompeu Fabra.

**OSPBARCL 162C. Universitat Pompeu Fabra: Social Science 3. 5 Units.**  
Student selection from catalog of Universitat Pompeu Fabra.

**OSPBARCL 164A. Universitat Pompeu Fabra: Natural Science 1. 5 Units.**  
Student selection from catalog of Universitat Pompeu Fabra.

**OSPBARCL 164B. Universitat Pompeu Fabra: Natural Science 2. 5 Units.**  
Student selection from catalog of Universitat Pompeu Fabra.

**OSPBARCL 164C. Universitat Pompeu Fabra: Natural Science 3. 5 Units.**  
Student selection from catalog of Universitat Pompeu Fabra.

**OSPBARCL 166A. Universitat Pompeu Fabra: Engineering 1. 5 Units.**  
Student selection from catalog of Universitat Pompeu Fabra.

**OSPBARCL 166B. Universitat Pompeu Fabra: Engineering 2. 5 Units.**  
Student selection from catalog of Universitat Pompeu Fabra.

**OSPBARCL 166C. Universitat Pompeu Fabra: Engineering 3. 5 Units.**  
Student selection from catalog of Universitat Pompeu Fabra.

**OSPBARCL 170A. Universitat Politècnica de Catalunya: Engineering 1. 5 Units.**  
Student selection from course catalog of Universitat Politècnica de Catalunya.

**OSPBARCL 170B. Universitat Politècnica de Catalunya: Engineering 2. 5 Units.**  
Student selection from course catalog of Universitat Politècnica de Catalunya.

**OSPBARCL 170C. Universitat Politècnica de Catalunya: Engineering 3. 5 Units.**  
Student selection from course catalog of Universitat Politècnica de Catalunya.

## Overseas Studies in Beijing Courses

**OSPBEIJ 1C. First-Year Modern Chinese, First Quarter. 5 Units.**  
Conversation, grammar, reading, elementary composition.

**OSPBEIJ 3C. First-Year Modern Chinese, Third Quarter. 5 Units.**

**OSPBEIJ 6C. Beginning Conversational Chinese, First Quarter. 2 Units.**  
Three quarter sequence. Basic language skills in Mandarin to function abroad.

**OSPBEIJ 8C. Beginning Conversational Chinese, Third Quarter. 2 Units.**  
Continuation of CHINLANG 7. Basic language skill in Mandarin to function abroad. Prerequisite: CHINLANG 7 or consent of instructor.

**OSPBEIJ 9. Chinese Language Tutorial. 2 Units.**

**OSPBEIJ 17. Chinese Film Studies. 4 Units.**

Stages of Chinese cinema from the establishment of P.R. China in 1949 to the present. State policies, filmmaking trends, representative filmmakers and films, and the state of the industry in the different periods, with close readings of some important films. Historical perspective and broad knowledge of Chinese cinema; academic approaches to film studies.

**OSPBEIJ 20. Communication, Culture, and Society: The Chinese Way. 4 Units.**

How people communicate, what they achieve through their communications, and the social and cultural consequences of these communicative behaviors. Focus on the interactive relationship between communication, culture and society in China. How communication habits are influenced by the individual; culture and how communication acts help to change and transform the society in which we live.

**OSPBEIJ 21. Chinese Society in the Post-Mao Era. 5 Units.**

A survey of the major social trends that have implications for China's political and economic future. Topics range from inequality to social change, corruption, religion, nationalism, and various forms of rural and urban conflict. The course is a seminar, and enrollment is limited.

**OSPBEIJ 21C. Second-Year Modern Chinese. 5 Units.**

**OSPBEIJ 22. Independent Study on Contemporary China. 3-5 Units.**  
Possible topics include: 1) Political trends in the 1980s and after; 2) Urban and rural protest; 3) Poverty alleviation and inequality; 4) The problem of corruption and anti-corruption campaigns; 5) Rise of organized religion; 6) Public opinion and popular nationalism.

**OSPBEIJ 23C. Second-Year Modern Chinese. 5 Units.**

**OSPBEIJ 35. Toward a Sustainable Future: China's Environmental Challenges. 4 Units.**

**OSPBEIJ 42. Chinese Media Studies. 4 Units.**

Fundamental changes in Chinese media. Issues such as: how Chinese media emerge and evolve against the background of modern Chinese history; how they interact with government, sponsors, receivers, and other social institutions; and implications for Chinese social development.

**OSPBEIJ 48. Chinese Literature: Tradition in Transformation. 4 Units.**

Classical Chinese literature from the beginning (ca. 1000 BC) to the 14th century. Primary texts in translation with attention to the poetic works that feature Chinese literary tradition. Understanding of past experience of Chinese people living in another cultural space through observation, analysis, and reconstruction.

**OSPBEIJ 53. Independent Studies. 3-5 Units.**

Independent topics may be related to different aspects of the Chinese society, politics, urbanization processes, NGOs, economic development, organizations and management, among others. Students will choose a research topic in consultation with the instructor, develop a reading list and/or research design, and meet and discuss with the instructor on a regular basis.

**OSPBEIJ 54. Formal Organizations. 3-5 Units.**

Formal organizations are ubiquitous in contemporary societies, such as firms, schools, hospitals, and government agencies. They educate us, manage our financial accounts and structure our daily routines, and they distribute resources, status, and opportunities among social groups. This course introduces dimensions and aspects of formal organizations and basic concepts and theoretical logics for analyzing them. A multidisciplinary approach is adopted to understand organizational phenomena, with special attention to complementary perspectives drawn from economics, psychology, and sociology. Organization research literature and specific cases, especially those in the Chinese context, are used to illustrate the applications of the analytic models and concepts in the real world of organizations.



**OSPBEIJ 60. Chinese Philosophies and Modern China. 4 Units.**

Introduction to Chinese philosophy. Daoism, Confucianism, the Confucian development in the Song and Ming periods, the "liberal" and Legal school of thought, Buddhism, the Confucian thinkers of the Modern period, and "Dialectical Materialism." Chinese form of "liberalism" since the 1980s and the future of Confucian scholarship in the postmodern era. How central questions of Western philosophy pertain to the Chinese tradition, and how relevant Chinese philosophy is to the differences in approaches taken to such issues as truth, good, beauty, mind, body, spirit, being, cosmology, ontology, and epistemology.

**OSPBEIJ 67. China-Africa and Middle East Relations. 4 Units.**

China's relations with the outside world, with a focus on Africa and the Middle East. Historically contextualized relations; evolution of relations within the international climate during different periods, especially in the present; impact of geopolitical and geoeconomic relations on the existing international order.

**OSPBEIJ 75. China in the Global Economy. 5 Units.**

China's economic relations with the rest of the world. Its increasing trade, investment and commercial links across the globe and their resulting impacts on China's rise to the second largest global economy last year; the ensuing implications for the opportunities and challenges for the world's major economies.

**OSPBEIJ 101C. Third-Year Modern Chinese. 5 Units.**

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**OSPBEIJ 103C. Third-Year Modern Chinese. 5 Units.**

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**OSPBEIJ 199A. Directed Reading A. 1-4 Unit.**

Course may be repeated for credit.

**OSPBEIJ 199B. Directed Reading B. 1-4 Unit.**

Course may be repeated for credit.

**OSPBEIJ 211C. Fourth-Year Modern Chinese. 5 Units.**

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**OSPBEIJ 213C. Fourth-Year Modern Chinese. 5 Units.**

Discussions based on short stories, essays and newspaper articles, and academic journal articles. Emphasis on social and cultural issues in contemporary China. Speed-reading techniques and subtle distinctions in Chinese language use, such as formal vs. informal styles and word choice, toward developing a more sophisticated understanding and command of the language.

## Overseas Studies in Berlin Courses

**OSPBER 1Z. Accelerated German: First and Second Quarters. 8 Units.**

A jump start to the German language, enabling students with no prior German to study at the Berlin Center. Covers GERLANG 1 and 2 in one quarter.

**OSPBER 2Z. Accelerated German, Second and Third Quarters. 8 Units.**

Qualifies students for participation in an internship following the study quarter. Emphasis is on communicative patterns in everyday life and in the German work environment, including preparation for interviews.

**OSPBER 3B. German Language and Culture. 5 Units.**

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.

**OSPBER 12. The Politics of Memory. 3 Units.**

Why is the urban landscape of Berlin so crowded with memorials of WW II, its victims, perpetrators, and the resistance? Exploration of the politics surrounding the memorialization of WW II, with a focus on the city of Berlin: the nature of collective memory and its representation; the function of the memorial in public consciousness; the importance of memory of WW II in German political culture; the changing political landscape of WWII in the context of European politics; comparison of American and European memorialization of war. Material: Films and literary texts; field trips to memorials and museums, including the concentration camp Sachsenhausen; historical accounts and political analyses.

**OSPBER 13. Jewish and Muslim Berlin. 3 Units.**

Politics of religion and religious minorities in contemporary German/Berlin culture, with a focus on Jews and Muslims. Consideration of political, historical, social and cultural perspectives: differences between American and German separation of religion and political structures; the historical establishment of Jewish culture in comparison to the contemporary rise of Islam to second-largest religious community in Germany; antisemitism and Islamophobia in Germany and Europe; recent religious controversies (mosques, circumcision, the veil, etc.) Material: Literature, site visits in Berlin, meetings with representatives of the Jewish and Muslim communities.

**OSPBER 15. Shifting Alliances? The European Union and the U.S.. 4-5 Units.**

The development of European integration, a model for global security and peace, and a possible replacement for the U.S. position as unilateral superpower. Competing arguments about the state of transatlantic relations.

**OSPBER 16. Technology and Policy for Sustainable Energy in Germany. 3 Units.**

Fundamental technologies for sustainable development, conversion, transmission, and use of energy in buildings, transportation, and industry. Diverse stakeholder involvement in the formulation and implementation of policy for sustainable energy. Key differences between Germany and the U.S. and other countries with energy-intensive economies regarding energy supply, use, policy, and results. Field trips and guest speakers to learn about German suppliers of energy technology, energy facilities, and decision makers and stakeholders in processes for energy policymaking.

**OSPBER 17. Split Images: A Century of Cinema. 3-4 Units.**

20th-century German culture through film. The silent era, Weimar, and the instrumentalization of film in the Third Reich. The postwar era: ideological and aesthetic codes of DEFA, new German cinema, and post-Wende filmmaking including *Run Lola Run* and *Goodbye Lenin*. Aesthetic aspects of the films including image composition, camera and editing techniques, and relation between sound and image.

**OSPBER 21B. Intermediate German. 5 Units.**

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

**OSPBER 24B. Advanced German Grammar. 2 Units.**

Syntax and organizational patterns (connectors, structuring and cohesive devices) for various types of texts and arguments, contrastive vocabulary practice, and reading strategies. Skills for writing well-structured critical essays, giving effective presentations, and reading extensively as well as intensively.

**OSPBER 25. Architecture, Memory, Commemoration. 5 Units.**

Exploration of questions about architectural form together with a sense of place in Berlin and surrounding regional cities. Interdisciplinary approach to the study of urbanism and memory through the concerns of cultural geography, anthropology, history, fiction and films. Trips to sites to explore how memory is visualized in the built environment. Themes of the course include: "About Form," "Mapping the City," and "Heritage and Commemoration."

**OSPBER 28. German Opera. 4 Units.**

This course is designed to provide an introduction to opera in general and German opera in particular. The syllabus is linked specifically to productions of German operas currently being presented at Berlin's opera houses. During class we will prepare ourselves for the various performances by discussing each work in detail, looking at the libretto, analyzing the relationship between music and text, listening to recordings, and reading secondary literature. We will also share our post-performance impressions. The principal aim of the course is informed appreciation of the genre of opera.

**OSPBER 29. Topics in German Music and Culture. 3-5 Units.**

Weimar Culture The recommended textbook for this independent study is Weimar Republic Sourcebook, ed. Anton Kaes (Berkeley: U of California P, 1994), an excellent collection of contemporaneous texts that is still in print and available as a reasonably priced paperback. Topics for particular study could include "expressionism," "phenomenology," "Neue Sachlichkeit," the Bauhaus, "epic theater," proletarian art, and early German cinema, more or less following the organization of the Sourcebook. The syllabus will be tailored to any relevant cultural events in Berlin and neighboring cities planned for the quarter in question. Students will be encouraged to base their written projects on these events and on research at local archives, such as the Deutsche Kinemathek and the Bauhaus-Museum. Trips to institutions in other cities (Dessau, Weimar, etc.) could also be considered. Primarily in English, but some topics might require German. n nThe Symphony Material covered in this independent study could be adjusted to the student's interest and knowledge, depending on his/her level of musical literacy. He/she could focus on cultural history or on more technical, analytical issues. The aim will be to trace the history of the genre from its roots in the early 18th century to the present day using mainly works from the established repertory as examples. Visits to live performances in Berlin may also be included. n nBeethoven in German Culture Following last year's elections in Germany, the draft coalition contract included the following statement: "The 250th birthday of Ludwig van Beethoven in 2020 offers excellent opportunities for profiling German culture at home and abroad. Preparing for this important anniversary is thus of national concern." How and why did Beethoven become so crucially important in German culture? In trying to answer this question, the course will begin with a survey of Beethoven's life and works, and then focus on his legacy via key moments in reception history. Primarily in English, but some topics might require German.

**OSPBER 30. Berlin vor Ort: A Field Trip Module. 1 Unit.**

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.

**OSPBER 33. Topics in German Engineering. 1-2 Unit.**

Berlin Airlift: Technical analysis of the Berlin Airlift, including challenges, alternatives evaluated, technical capabilities and limitations, solutions adopted, results. nnGermany in Motorsports: Technical analysis of challenges and successes for German motorsports teams in Grand Prix, Formula 1, and sports car racing, with emphasis on technical advancement.nYnGermany's Transportation System: Technical analysis of Germany's transportation system including mileage and use by mode (overview or detailed analysis of mode selected by student), operational performance, plans for expansion and improvement, lessons for the United States.nnGerman Manufacturing: Technical analysis of German manufacturing including history and current state of technology for integrated product design and automated manufacturing, with an example of current practice from an industry segment selected by the student.

**OSPBER 37. Leading from Behind? Germany in the International Arena since 1945. 4-5 Units.**

Germany's changing role in European and world politics. Have old principles based on lessons from World War II become obsolete? Can Germany be a leading power in global affairs?.

**OSPBER 39. Globalization and the Fate of Western Art Music. 2 Units.**

An activity based directed group. Attendance of several concert performances required.

**OSPBER 40B. Introductory Electronics. 5 Units.**

Electrical quantities and their measurement, including operation of the oscilloscope. Function of electronic components including resistor, capacitor, and inductor. Analog circuits including the operational amplifier and tuned circuits. Digital logic circuits and their functions. Lab assignments. Prerequisite: PHYSICS 43.

**OSPBER 40M. An Intro to Making: What is EE. 3-5 Units.**

Is a hands-on class where students learn to make stuff. Through the process of building, you are introduced to the basic areas of EE. Students build a "useless box" and learn about circuits, feedback, and programming hardware, a light display for your desk and bike and learn about coding, transforms, and LEDs, a solar charger and an EKG machine and learn about power, noise, feedback, more circuits, and safety. And you get to keep the toys you build. Prerequisite: CS 106A.

**OSPBER 41. Directed Reading on Global Issues/International Relations. 3 Units.**

Directed reading/tutorial on a wide range of international relations topics including China's rise, grand strategy, nuclear proliferation, and climate change. Students will be expected to demonstrate understanding of key ideas, core issues, and possible implications of alternative hypotheses. Choice of topic will determine whether a paper is required or mastery of subject can be demonstrated through discussion alone.

**OSPBER 44. Berlin and its Artists. 4 Units.**

Visual environment of Berlin, shaped and reshaped by artists who in turn were transformed by the city. Links between their biographies and Berlin. Retracing artists' lives to unveil contemporary background and characteristic circumstances under which their work was created. Images of Berlin through the eyes of those who contributed to shaping it iquest; from Schluuml;ter to Liebermann to Eliacute;asson. Visits to museums and locations related to the life and work of the artists complement the theoretical discussions. Introduction to the art of drawing, using sketchbooks as a tool for exploring the artworks in Berlin and for understanding what moved the artist to create them.

**OSPBER 46. Gardens of Earthly Delight: Berlin's Culture of Landscape and Public Space. 1-2 Unit.**

This course examines the cultural geography of Germany;quest;s social spaces as sites for the development of the personal, social, and political experiences of a German cultural identity. Focusing on literary forms, landscape art, and garden history in Berlin and its environs, we consider the roles of landscape and garden design and how they represent the cultural and social ideology of their times. Activities include readings and field trips. Additional writing for students who choose the 2 unit option.

**OSPBER 50M. Introductory Science of Materials. 4 Units.**

Topics include: the relationship between atomic structure and macroscopic properties of man-made and natural materials; mechanical and thermodynamic behavior of surgical implants including alloys, ceramics, and polymers; and materials selection for biotechnology applications such as contact lenses, artificial joints, and cardiovascular stents. No prerequisite.

**OSPBER 60. Cityscape as History: Architecture and Urban Design in Berlin. 5 Units.**

Diversity of Berlin's architecture and urban design resulting from its historical background. Architect Ludwig Mies van der Rohe and his artistic ancestors. Role of the cultural exchange between Germany and the U.S. Changing nature of the city from the 19th century to the present.

**OSPBER 66. Theory from the Bleachers: Reading German Sports and Culture. 3 Units.**

German culture past and present through the lens of sports. Intellectual, societal, and historical-political contexts. Comparisons to Britain, France, and the U.S. The concepts of *Könnlichkeit*, *rperkultur*, *Leistung*, *Show*, *Verein*, and *Haltung*. Fair play, the relation of team and individual, production and deconstruction of sports heroes and heroines, and sports nationalism. Sources include sports narrations and images, attendance at sports events, and English and German texts. Taught in English.

**OSPBER 68. Protestant Reformation. 4 Units.**

New forms of Christian religious thought and practice that emerged in Western Europe in the early to mid-sixteenth century and decisively shaped the course of Western history. Religious status quo and other forms of religious dissent that challenged late medieval Christendom; proposals for reform exemplified by Martin Luther, Andreas Karlstadt, Thomas Müntzer; impact of the changes in religion and the conflicts over religion for society more broadly.

**OSPBER 70. The Long Way to the West: German History from the 18th Century to the Present. 4-5 Units.**

Battles still current within Germany's collective memory. Sources include the narrative resources of museums, and experts on the German history in Berlin and Potsdam. Field trips.

**OSPBER 100B. Berlin Heute. 2 Units.**

Required for students enrolled in OSPBER 21B; 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.

**OSPBER 101A. Contemporary Theater. 5 Units.**

Texts of plays supplemented by theoretical texts or reviews. Weekly theater visits, a tour of backstage facilities, and discussions with actors, directors, or other theater professionals. In German. Prerequisite: completion of GERLANG 3 or equivalent.

**OSPBER 101B. Advanced German. 5 Units.**

For intermediate and advanced students. Focus is on Berlin through film, literature, music, live performance, news media, and field trips. Essay writing, vocabulary building, and in-class presentations. Reading literature and news stories, essay writing, vocabulary building, and in-class presentations.

**OSPBER 115X. The German Economy: Past and Present. 4-5 Units.**

The unsteady history of the German economy in the Wilhelmine Empire, the Weimar Republic, the Third Reich, the post WWII divided and united Germany. Special attention on the economic policy of the Third Reich and the present role of Germany in the world economy.

**OSPBER 126X. A People's Union? Money, Markets, and Identity in the EU. 4-5 Units.**

The institutional architecture of the EU and its current agenda. Weaknesses, strengths, and relations with partners and neighbors. Discussions with European students. Field trips; guest speakers.

**OSPBER 161X. The German Economy in the Age of Globalization. 4-5 Units.**

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 German economic and environmental policies. 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.

**OSPBER 174. Sports, Culture, and Gender in Comparative Perspective. 5 Units.**

Theory and history of mass spectator sports and their role in modern societies. Comparisons with U.S., Britain, and France; the peculiarities of sports in German culture. Body and competition cultures, with emphasis on the entry of women into sports, the modification of body ideals, and the formation and negotiation of gender identities in and through sports. The relationship between sports and politics, including the 1936 Berlin Olympic Games. In German. Prerequisite: completion of GERLANG 3 or equivalent.

**OSPBER 198D. Humboldt Universität: Humanities 2. 1-3 Unit.**

Course may be repeated for credit.

**OSPBER 198F. Humboldt Universität: Social Sciences 2. 1-3 Unit.**

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**OSPBER 198H. Freie Universität: Humanities 3. 1-5 Unit.**

Course may be repeated for credit.

**OSPBER 198K. Weissensee Art University 1. 1-4 Unit.**

Course may be repeated for credit.

**OSPBER 198L. Weissensee Art University 2. 1-4 Unit.**

Course may be repeated for credit.

**OSPBER 198M. Weissensee Art University 3. 1-4 Unit.**

Course may be repeated for credit.

**OSPBER 199A. Directed Reading A. 2-4 Units.**

Course may be repeated for credit.

**OSPBER 199B. Directed Reading B. 2-3 Units.**

Course may be repeated for credit.

**OSPBER 199C. Directed Reading C. 1-3 Unit.**

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**OSPBER 199D. Humboldt Universität: Humanities. 1-3 Unit.**

Course may be repeated for credit.

**OSPBER 199F. Humboldt Universität: Social Sciences. 1-3 Unit.**

Course may be repeated for credit.

**OSPBER 199G. Freie Universität: Social Sciences 1. 1-3 Unit.**

Course may be repeated for credit.

**OSPBER 199H. Freie Universität: Humanities 1. 1-3 Unit.**

Course may be repeated for credit.

**OSPBER 199J. Freie Universität: Natural Sciences 1. 1-3 Unit.**

Course may be repeated for credit.

**OSPBER 199K. Freie Universität: Social Sciences 2. 1-3 Unit.**

Course may be repeated for credit.

**OSPBER 199L. Freie Universität: Humanities 2. 1-3 Unit.**

Course may be repeated for credit.

**OSPBER 199M. Freie Universität: Natural Sciences 2. 1-3 Unit.**

Course may be repeated for credit.

## Overseas Studies in Cape Town Courses

**OSPCTWN 16. Sites of Memory. 2 Units.**

Required Course. Relation between conventional histories and different kinds of individual and collective memory that are focused on places and spaces, testing the relation between grand narratives and more particularized pasts. Questions of cultural heritage, in particular its contestations among individual, familial, local, national, and international interests.

**OSPCPTWN 18. Xhosa Language and Culture. 2 Units.**

History of the Xhosa language; understanding Xhosa culture and way of life. Listening, speaking, reading and writing, combined with the social uses of the language in everyday conversations and interactions. Intercultural communication. Content drawn from the students' quest; experiences in local communities through their service learning/volunteer activities to support the building of the relationships in these communities. How language shapes communication and interaction strategies. Course may be repeated for credit.

**OSPCPTWN 24A. Targeted Research Project in Community Health and Development. 3 Units.**

Two-quarter sequence for students engaging in Cape Town-sponsored community based research. Introduction to approaches, methods and critical issues of partnership-based, community-engaged research and to the community-based research partners. Qualitative data gathering and analysis methods in community-based research; effective collaboration with community partners and data sources; race and privilege in community-based research. Preparation of research proposals and plans for research carried out during the second quarter through OSPCPTWN 24B.

**OSPCPTWN 24B. Targeted Research Project in Community Health and Development. 5 Units.**

Two-quarter sequence for students engaging in Cape Town-sponsored community-based research. Substantive community health or development investigations in collaboration with the Stanford Centre's community partners: Western Cape NGOs or government agencies, or community-based organizations or groups. Students' research supported through methods workshops, sharing of progress and problems, and data and findings presentations. Prerequisite: OSPCPTWN 24A.

**OSPCPTWN 31. Political Economy of Foreign Aid. 3 Units.**

Political economy approach to foreign aid. Context of debate on development: differences between developed and less developed countries, concept of poverty, how to measure development. History of foreign aid; main actors and characteristics of official development assistance. Theoretical and empirical impact of aid with regard to economic growth and governance. Benefits and problems associated with aid.

**OSPCPTWN 33. Southern Africa: from Liberation Struggles to Region-Building. 4 Units.**

Process by which the region moved from colonialism/apartheid to majority rule through a series of liberation struggles, and the outcomes of those struggles. Cases of Angola and Mozambique, Zimbabwe, Namibia and South Africa. Transitions from apartheid to democracy in Namibia and South Africa through negotiated settlements. Topics include: Truth and Reconciliation Commission; role of the Southern African Development Community; challenges in region today; influence of violent past and legacies of struggle against colonialism and apartheid on present situation.

**OSPCPTWN 36. The Archaeology of Southern African Hunter Gatherers. 4 Units.**

Archaeology, history and ethnography of the aboriginal hunter gatherers of southern Africa, the San people. Formative development of early modern humans and prehistory of hunters in southern Africa before the advent of herding societies; rock paintings and engravings of the subcontinent as situated in this history. Spread of pastoralism throughout Africa. Problems facing the descendants of recent hunter gatherers and herders in southern Africa, the Khoisan people.

**OSPCPTWN 38. Genocide: African Experiences in Comparative Perspective. 3-5 Units.**

Genocide as a major social and historical phenomenon, contextualized within African history. Time frame ranging from the extermination of indigenous Canary Islanders in the fourteenth and fifteenth centuries to more recent mass killings in Rwanda and Darfur. Emphasis on southern African case studies such as Cape San communities and the Herero people in Namibia. Themes include: roles of racism, colonialism and nationalism in the making of African genocides. Relevance of other social phenomena such as modernity, Social Darwinism, ethnicity, warfare and revolution. Comparative perspective to elucidate global dimensions.

**OSPCPTWN 44. South African Urban Challenges in Comparative Context. 4 Units.**

Material and socio-cultural dimensions of the multiple spaces making up South African cities. The gendered, placed, sexual, and racial character of homes, neighborhoods, and cities. Ways in which crises such as housing shortages and tenure insecurity are materially and socially embodied in economically impoverished families and communities; lives. Interplay of this body politic with economic and political contexts in which the meaning of citizenship is crafted. Urban fieldwork with the Valhalla Park United Civic Front, a community-based organization in Cape Town.

**OSPCPTWN 47. South Africa's Role as an Emerging Power: Global and Regional Dimensions. 3 Units.**

Emerging role of middle income countries like China, India and Brazil with South Africa being the only African country belonging to this new cluster. This dynamic country group is regarded as a distinct feature of a new global landscape. Topics include: Academic and policy debate on emerging countries; South Africa's role on the continent and on the global level (historical background: before / after 1994, South Africa as an 'emerging power', South Africa's regional role in different areas, security South Africa's role on a global level, intellectual and political capacity to be an emerging country, other regional powers in Africa); South Africa and other emerging powers.

**OSPCPTWN 48. Photographing Cape Town. 3 Units.**

This class will use the idiom of photography to scrutinize the natural history and culture of Cape Town. We will discuss the rhetoric of photography, as well as photographic composition, syntax, grammar and style. We will use individual pictures as the starting point for scholarly investigations of what makes Cape Town unique both in terms of its nature and its culture. Class assignments will consist of a series of weekly presentations by each student, five presentation write-ups, weekly contributions to the class blog and the class Twitter account, active participation both in-class and online including responses to blog posts, a final exam, a class exhibit, and a complete dossier of each student's work. The presentations write-ups will include photographic and written essays, including scholarly references, on specific topics motivated by what the students have observed. Individual classes will explore specific themes such as Table Mountain, Robben Island, the townships, the history of South Africa, the Cape Floristic Region, South African fauna, local markets, food of South Africa, African penguins, and other birds of South Africa. Enrollment is limited.

**OSPCPTWN 50. [Independent Study] Conservation & Resources in Sub-Saharan Africa. 2-3 Units.**

Independent research and writing on topics related to conservation and resources in Sub-Saharan Africa. Potential topics include climate change and adaption to South Africa, community-based conservation in Sub-Saharan Africa (examining conservation experiments such as the Lewa Conservancy and the Northern Rangeland Trust in Kenya), the provision of energy in South Africa, and citizen rights to healthy environment in African nations.



**OSPCPTWN 57. Directed Study in Health Systems and Policy. 1-3 Units.**

Directed study projects focusing on some aspect of health systems and policy in the Southern African context. Example topics include analysis of: local HIV control policies; the South African health care system; health care delivery patterns; investments in health infrastructure as an enabler of health care delivery; health systems strengthening and concomitant improvements in population health; and social networks and influences in disease risk. Students will be expected to write an in-depth term paper that carefully analyzes the problem under consideration. Analyses that include the development of mathematical or analytical models are encouraged.

**OSPCPTWN 59. Major Issues in Conflict Resolution in Africa. 3 Units.**

This course examines Issues surrounding mediation and implementation of peace agreements, peacekeeping, refugee management, and justice and accountability in Africa's recent civil wars. This course uses several case studies of wars and peace processes to examine what is needed to end wars and build peace in Africa. The course will examine successful and failed mediation of wars by African diplomats, American and European diplomats, and international organizations. It will compare and contrast peace processes that successfully brought wars to an end with those that failed to bring peace, and in some cases brought dramatic escalation.

**OSPCPTWN 60. Hip Hop in Post-apartheid South Africa. 3 Units.**

Politics of multilingualism, diversity and hip-hop identity performances and practices in a transforming South Africa. How far has social change been realized given that South Africa's citizens still grapple with racial, ethnic, cultural and cultural marginalization and exploitation?.

**OSPCPTWN 61. Independent Study in Community Health. 2-4 Units.**

Independent study in community health. Topics may include major health issues in sub-saharan Africa; social and behavioral determinants of health; stress and health. Topics addressed through guided readings and interviews with relevant local stakeholders. Weekly meetings to discuss issues and progress.

**OSPCPTWN 62. Topics in South African Politics. 2-3 Units.**

Possible topics include: South Africa's Democratic Performance, 1994-2016; Evaluating the Truth and Reconciliation Process; Nelson Mandela and the Art of Leadership; South African Politics and Society through Literature.

**OSPCPTWN 63. Socio-Ecological Systems. 3 Units.****OSPCPTWN 64. Behavior Change for Promoting Health. 4 Units.**

South Africa suffers high rates of morbidity and mortality from illnesses and injuries that could be prevented or managed through behavior change. This class will bring psychological theory and research to bear on the question of why people do not engage in health-promoting behaviors, even when they have the knowledge and resources for performing the behavior. Once potential answers to this question have been explored, strategies for effectively bringing about health-promoting behavior change will be addressed. Strategies will be developed in collaboration with local public agencies and community health organizations.

**OSPCPTWN 67. Lessons from ICT Usage in Developing Countries. 3 Units.**

Use of information and communication technologies (ICTs) in developing countries, highlighting new ways that the technologies are being used. Use of techniques such as context mapping; how new uses of technology can be applied in other contexts. Design and prototype a technology (website, mobi-site, app) in a previously disadvantaged community in South Africa.

**OSPCPTWN 69. Comparatively Assessing South Africa's Transition to Democracy: Past, Present and Future. 3 Units.**

South Africa's transition to democracy, its past, its current political and human rights situation, and what the future might hold. Progress South Africa has made in the areas of constitutional and democratic development, human rights and issues of truth, justice, and reconciliation. Also South African experience from a comparative perspective with the experiences of other countries, including Bangladesh, Bosnia-Herzegovina, Chile, Kenya, Namibia, Peru, Rwanda, Sierra Leone, Sri Lanka, Timor-Leste, Uganda, and Zimbabwe.

**OSPCPTWN 70. Youth Citizenship and Community Engagement. 5 Units.**

Critical thinking about core concepts in community engagement such as community, self, and identity. The course aims to cultivate a critical consciousness about the meaning of charity, caring, social justice and the aims of engagement with communities to enhance self awareness, awareness of others who are different, awareness of social issues, and an ethic of care where students can be change agents. The meaning of youth citizenship as it relates to engagement with communities will be explored.

**OSPCPTWN 71. Power and Performance in Community Practice. 4 Units.**

Critical consideration of core concepts in community engagement. Community engagement as a practice, varying subject positions that are given or performed upon and by the community members and those engaging with the community. Dominant models of community engagement: how each model positions students and how the model positions the community members. Seminar topics include issues of biopower, performance of identity (particularly racial identities) and practices of knowledge/power. Critical and reflexive application of these concepts related to community-engaged practice. Guidance in application of critical reflexive thought in practice. Particular attention to the ethics of North-South community engagements.

**OSPCPTWN 75. Giving Voice to the Now: Studies in the South African Present. 3 Units.**

How to make sense of present-day South Africa, its various forms of cultural expression, and what its common project might be. Through analysis of literature and film, explore the pluralities, intersections and crossings that come together to make up the complex state of being one inhabits in South Africa. Imagining spatial structures (cities, campuses) as imagined forms invested with meaning by the people who occupy them. How spaces (and South Africa itself may be thought of as a space) are affected by people, and vice versa.

**OSPCPTWN 199A. Directed Reading A. 2-4 Units.**

Course may be repeated for credit.

**OSPCPTWN 199B. Directed Reading B. 1-5 Unit.**

Course may be repeated for credit.

## Overseas Studies in Florence Courses

**OSPFLOR 1A. Accelerated First-Year Italian, Part 1. 5 Units.**

Accelerated sequence that completes first-year Italian in two rather than three quarters. For students with previous knowledge of Italian or with a strong background in another Romance language. Prerequisite: advanced-level proficiency in another Romance language Prerequisite: Placement .

**OSPFLOR 1F. First-Year Italian, First Quarter. 5 Units.**

All-in-Italian communicative and interactive approach. Emphasis is on the development of appropriate discourse in contemporary cultural contexts. Interpretation of authentic materials, written and oral presentations, and plenty of conversational practice. Language lab, multimedia, and online activities.

**OSPFLOR 2A. Accelerated First-Year Italian, Part 2. 5 Units.**

Continuation of ITALLANG 1A. Accelerated sequence that completes first-year Italian in two rather than three quarters. For students with previous knowledge of Italian or with a strong background in another Romance language. Prerequisite: Placement Test, ITALLANG 1A or consent of instructor. Fulfills the University language requirement.

**OSPFLOR 2F. First-Year Italian, Second Quarter. 5 Units.**

Continuation of ITALLANG 1. All-in-Italian communicative and interactive approach. Emphasis is on the development of appropriate discourse in contemporary cultural contexts. Interpretation of authentic materials, written and oral presentations, and plenty of conversational practice. Language lab, multimedia, and online activities. Prerequisite: Placement Test, ITALLANG 2.

**OSPFLOR 3F. First-Year Italian, Third Quarter. 5 Units.**

Continuation of ITALLANG 2. All-in-Italian communicative and interactive approach. Emphasis is on the development of appropriate discourse in contemporary cultural contexts. Interpretation of authentic materials, written and oral presentations, and plenty of conversational practice. Language lab, multimedia, and online activities. Prerequisite: Placement Test, ITALLANG 2 or consent of instructor. Fulfills the University language requirement.

**OSPFLOR 8. Migration and Cultural Diversity in Contemporary Italy. 4 Units.**

Exploration of the media as an arena where Italian national and individual identities (of both migrants and natives) are being redefined in an age of globalization, massive migration flows and increasing social diversity. Over the last thirty years, Italy has been transformed from a country of exclusive emigration into a country where recent immigration is becoming one of the most controversial issues faced by Italian society and the political system today.

**OSPFLOR 10. The Use and Abuse of Drugs and Nutrients in Sports. 4-5 Units.**

The course will provide students with an understanding of the practice and principles of the use and abuse of drugs in sports. Drugs are used by athletes for a number of reasons, including the need to treat diseases just as non-athletes do, but very often these drugs are abused in forms that are dangerous to an athlete's health and contrary to the ethical principles of sports. Since the use of drugs in sports varies greatly from country to country, we will also look closely at the European and Italian approaches to this problem, and compare them with the American point of view. Particular attention will be devoted to the concept of doping, the rules and regulations of the World Anti-Doping Agency, and its impact on athletes' careers, both at an amateur and at a professional level. The ethical implications of doping in sports will be thoroughly and carefully considered, as described in the World Anti-Doping Code, the core document that lays out anti-doping policies, rules and regulations within sport organizations and among public authorities around the world. The differences between anti-doping regulations in the United States and Italy will be highlighted, taking examples from the history of sports and also from the latest news and reports that appear in sports media. The course will also provide information on the dietary requirements of both professional athletes and those who train and exercise. The correct intake of nutrients, as well as the use of dietary supplements, will be covered, underscoring the impact that European and Italian nutrition principles and eating habits have on an athlete's performance. The course will also trace the basic aspects of human biology and physiology that are needed to comprehend fully the topics at hand. In this way, students, by the end of the course, will acquire a broad and in-depth knowledge of the many principles of drug use and abuse in sports as well as under other circumstances. They will also gain a good understanding of the social and ethical implications of doping and drug addiction.

**OSPFLOR 11. Film, Food and the Italian Identity. 4 Units.**

Food in Italian cinema staged as an allegory of Italy; social, political and cultural milieu. Intersections between food, history and culture as they are reflected in and shaped by Italian cinema from the early 1900s until today. Topics include: farmer's tradition during Fascism; lack of food during WWII and its aftermath; the Economic Miracle; food and the Americanization of Italy; La Dolce Vita; the Italian family; ethnicity, globalization and the re-discovery of regional culinary identity in contemporary Italy. Impact of cinema in both reflecting and defining the relationship between food and culture.

**OSPFLOR 12. Constituting a Republic: Machiavelli, Madison, and Modern Issues. 3-5 Units.**

Looking back to the worlds of Machiavelli and Madison, consider citizenship and constitutional design today. How should government today be constructed to serve the public good? What are our responsibilities as citizens with respect to public policy? Readings from central works of Niccolò Machiavelli, Discourses on Livy and Discourse on Florentine Affairs and of James Madison, Federalist Papers.

**OSPFLOR 14. Growing up American; Growing up Italian. 3 Units.**

To what extent is it possible to characterize and describe the experience of growing up either "American" or "Italian"? This course will explore our self-constitution as "Americans," while discovering how the interactional, institutional, and ideational differences of the Italian cultural context produce individuals with related, but different, ways of being a self. By engaging in both aesthetic and experiential learning, we hope to learn about: 1) the sociocultural constitution of selves; 2) the specificity of the American self; 3) an appreciation for the historical and cultural specificity of the Italian self. The course will be organized around several key social practices and institutions that shape selves and cultures. After first examining hypotheses about different models of the self, students will walk out into the city of Florence to investigate different domains of life through analyses of cultural products and visits to schools, churches, sporting events, museums, government offices, grocery stores, street markets, retail shops, restaurants and cafes. Each week will focus on a different topic, among which will be Family, Food, Religion, School, Sports, Dating, Literature and Culture, and Art and Architecture. The course will end with a wrap-up where students can present to the class their preliminary findings. Course requirements include 200-word weekly postings, participation in assigned activities, one 5-page paper, and a short final paper as part of a final group presentation.

**OSPFLOR 17. The Evolution of Modern Italian Design. 4 Units.**

Cultural context that gave rise to the globally recognized phenomenon of "Italian Design" in the 20th century. Historical complexity of Italian design through an analysis of selected case studies. Several on-site visits to important areas of design innovation and production offer students hands-on opportunities.

**OSPFLOR 18. Independent Study Topics in Law. 3-5 Units.**

Independent study with focus on any aspect of American law or comparative. Potential topics: constitutional questions such as freedom of speech or religion, rights to privacy, voting rights, or racial justice; public policy issues such regulation of new technologies; or particular statutory questions. Topic can also be comparative: for example, comparing U.S. and Italian law regarding artists' rights or comparing the selection of elected officials in the U.S. and the Venetian Republic.

**OSPFLOR 19. Florence for Foodies: Discovering the Italian Culinary Tradition. 1 Unit.**

Factors that shape modern Italian cuisine such as historical heritage, foreign influences, and the "Mediterranean diet." Explore the Italian culinary tradition as well as its more modern face, open to innovation and to technology. Four cooking classes, tastings, on-site visits, and meetings with guest speakers who are experts in their fields.

**OSPFLOR 20. Design Driven Innovation: Italian Excellence. 4 Units.**

Focus on fashion, furniture and food, the three Fiquest;s of Italian style. Historical knowledge combined with contemporary analysis; tools to understand the role of Italian design and its contribution to the innovation process. Masters and masterpieces of each discipline starting from the point of view of design itself with case studies specifically dedicated to each of the three Fiquest;s. On-site classes complement lectures.

**OSPFLOR 21F. Accelerated Second-Year Italian, Part A. 5 Units.**

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. Prerequisite: one year of college Italian if completed within two quarters of arriving in Florence, or ITALLANG 21.

**OSPFLOR 22F. Accelerated Second-Year Italian Part B. 5 Units.**

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. Prerequisite: ITALLANG 21 within two quarters of arriving in Florence or ITALLANG 21A or OSPFLOR 21F.

**OSPFLOR 26. The Politics of the European Crisis: from the Maastricht Treaty to the Greek Crunch. 5 Units.**

The course will discuss and analyze the European Crisis, which started in Greece in 2009 and is still going on. The main objective is to help students develop a critical comprehension of the inner functioning of the European Union's economics, politics and institutions, so as to understand the reasons for the crisis and the solutions undertaken. This course is divided into three main parts. The first part will explore the ways in which the crisis has affected the functioning of the European institutions, in particular how it has changed the role of the European Parliament, of the European Commission and of the European Council. By analyzing the European financial crisis we will be able to understand the specific institutional framework of the European Union and how it differs from the U.S. The second part of this course will examine the ways in which Europe has addressed the crisis through its policies (fiscal, monetary and banking policies), and how they have consequently evolved. A comparative analysis with the United States will show the complexity entailed in having one monetary policy and nineteen distinct national budgets. The third part of the class will come to grips with the bail-out programs implemented in five European countries (Greece, Ireland, Portugal, Spain and Cyprus). We will consider both successful examples such as Spain and Ireland, and more problematic ones, such as Greece and Portugal. The rise of populist parties, in Greece and in many European countries, is addressed as one of the key challenges in Europe. The course concludes by looking at the next steps in the progress of European integration: how far away (and how difficult) is the creation of a true Political Union in Europe, similar to the United States? Are the 28 Member States ready to give up more sovereignty? And if so, in which areas? If further steps are not accomplished, what are the risks of moving backwards? What are the risks of a potential disruption of the Euro? Should the U.S. be more engaged with the current European situation in light of the broader geopolitical risks?

**OSPFLOR 27. Gardens of Florence. 1-2 Unit.**

This course will examine the cultural geography of Florence's social spaces as sites for the development of the personal, social, and political experiences of an Italian cultural identity. Focusing on literary forms, landscape art, and garden history primarily in Florence and its environs, we will consider the roles of landscape and garden design and the ways that these arts represent the cultural and social ideology of their times. Florence is the home to a range of magnificent gardens, including the Giardino Bardini, Giardino di Boboli, Giardino delle Rosa, and the Giardino di Villa Gamberaia. To understand fully Italy's historic gardens it is important to appreciate both the political and social aspirations of the garden makers. How is the reality of landscape design related to the imaginary structures of aesthetic sensibility? How do both real landscapes and imaginary forms interact with social structures and economic models? These are the kinds of questions that we will pose as we explore the gardens, country estates, and city gardens of Florence to understand both their formal structures and the social aesthetics of their eras. It will also introduce the work of "social geography," especially as it relates to the study of landscape design, gardens, and the social use of public spaces in the Florence and Italian context.

**OSPFLOR 28. Between Art and Science: the Evolution of Techniques from Antiquity to Leonardo da Vinci. 4 Units.****OSPFLOR 31F. Advanced Oral Communication: Italian. 3 Units.**

Refine language skills and develop insight into Italian culture using authentic materials. Group work and individual meetings with instructor. Minimum enrollment required. Prerequisite: ITALLANG 22A, 23 or placement.

**OSPFLOR 34. The Virgin Mother, Goddess of Beauty, Grand Duchess, and the Lady: Women in Florentine Art. 4 Units.**

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

**OSPFLOR 41. The Florentine Sketchbook: A Visual Arts Practicum. 4 Units.**

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. Limited enrollment.

**OSPFLOR 42. Academic Internship. 1-5 Unit.**

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

**OSPFLOR 46. Images of Evil in Criminal Justice. 5 Units.**

Iconographic component of criminal law; reasons and functions of the visual representation of criminal wrongdoing. Historical roots of "evil typecasting;" consideration of its variations with respect to common law and civil law systems. Fundamental features of the two legal systems. Sources, actors, enforcement mechanisms of the criminal law compared; study of cases in the area of murder, sex offences, organized crime and terrorism. Different techniques of image typecasting highlighted and discussed. International criminal law, which takes the burden to describe, typecast and punish forms of "enormous, disproportionate evil," such as genocide and other mass atrocities.

**OSPFLOR 48. Sharing Beauty in Florence: Collectors, Collections and the Shaping of the Western Museum Tradition. 4 Units.**

The city's art and theories of how art should be presented. The history and typology of world-class collections. Social, economic, political, and aesthetic issues in museum planning and management. Collections include the Medici, English and American collectors of the Victorian era, and modern corporate and public patrons.

**OSPFLOR 49. On-Screen Battles: Filmic Portrayals of Fascism and World War II. 5 Units.**

Structural and ideological attributes of narrative cinema, and theories of visual and cinematic representation. How film directors have translated history into stories, and war journals into visual images. Topics: the role of fascism in the development of Italian cinema and its phenomenology in film texts; cinema as a way of producing and reproducing constructions of history; film narratives as fictive metaphors of Italian cultural identity; film image, ideology, and politics of style.

**OSPFLOR 50M. Introductory Science of Materials. 4 Units.**

Topics include: the relationship between atomic structure and macroscopic properties of man-made and natural materials; mechanical and thermodynamic behavior of surgical implants including alloys, ceramics, and polymers; and materials selection for biotechnology applications such as contact lenses, artificial joints, and cardiovascular stents. No prerequisite.

**OSPFLOR 54. High Renaissance and Mannerism: the Great Italian Masters of the 15th and 16th Centuries. 5 Units.**

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*: Pontorno and Rosso Fiorentino and the transformation of early Mannerism into the elegant style of the Medicean court. Contemporary developments in Venice.

**OSPFLOR 55. Academy of Fine Arts: Studio Art. 1-5 Unit.**

Courses through the *Accademia delle Belle Arti*. Details upon arrival. Minimum Autumn and Winter Quarter enrollment required; 1-3 units in Autumn. May be repeated for credit.

**OSPFLOR 56. University of Florence Courses. 1-5 Unit.**

May be repeated for credit.

**OSPFLOR 58. Space as History: Social Vision and Urban Change. 4 Units.**

A thousand years of intentional change in Florence. Phases include programmatic enlargement of ecclesiastical structures begun in the 11th century; aggressive expansion of religious and civic space in the 13th and 14th centuries; aggrandizement of private and public buildings in the 15th century; transformation of Florence into a princely capital from the 16th through the 18th centuries; traumatic remaking of the city's historic core in the 19th century; and development of new residential areas on the outskirts and in neighboring towns in the 20th and 21st centuries.

**OSPFLOR 67. The Celluloid Gaze: Gender, Identity and Sexuality in Cinema. 4 Units.**

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.

**OSPFLOR 69. Abstract Art: Creativity, Self-Expression and Depicting the Unimaginable. 4 Units.**

Overview of the birth and evolution of abstract art with visual background necessary to produce works of art free of a realistic representation. Movements and trends in abstract art; experimentation with different media and techniques.

**OSPFLOR 71. A Studio with a View: Drawing, Painting and Informing your Aesthetic in Florence. 4 Units.**

Recent trends in art, current Italian artistic production, differences and the dialogue among visual arts. Events, schools, and movements of the 20th century. Theoretical background and practical training in various media. Work at the Stanford Center and on site at museums, exhibits, and out in the city armed with a sketchbook and camera. Emphasis is on drawing as the key to the visual arts. Workshops to master the techniques introduced. Limited enrollment.

**OSPFLOR 75. Florence in the Renaissance: Family, Youth and Marriage in the Fourteenth and Fifteenth Centuries. 5 Units.**

Using a series of texts written by 14th and 15th century Florentines, look at the urban values of the city's citizens. Topics include: thinking about urban space; social relations; the values attached to politics, money, family, religion. How meanings of words such as "state", "government", and "family" might have changed over time.

**OSPFLOR 77. The Convergence of the Arts and Sciences Since the Renaissance. 3 Units.**

The integration of scientific inquiry and artistic expression is widely considered to be a principal feature of the Renaissance. Anatomical drawing melded scientific and aesthetic goals. New astronomical and physical theories demanded novel means of representation and expression. Complex geometric proportions became integral to architecture, painting, and music. We will explore aesthetic, scientific, and perceptual principles that arose in 15th century Florence; with particular focus on music, architecture, and the visual arts. Students' residency in Florence provides a distinct and unique opportunity to combine historical, cultural, and aesthetic perspectives on the arts and sciences. We will make full use of the city, with regular visits to museums and architectural landmarks, and attendance at concerts and performances. Students will conduct acoustic experiments to replicate and validate renaissance principles including the visual and musical representations developed by Galileo and Kepler. We will study basic perceptual principles in vision and audition as understood in Renaissance Italy and their neuro-scientific correlates as understood today.

**OSPFLOR 77A. Independent Study Topics in Music. 2-4 Units.**

Possible topics include: (1) The roots of opera; (2) History, literature and theory of early music; (3) Historical performance practices in music; (4) Through bass accompaniment; (5) Topics in music perception and cognition; (6) Music analysis; (7) Theoretical topics in music. Additional topics possible. Regular meetings to discuss progress.

**OSPFLOR 78. The Impossible Experiment: Politics and Policies of the New European Union. 5 Units.**

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.

**OSPFLOR 85. Bioethics: the Biotechnological Revolution, Human Rights and Politics in the Global Era. 4 Units.**

Birth and development of the philosophical field of bioethics based on advances in several fundamental fields of science and technology, including molecular and cell biology, information technology, neurosciences and converging technologies. Challenges for society and ethical and political issues created by new advances and opportunities for individuals and populations. Philosophical approaches developed in the Italian as well as in the European debate; special attention to controversy about the freedom of scientific research, new conditions of procreation, birth, cures, and death. Complexity of the challenges posed by the 'biotechnological revolution'.



**OSPFLOR 111Y. From Giotto to Michelangelo: The Birth and Flowering of Renaissance Art in Florence. 4 Units.**

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.

**OSPFLOR 115Y. Building the Cathedral and the Town Hall: Constructing and Deconstructing Symbols of a Civilization. 4 Units.**

The history, history of art, and symbolism of the two principal monuments of Florence: the cathedral and the town hall. Common meaning and ideological differences between the religious and civic symbols of Florence's history from the time of Giotto and the first Guelf republic to Bronzino and Giovanni da Bologna and the Grand Duchy.

**OSPFLOR 199A. Directed Reading A. 1-4 Unit.**

Course may be repeated for credit.

**OSPFLOR 199B. Directed Reading B. 1-4 Unit.**

Course may be repeated for credit.

**OSPFLOR 199C. Directed Reading C. 1-5 Unit.**

## Overseas Studies in Istanbul Courses

**OSPISTAN 10. Beginning Turkish. 3 Units.**

Alphabet and sound systems of Turkish. Basic numbers, colors and days of the week; simple sentence forms; locative form; present continuous tense and past tense; simple adjectives, possessive pronouns, compound nouns, and case endings.

**OSPISTAN 20. Intermediate Turkish. 3 Units.**

General present tense; conditionals; imperative; while and when as prepositions; relative clauses.

**OSPISTAN 30. Advanced Turkish. 3 Units.**

Focus on reading and listening using authentic materials; work on grammar, speaking and vocabulary to support readings and listenings. Past perfect tense; DIS as emphatic or terminator participle; obligation forms; conjunctions; conditionals: past and hypotheticals; causative form.

**OSPISTAN 62. Business Policy and Strategy in a Global Environment. 4 Units.**

Management problems from the perspective of the entire enterprise in a domestic and international setting; strategy formulation, environmental analysis and strategy implementation applied to actual companies. Course relies heavily on cases and on presentations to business leaders.

**OSPISTAN 64. Travels in the Ottoman History with Evliya Çelebi. 4 Units.**

Studies by modern historians related to Ottoman history compared to writings of Evliya Ceditil;elebi.

**OSPISTAN 72. Religion, Secularism and Democracy in the World. 4 Units.**

Why religion and religious politics (and their counterparts, secularity and secular politics) have become increasingly important aspects of national and international politics, and how this affects, and will affect democracy, development, and secularism in the world. General and comparative perspective with emphasis on Muslim politics, Muslim majority countries and Turkey. Cultural, ideological, institutional and political meanings of secularism, the commonalities and differences between secularism and laicism. Relationships between religious and secular forms of politics, democracy and development, social policy and international relations in Turkey and the rest of the world.

**OSPISTAN 74. Dreaming of a Cosmopolitan Sea: The Mediterranean in History. 4 Units.**

Relations and interconnectedness between the different Mediterranean cultures from the Early Modern period to the end of WWII. Ways in which historians and anthropologists have used the Mediterranean as a privileged terrain to rethink the communication, circulation and exchanges between the Christian and Muslim worlds, often represented as antagonistic. Other forms of tension such as wars between empires, privateering, the exploitation of captive labor force, slave trade and the wars of colonial conquest. Ways in which interactions of economic, commercial and political interests contributed to the formation of multi-religious states and favored religious syncretism and linguistic and cultural hybridizations.

**OSPISTAN 75. Films on Istanbul and Istanbul in Films. 4 Units.**

Istanbul as a unique cinematic backdrop, as a subject and a mirage. Cultural and historical significance of Istanbul through the art of cinema. Basic rules of film analysis and application to discussions. How to request;read;request; a film.

## Overseas Studies in KCJS Kyoto Courses

**OSPKEYOCT 103A. Third-Year Japanese I. 12 Units.**

Preparation for function beyond basic level in a Japanese-speaking environment by developing and enhancing communicative competence through: review of basic grammar; new grammar; reading short essays and articles with help of dictionary; short writing and speaking assignments using formal style to describe, explain, and discuss sociocultural topics; enhancing listening comprehension.

**OSPKEYOCT 103B. Third-Year Japanese II. 12 Units.**

Preparation for function beyond basic level in a Japanese-speaking environment by developing and enhancing communicative competence through: review of basic grammar; new grammar; reading short essays and articles with help of dictionary; short writing and speaking assignments using formal style to describe, explain, and discuss sociocultural topics; enhancing listening comprehension.

**OSPKEYOCT 104A. Fourth-Year Japanese I. 12 Units.**

Emphasis on applications of correct grammar and strengthening academic communication skills through: reading longer essays, articles, and novels with some dictionary work; reading and writing assignments in paragraph format using formal style to describe, explain and discuss sociocultural topics; developing listening comprehension.

**OSPKEYOCT 104B. Fourth-Year Japanese II. 12 Units.**

Emphasis on applications of correct grammar and strengthening academic communication skills through: reading longer essays, articles, and novels with some dictionary work; reading and writing assignments in paragraph format using formal style to describe, explain and discuss sociocultural topics; developing listening comprehension.

**OSPKEYOCT 105A. Fifth-Year Japanese I. 12 Units.**

For students with advanced proficiency. Goals include advanced command of grammar, composition, and stylistics. Emphasis is on academic Japanese preparing students to audit classes at a Japanese university.

**OSPKEYOCT 105B. Fifth-Year Japanese II. 12 Units.**

For students with advanced proficiency. Goals include advanced command of grammar, composition, and stylistics. Emphasis is on academic Japanese preparing students to audit classes at a Japanese university.

**OSPKEYOCT 118. Political Economy of Japan. 6 Units.**

Introduction to contemporary Japanese political economy, In a comparative framework, discuss and debate issues such as government role in economic growth, political participation, and party politics.

**OSPKYOCT 128. Families and Work in Post-war Japan. 6 Units.**

Factors that promoted both change and continuity in the social division of labor between the interdependent spheres of work and family. How cultural strategies for organizing contemporary Japanese social life were conditioned 1) by rapid industrialization and growth and 2) by later economic stasis. Class, gender, and regional variations; role of social psychology in Japanese responses to work-family conflicts.

**OSPKYOCT 131. International Business Strategies in Japan and Asia. 6 Units.**

Regional as opposed to national approaches for business strategies. Interconnectedness of the region's economies and businesses. International business strategies with particular relevance to Japan and Asia; key players in Asian business; how to utilize knowledge of Japan in greater Asian international business context.

**OSPKYOCT 146. Postwar Japanese Cinema and Visual Culture. 6 Units.**

Films of Japanese directors Ozu Yasujiro, Mizoguchi Kenji and Kurosawa Akira from the late 1940s and 1950s and their focus on the human condition and the perception of truth, history, beauty, death in the postwar period. Connections to other visual media such as painting, photography, and printmaking.

**OSPKYOCT 179. Kyoto Artisans and their Worlds. 6 Units.**

Textile workshops of Nishijin in the northwest of the city; ceramic workshops in the southeast around Gojozaka; and web of artisans supporting traditional artist guilds such as pigment producers, papermakers, stencil cutters, gold and silver foil craftsmen, carvers and printers. Historical, cultural, and technological background for each topic. Visits to studios and museums for first-hand experience of not only the crafts, but also their changing role in supporting the lifeblood of Kyoto as a city.

**OSPKYOCT 180. The Arts of Japan. 6 Units.**

Introduction to the major artistic traditions of Japan, from the Neolithic period to the present. How arts developed in and through history and how art and architecture were used for philosophical, religious and material ends. Topics include: places of Shinto and impact of Buddhism; narrative illustration; changing roles of aristocratic, monastic, shogunal and merchant patronage.

**OSPKYOCT 197. Independent Studies. 6 Units.**

Focused research using the Japanese language and taking advantage of local Kyoto resources. Directed reading and research, weekly meetings with professor, and final research paper. For full-year students with language skills adequate for the proposed research.

## Overseas Studies in Kyoto Courses

**OSPKYOTO 2K. First-Year Japanese Language, Culture, and Communication, Second Quarter. 5 Units.**

Continuation of JAPANLNG 1. First-year sequence enables students to converse, write, and read essays on topics such as personal history, experiences, familiar people. Prerequisite: JAPANLNG 1 if taken 2012-13 or later (JAPANLNG 7 if taken 2011-12 or earlier).

**OSPKYOTO 3K. First-Year Japanese Language, Culture, and Communication, Third Quarter. 5 Units.**

(Formerly OSPKYOTO 9K). Continuation of 2K. First-year sequence enables students to converse, write, and read essays on topics such as personal history, experiences, familiar people. Fulfills University Foreign Language Requirement. Prerequisite: JAPANLNG 2 or OSPKYOTO 2K if taken 2012-13 or later (JAPANLNG 8 if taken 2011-13 or earlier).

**OSPKYOTO 10. Gamelan to Kabuki: Musical Traditions of Far East Asia. 4 Units.**

Introduction to traditional musical cultures of the Far East with an emphasis on Japan. Listening, viewing and study of prominent musical examples. Survey of unique traditional instruments and ensembles in a range of performance contexts, from sacred rituals to secular dance and theater. Traditional genres and their impact on local and global musical culture of today. Development of critical listening skills. Live performances and encounters with local masters; early morning monastery chanting; visits to Bunraku and Kabuki theaters.

**OSPKYOTO 11. Experiencing Ma: Time & Space in Japanese Arts. 4 Units.**

The study, experience, and expression of Ma, a key concept in Japanese art, through field trips, meetings with artists, empirical research, presentations, and creative projects. Exploration and comparative examination of landscape gardens, architecture, calligraphy, ikebana, tea ceremony, poetry, theater, classical music, media art, installation art, dance, and cuisine. Visits to gardens, temples, museums, concerts, and events in Kyoto and nearby cities as catalysts for discussion of Japanese cultural identity and its distinctiveness within the global community.

**OSPKYOTO 13. Contemporary Japanese Religion. 4-5 Units.**

Japanese attitudes to religion and popular forms of religiosity. Syncretic nature of beliefs and practices drawn on a variety of interwoven concepts, beliefs, customs and religious activities of native Japanese, Korean, Chinese, and Indian origins as background. Topics include: pursuit of worldly benefits, religion and healing, fortune-telling, ascetic practices, pilgrimage, festivals (matsuri), new religions and their image, impact of the internet, response of religion in times of crisis.

**OSPKYOTO 17R. Religion and Japanese Culture. 4-5 Units.**

Major religious traditions of Japan. Topics include: 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; characteristic modern practices. Field trips to religious centers to observe current religious practices.

**OSPKYOTO 21K. Second-Year Japanese Language, Culture, and Communication, First Quarter. 5 Units.**

(Formerly OSPKYOTO 17K.) Goal is to further develop and enhance spoken and written Japanese in order to handle advanced concepts such as comparison and contrast of the two cultures, descriptions of incidents, and social issues. 800 kanji, 1,400 new words, and higher-level grammatical constructions. Readings include authentic materials such as newspaper articles, and essays. Prerequisite: JAPANLNG 3 if taken 2012-13 or later (JAPANLNG 7 if taken 2011-12 or earlier).

**OSPKYOTO 22K. Second-Year Japanese Language, Culture, and Communication, Second Quarter. 5 Units.**

(Formerly OSPKYOTO 18K). Continuation of JAPANLNG 21. Goal is to further develop and enhance spoken and written Japanese in order to handle advanced concepts such as comparison and contrast of the two cultures, descriptions of incidents, and social issues. 800 kanji, 1,400 new words, and higher-level grammatical constructions. Readings include authentic materials such as newspaper articles, and essays. Prerequisite: JAPANLNG 21 if taken 2012-13 or later (JAPANLNG 17 if taken 2011-12 or earlier).

**OSPKYOTO 23K. Second-Year Japanese Language, Culture, and Communication, Third Quarter. 5 Units.**

(Formerly OSPKYOTO 19K). Goal is to further develop and enhance spoken and written Japanese in order to handle advanced concepts such as comparison and contrast of the two cultures, descriptions of incidents, and social issues. 800 kanji, 1,400 new words, and higher-level grammatical constructions. Readings include authentic materials such as newspaper articles, and essays. Prerequisite: JAPANLNG 22 or OSPKYOTO 22K if taken 2012-13 or later (JAPANLNG 18 if taken 2011-12 or earlier).

**OSPKYOTO 24. Independent Research in Robotics and Haptics. 1-3 Unit.**

Possible topics include: (1) Development of novel haptic virtual environments for education, (2) Design of robot control strategies for rehabilitation, (3) Human perceptual and performance experiments with robotics/haptic devices. Additional topics are possible. Regular meetings between student (or student team) and instructor will be used to discuss goals and progress. A project of appropriate scope will be designed in collaboration with the instructor.

**OSPKYOTO 25. Japan and China in the Early Modern World. 5 Units.**

Japan and China before and during their transition to modernity. Topics include: China's impact on the formation of Japanese civilization in the 6th through 15th centuries CE; the 16th century, when European merchants and missionaries first reached East Asia; early twentieth century, when European and American steamships dominated the Pacific. Historical dynamics of Japanese and Chinese societies during these centuries, their connections and contrasts, as well as the profound impact that each has had on the other. How did Sino-Japanese relations in the early modern era lay the foundations for the current fraught relationship between these two East Asian powers?.

**OSPKYOTO 27. Japanese Popular Culture. 4-5 Units.**

Introduction to forms and categories of Japanese popular culture including: Japanese movies and television, animation and manga, magazines, newspapers and other printed materials, characters and product brands, sports and other entertainment industries, music and idols, fashion, food and drink, consumer goods, shopping malls and other places for consumption. Using a cultural studies framework, analyze these various forms of popular culture considering the following: different groups in society; historical variability; industry, government and media interests; and advertising policies.

**OSPKYOTO 29. The Culinary Arts of Japan. 2 Units.**

As the seat of Japan's Imperial Court for over a thousand years, Kyoto has a rich culinary tradition which ranges from the aristocratic haute cuisine of kaiseki ryori, to the vegetarian shojin ryori of the city's monks, to everyday obanzai ryori home cooking. Focusing on Kyoto's culinary heritage, this experiential course will introduce students to the principle ingredients and methods used in Japanese cuisine. Most sessions will involve field trips to select local producers and purveyors organized around related food groups including tea and wagashi; dashi; tofu, miso and shoyu; seasonal vegetables and seafood; tsukemono and rice. Visits to shops and artisan workshops specializing in culinary tools such as cutlery, kitchen utensils and tableware are also scheduled, as is a final hands-on cooking lesson with one of Kyoto's leading chefs. n nStudents will be asked to complete weekly field reports and prepare a final presentation and paper on a related topic of their choice. Enrollment limited.

**OSPKYOTO 32. Independent Study - Gender and Sexuality in East Asia. 3-5 Units.**

Students may focus on either China or Japan, or pursue a comparative perspective covering both. Possible topics include: period focus (early modern era, twentieth century, contemporary); the "New Woman"/"Modern Girl" in the early twentieth century; feminism and "the woman question"; masculinity; queer history; sex work and the entertainment industry; reproduction, fertility control, abortion; images in fiction and film.

**OSPKYOTO 40K. Introductory Electronics. 5 Units.**

Electrical quantities and their measurement, including operation of the oscilloscope. Function of electronic components including resistor, capacitor, and inductor. Analog circuits including the operational amplifier and tuned circuits. Digital logic circuits and their functions. Lab assignments. Prerequisite: PHYSICS 43.

**OSPKYOTO 45. Japan's Energy-Environment Conundrum. 4-5 Units.**

Japan's energy-environment challenges and their consequences for Japan;quest;s wider society and economy. Question of how Japan's policy makers will balance energy and environmental needs and how the answers will affect the country's future as a leading regional power. Students will gain a sound understanding of the structure of Japan's energy-environment challenges and a practical analytical framework by which they can evaluate these challenges and develop their own balanced assessments.

**OSPKYOTO 54. Escaping Galapagos: Japan's New Innovation Boom. 5 Units.**

Changing paradigms in Japan's patterns of innovation. Key factors driving Japan's recent innovation boom; 'wisdom innovation' model, retaining Japan's traditional emphasis on quality, craftsmanship and service while adding a new focus on wider applicability to the globalized economy. Industries leading this change, including telecommunications, e-commerce, finance, energy, media, tourism and retail. Insights into Japanese business culture.

**OSPKYOTO 61. The Fourier Transform and its Applications. 3 Units.**

The Fourier transform as a tool for solving physical problems. Fourier series, the Fourier transform of continuous and discrete signals and its properties. The Dirac delta, distributions, and generalized transforms. Convolutions and correlations and applications; probability distributions, sampling theory, filters, and analysis of linear systems. The discrete Fourier transform and the FFT algorithm. Multidimensional Fourier transform and use in imaging. Further applications to optics, crystallography. Emphasis on relating the theoretical principles to solving practical engineering and science problems. Prerequisites: Math through ODEs, Fourier series at the level of 102A, and linear algebra. Same as EE 261.

**OSPKYOTO 66. Robotics: Technology and Culture. 3 Units.**

This course provides an introduction to robotics technology and its relationship to culture. Students will learn how to build, program, and control robotic devices using kits that facilitate development of hands-on skills. In addition, we will examine the influence of robotics on culture and vice versa. In the process, students will gain an appreciation for the capabilities and limitations of robots, develop practical interdisciplinary engineering skills, and understand how the design of robots is driven by culture. In-class laboratories will give students hands-on experience in assembling mechanical systems, making circuits, programming Arduino micro controllers, and testing robot behaviors. Tours to robotics laboratories in the Kyoto, Japan area will give students the chance to observe cutting-edge robotics research and interview Japanese researchers about how their environment influences the robots they design. Students will learn to assemble and program simple robotic devices, read and discuss original works and commentaries about robotics and Japanese culture, and work in teams to complete projects that examine an existing robot, its technical capabilities, and its relationship to Japanese culture.

**OSPKYOTO 67. Kyoto in the Literature of Japan. 4-5 Units.**

Overview of Japanese literature from the earliest times to the present, with an emphasis on works set in or around Kyocirc;to. Examine the texts in relation to their historical context generally, with a secondary emphasis on how the backdrop of Kyocirc;to plays a role in different historical works and different historical periods. In addition, touch on issues relevant to the texts and to Japanese history and culture, including nature, community, religion, nationalism, individualism, gender, family, and moral values.

**OSPKYOTO 68. Independent Study in Japanese Culture. 1-3 Unit.**

Examination of any of the following topics, according to student interest: Japanese Poetry of any genre or period; Haiku in Japanese and/or English; Dramatic Manga; Travel Writing.

**OSPKYOTO 102K. Third-Year Japanese Language, Culture, and Communication, Second Quarter. 5 Units.**

Continuation of JAPANLNG 101. Goal is to express thoughts and opinions in paragraph length in spoken and written forms. Materials include current Japanese media and literature for native speakers of Japanese. Cultural and social topics related to Japan and its people. Prerequisite: JAPANLNG 101 if taken 2012-13 or later (JAPANLNG 117 if taken 2011-12 or earlier).

**OSPKYOTO 103K. Third-Year Japanese Language, Culture, and Communication, Third Quarter. 5 Units.**

(Formerly OSPKYOTO 119K). Continuation of 118K. Goal is to express thoughts and opinions in paragraph length in spoken and written forms. Materials include current Japanese media and literature for native speakers of Japanese. Cultural and social topics related to Japan and its people. Prerequisite: JAPANLNG 102 or OSPKYOTO 102K if taken 2012-13 or later (JAPANLNG 118 if taken 2011-12 or earlier).

**OSPKYOTO 199A. Directed Reading A. 1-4 Unit.**

May be repeated for credit.

**OSPKYOTO 199B. Directed Reading B. 1-4 Unit.**

May be repeated for credit.

**OSPKYOTO 210K. Advanced Japanese. 5 Units.**

## Overseas Studies in Madrid Courses

**OSPMADR 8A. Architecture, Culture and Nature in Madrid: Towards a Sustainable City. 2 Units.**

Architecture and the city, with a focus on recent currents in the progress of both, such as sustainability, environmentalism and the relationship with nature. Topics underpinned by discussion of theory, and illustrated by a study of the city of Madrid: an example of a hybrid architectural/planning experiential environment that looks to the future with an ambition for modernization.

**OSPMADR 8B. Debating Design: Spanish and International Fashion. 2 Units.**

Culture and society in Spain as viewed through the lens of the fashion industry. Social changes, trends, and the evolution of life styles. Industrial, commercial and media involvement in the internationalization of the industry.

**OSPMADR 8C. Appreciating Spanish Music. 2 Units.**

Unique aspects of Spanish art music. Participation in concert outings and field trips for live performances of studied repertoire. No previous knowledge of music required.

**OSPMADR 12M. Accelerated Second-Year Spanish I. 5 Units.**

Intensive sequence integrating language, culture, and geo/sociopolitics of Spain. Emphasis is on achieving advanced proficiency in oral and written discourse, including formal and informal situations, presentational language, and appropriate forms in academic and professional contexts. Prerequisite: one year of college Spanish or 11 or 21B more than two quarters (six months) prior to arriving in Madrid.

**OSPMADR 13M. Accelerated Second-Year Spanish II. 5 Units.**

Intensive sequence integrating language, culture, and geo/sociopolitics of Spain. Emphasis is on achieving advanced proficiency in oral and written discourse, including formal and informal situations, presentational language, and appropriate forms in academic and professional contexts. Prerequisite: 11 or 21B within two quarters (six months) of arriving in Madrid or 12 or 22B.

**OSPMADR 14. Introduction to Spanish Culture. 1 Unit.**

Course description in revision.

**OSPMADR 15. Flamenco Dance. 1 Unit.**

Practical instruction. The rhythms and styles of flamenco and the expression of feelings proper to this art form which synthesizes song, music, and dance. *Zapateado* (footwork), *braceo* (arm positions and movement technique), and choreographies, including Rumba flamenca and Sevillanas. Enrollment limited. May be repeated for credit.

**OSPMADR 22. Spain on Stage: La cartela de 2014. 5 Units.**

Students attend theater and analyze works currently in performance in Madrid, including canonical plays, and performances at smaller historical and alternative theaters. History of Spanish theater; background on the plays. Skills and strategies for reading dramatic works as literature and analyzing scenic languages of performance.

**OSPMADR 25. Politics of "Culture/s" in the Iberian's World: the Multicultural Debate. 4 Units.**

Exploration of the category of "culture" as an arena of political debate and social imaginary across history in the Iberian Peninsula. Use of history of this part of the world, where the Mediterranean and Atlantic worlds have historically converged, to better understand and deal with contemporary debates of multiculturalism. Multidisciplinary approach, bringing political philosophy, history, anthropology and comparative cultural studies into a dialog. Continuities and major changes in the Iberian ethnoscapes. Debate on European contemporary backlash against multiculturalism.

**OSPMADR 30. Instituto de Empresa Universidad: Social Science. 3 Units.**

Attend class with students in a Spanish university. Introduction to basic economic thinking as a tool for future professions.

**OSPMADR 31. Hip Hop Madrid: La Globalizacion de la Cultura, Arte, y Política de Hip Hop. 3 Units.**

Hip Hop Culture has become both the most profound and the most perplexing cultural, musical, and linguistic movement of our times. This course, which functions as an exploratory research group, considers how youth in Spain, including immigrant youth from North Africa and South Asia, are creating and consuming Hip Hop cultural texts (spoken word, music, film, video, other forms of visual and media arts). In addition to reading texts and analyzing films, our collective work as a class is to explore Hip Hop in Spain, a vibrant, richly-diverse Hip Hop scene. How are youth in Spain making use of Hip Hop to address contemporary social, political, and economic realities? How are they expressing their concerns and their multifaceted identities (across, race, class, gender, sexuality, religion, citizenship, etc.) through Hip Hop cultural production and consumption? How are local community organizations and Hip Hop activists harnessing the cultural power of Hip Hop for education and social justice? This course will include a field trip to Barcelona to visit with La Llama Rap Colectivo, a group of immigrant youth who produce Hip Hop that speaks to contemporary sociopolitical issues in their neighborhood like police brutality, racism/sexism, religious discrimination, immigration and education. Enrollment limited, instructor permission required. Prerequisite: SPANLANG 13C, 13R or 23B.

**OSPMADR 33. Spanish Language Tutorial. 2 Units.**

May be repeated for credit. Prerequisite: three years of Spanish at Stanford or placement.

**OSPMADR 42. A European Model of Democracy: The Case of Spain. 4 Units.**

Current Spanish political system, its main judicial and political institutions, outstanding actors' and the political process of the last decade. Historic antecedents; immediate precedents; and the current political system and life. Relation between the elements that constitute a political system; results of the process of democratization; integration to the EU.

**OSPMADR 43. The Jacobean Star Way and Europe: Society, Politics and Culture. 5 Units.**

The Saint James' Way as a tool to understand historic dynamics from a global perspective. Its effect on the structures that form a political and institutional system, and its society, economy, and ideology.



**OSPMADRD 45. Women in Art: Case Study in the Madrid Museums. 4 Units.**

Viewing the collections at the Prado Museum through study and analysis of the representations of women. Contemporary literary texts and images that situate paintings in the historical, social, and political conditions that produced the works.

**OSPMADRD 46. Drawing with Four Spanish Masters: Goya, Velazquez, Picasso and Dali. 3 Units.**

Approaches, techniques, and processes in drawing. Visits to Madrid museums to study paintings and drawings by Goya, Velazquez, Picasso, and Dali; and to explore the experience of drawing. Subject matter: the figure, still life, interiors, landscape, and non-representational drawing. No previous experience required. Enrollment limited.

**OSPMADRD 49. Structure and Shape: From the Middle Ages to the Present. 3 Units.**

In any trip to Europe, it is impossible not to wonder how the magnificent and monumental buildings of the middle age were constructed without the availability of the omnipresent cranes and construction elevators of nowadays. More perplexing yet, is how the architects of yesteryear managed to design them without the understanding of structural mechanics we have today. The course will explore some of the considerations behind these designs, and how they affected the shape of the buildings, moving through the ages up to today's structures. In the process, we will introduce basic ideas on strength of materials and structural mechanics. We will also touch upon similar observations on the relation between shape and function in some biological structures. Classes will consist of lectures, hands-on designs, discussions, and visits to some landmark structures.

**OSPMADRD 54. Contemporary Spanish Economy and the European Union. 4 Units.**

Concepts and methods for analysis of a country's economy with focus on Spain and the EU. Spain's growth and structural change; evolution of Spain's production sectors, agriculture, industry, and services; institutional factors such as the labor market and public sector; Spain's economic international relations, in particular, development of the EU, institutional framework, economic and monetary union, policies related to the European economic integration process, and U.S.-EU relationship.

**OSPMADRD 57. Health Care: A Contrastive Analysis between Spain and the U.S.. 4 Units.**

History of health care and evolution of the concept of universal health care based on need not wealth. Contrast with system in U.S. Is there a right to health care and if so, what does it encompass? The Spanish health care system; its major successes and shortcomings. Issues and challenges from an interdisciplinary perspective combining scientific facts with moral, political, and legal philosophy.

**OSPMADRD 60. Integration into Spanish Society: Service Learning and Professional Opportunities. 4 Units.**

Engagement with the real world of Madrid through public service work with NGOs and public service professions such as teaching. Depending on availability, topics relevant to present-day Spain may include: the national health plan, educational system, immigration, prostitution, refugees, youth, and fair trade. Fieldwork, lectures, and research paper. Limited enrollment. May be repeated for credit. Prerequisite: two years of college level Spanish or equivalent.

**OSPMADRD 61. Society and Cultural Change: The Case of Spain. 4 Units.**

Complexity of socio-cultural change in Spain during the last three decades. Topics include: cultural diversity in Iberian world; social structure; family in Mediterranean cultures; ages and generations; political parties and ideologies; communication and consumption; religion; and leisure activities.

**OSPMADRD 62. Spanish California: Historical Issues. 4 Units.**

Spanish exploration and colonization of California from the 16th century to the end of the Spanish colonial period in 1821. Themes include: geographical explorations in the context of European colonial expansion; demographic evolution of Native American inhabitants and immigrant population; general social and economic development of the colony; controversies surrounding the mission system; role of the Pacific coasts of North America in the Spanish enlightenment and in strategies for imperial defense and development in the revolutionary era of the late 18th and early 19th centuries.

**OSPMADRD 68. Madrid Through the Lens of Cinema. 3-5 Units.**

The objective of this course is to better understand Madrid and the "madrilentidos", as they were seen through the lens of the best contemporary filmmakers. Starting with the fifties, and reaching the present day, we will analyze the different ways Madrid has been depicted in melodramas, as well as social and political stories. Key issues: what kind of narratives and film aesthetics the filmmakers chose to depict of their city, and how this society has developed over almost seven decades. Some objectives of the course are for students to understand how societal changes are presented through cinema. Moreover, we will invite at least one film director to discuss his or her film with the students.

**OSPMADRD 71. Sociology of Communication. 5 Units.**

Understanding the sociocultural diversity of communication in Spain with the help of theoretical and practical tools. How communication happens through language and other means; significance of images in today's world; vision of the world produced by media; problems of social communication from perspective of reception. Offered at the Universidad Complutense with an additional tutorial for Stanford students.

**OSPMADRD 72. Issues in Bioethics Across Cultures. 4 Units.**

Ethical dilemmas concerning the autonomy and dignity of human beings and other living creatures; principles of justice that rule different realms of private and public life. Interdisciplinary approach to assessing these challenges, combining scientific facts, health care issues, and moral philosophy. Sources include landmark bioethics papers.

**OSPMADRD 74. Islam in Spain and Europe: 1300 Years of Contact. 4 Units.**

Primary problems and conflicts in the contemporary Islamic world and its relations with the West, as well as the relationship between Spain and Islam throughout history. Special attention to the history of al-Andalus, an Islamic state in the Iberian Peninsula during the Middle Ages, evaluating the importance of its legacy in Europe and in contemporary Spain. Spain's leading role in relations between Europe and the Mediterranean Islamic states from the Modern Era to the present day.

**OSPMADRD 75. Sefarad: The Jewish Community in Spain. 4 Units.**

The legacy of Sefarad, the Jewish community in Spain. Historical evolution of the Sephardic community, under both Muslim and Christian rule, including the culmination of Anti-Semitism in 1492 with the expulsion of the Jews. Cultural contribution of the Hebrew communities in their condition as a social minority, both in al-Andalus, the peninsular Islamic State, and in the peninsular Christian kingdoms.

**OSPMADRD 78. Topics in Spanish Literature and History. 1-3 Unit.**

Independent study offered on topics in Spanish literature or modern history. Students propose a topic to the instructor who will help craft a reading list and appropriate on-site field trips or archives. Student and instructor will meet weekly; outside work will be tailored to student interest.

**OSPMADR 79. Earth and Water Resources' Sustainability in Spain. 4 Units.**

Interdisciplinary focus on the relationship between earth systems and human activities. Nature and distribution of natural resources, their uses and exploitation, environmental impacts associated with exploitation, and sustainable development initiatives, including the restoration and rehabilitation of the land affected by extraction activities. Water management: understanding of the resource and its location; the development of efficient tools; an associated regulatory apparatus; and economics.

**OSPMADR 80. Word, Image and Power. 4 Units.**

Relationships and uses of oral discourse, art, and iconography in politics in different countries through history. Case studies from ancient Egypt, the Greek Paideia, Cesar Augustus, medieval Europe, Spanish modern empire, French revolutionary discourse, and proletarian national identity in Russia and China.

**OSPMADR 102M. Composition and Writing Workshop for Students in Madrid. 3-5 Units.**

Advanced. Writing as craft and process, emphasizing brainstorming, planning, outlining, drafting, revising, style, diction, and editing. Students choose topics related to their studies. Prerequisite: 13, 23B, or equivalent placement.

**OSPMADR 199A. Directed Reading. 1-5 Unit.**

## Overseas Studies in Oxford Courses

**OSPOXFRD 15. British Architecture and the Renaissance: 1500-1850. 4-5 Units.**

The influence of classicism and the Renaissance. Insights into European art and architecture and the history of Britain from the Tudor era to the Industrial Revolution. Study trips to London and elsewhere in England.

**OSPOXFRD 17. Novels of Sensation: Gothic, Detective Story, Prohibition, and Transgression in Victorian Fiction. 5 Units.**

Literary and moral value of transgressive sub-genres of the novel; what they reveal about Victorian society's anxiety over prohibited elements in the domestic and public spheres. Sources include gothic and detective novels.

**OSPOXFRD 18. Making Public Policy: An Introduction to Political Philosophy, Politics, and Economics. 4-5 Units.**

UK and U.S. What should society look like? How should incomes be distributed? How should it be taxed? How much inequality is acceptable? The overlap of economics with practical politics through political philosophy behind the government decisions; how public policy ought to be formulated. Issues include poverty, environmental policy, trade and globalization, and transport.

**OSPOXFRD 21. British and American English: History, Dialects, and Structure. 3-4 Units.**

Differences between U.S. and British dialects of English. History of English language, noting the factors which have led to similarities and divergences among the English spoken in the UK and the United States. Variation in English as it is used by different people and groups of people and attitudes toward language variation. Introduction to core concepts in linguistics, which focuses on rigorous study of language as a social, historical, grammatical, and cognitive phenomenon.

**OSPOXFRD 22. British Politics Past and Present. 4-5 Units.**

The political system of the United Kingdom; contemporary scholarly debates about UK politics and the UK constitution; and critical analysis of these debates and of current issues in UK politics (including constitutional reform), using contemporary political science and political theory.

**OSPOXFRD 24. British and American Constitutional Systems in Comparative Perspective. 4-5 Units.**

Introduction to the study of constitutions and constitutional systems of government. The workings of the British and American systems of government. Comparative study of the most important constitutional issues facing Britain and the U.S. such as how suspected terrorists should be treated in a time of war. How to think about fundamental constitutional questions.

**OSPOXFRD 25. Topics in Language and Cognition. 4 Units.**

Independent study tailored to students' interests in topics related to language studies, linguistic theory, and cognitive science. Possible topics include formal theories of grammar and meaning; discourse pragmatics; pragmatics and sociolinguistics; philosophy of language; cognitive science of language; psycholinguistics; and the grammatical structure of specific languages (instructor's knowledge extends to English, German, French, Spanish, Latin, and ancient Greek, but self-motivated students should not hesitate to choose other languages to research). Weekly meetings to discuss research directions, set goals and review progress.

**OSPOXFRD 27. Medical Ethics through Literature and Film. 4 Units.**

Readings by authors who were or are physicians including Anton Chekhov, Mikhail Bulgakov, William Carlos Williams, Audry Shafer, and Atul Gawande - poems, short and long fiction. Works about medicine or characters who have medical conditions affecting their lives and interactions with others. Practice of medicine and its effects on both physicians and patients, with attention to the ethical and moral issues intrinsic to health and disease. We will also consider movies and plays. Topics: doctor patient relationship; infectious disease such as plague and TB; mental illness; death and dying; disability; surgery.

**OSPOXFRD 34. American and British Politics: a Critical Comparison. 5 Units.****OSPOXFRD 55. Independent Study. 5 Units.**

Possible independent study topics: (1) differences between the structure and roles of political parties in Westminster and the U.S. Congress; (2) mapping the structure of British public opinion, examining particular interests in social class, the size of role of government, racial prejudice, immigration and Europe; (3) the role of re-districting in both the United States and the United Kingdom, looking at extent of partisan gerrymandering and malapportionment in both countries; (4) voter turnout and political participation in Britain and the United States; (5) new and old media in British politics and public opinion; (6) origins and history of policy differences between Britain and the United States.

**OSPOXFRD 57. The Rise of the Woman Writer 1660-1860. 5 Units.**

Emergence and rise of the professional woman writer from playwright and Royalist spy Aphra Behn (1640-89) to novelist and proto-feminist Charlotte Bronte (1816-55). How women writers dealt with criticism for writing publicly, placing each author and text in its historical and literary context. Range of poets, playwrights, and novelists including Eliza Haywood, Frances Burney, and Mary Elizabeth Braddon. Topics: gender roles and proto-feminism, the public versus the private sphere, sexuality, courtship and marriage.

**OSPOXFRD 60. Shakespeare and his Contemporaries. 5 Units.**

Study of Shakespeare's work alongside that of his contemporaries. Characteristics of his art as well as insight into this period of British history. Visits to performances of plays.

**OSPOXFRD 70. The History of London. 5 Units.**

London's physical growth, emphasizing characteristics which set it apart from other capitals, and its economic, social and political development, including the problems of poverty and the inner city, the provision of public services, and the growth of suburbs and public transport. Challenges facing London in modern times. Walking tours, especially less frequented areas.

**OSPOXFRD 87. The Archaeology of Britain. 5 Units.**

Introduction to the archaeology of the of the British Isles, with particular attention to prehistory, Roman Britain and early medieval period. Themes: peopling of Britain and emergence of hunter-gatherer society; spread of farmers into Britain and role of ritual and community; growth of social hierarchies associated with the first metallurgy; growth of settled farming and layout of fields; growth of Iron Age tribes with their regional centers; arrival of Roman legions and transformation of the British landscape; Anglo-Saxon and Viking invasions and their response to them. Field trips to sites in southern England as well as hands-on lab sessions in the Ashmolean and Pitt-Rivers Museums in Oxford.

**OSPOXFRD 91. Independent Study Projects or Directed Reading. 3-5 Units.**

Independent study projects on current topics in economic policy. Possible topics to include: government policy to foster economic growth and fight recessions, inequality and the role of the tax system in redistributing income, social insurance,.

**OSPOXFRD 93. Collecting the World. 4 Units.**

The art, science, and culture of the creation, transmission and collection of valuable, useful and informative objects and texts before the twentieth century, and the associated theories, purposes, and methods for collecting 'worldly' goods and other valuables. Means by which local academic practices engaged with global developments in the arts and sciences through examination of primarily early modern material and intellectual culture in and around Oxfordshire. Assessments of quality, meaning, usage, cultural significance and the reception of material objects; treasures; in the storage rooms, vaults, and on display in museums, galleries, and libraries.

**OSPOXFRD 94. Directed Reading in the History of Neurology and Neuroscience. 1-3 Unit.**

Readings will cover aspects of how thinking about the brain and the functions of thought and sensation evolved from ancient times to the present, including the influence of political and religious history on scientific development. There will be a focus on the period of the 17th century when developments in Oxford were a major force in the birth and early development of modern medicine and physiology. In Oxford, Thomas Willis played a central role in the birth of neurology as a field within medicine. Readings can include works about Thomas Willis and the natural philosophers with whom he interacted. Selected topics in modern neuroscience and the role of new techniques in addressing questions in brain function can be explored.

**OSPOXFRD 117W. Gender and Social Change in Modern Britain. 4-5 Units.**

Changes in the social institutions, attitudes, and values in Britain over the past 20 years with specific reference to shifts in gender relations. Demographic, economic and social factors; review of theoretical ideas. Men's and women's shifting roles in a fast-moving society.

**OSPOXFRD 195A. Tutorial in Anthropology. 6-7 Units.****OSPOXFRD 195B. Tutorial in Biology. 6-7 Units.****OSPOXFRD 195C. Tutorial in Classics. 6-7 Units.****OSPOXFRD 195E. Tutorial in Drama. 6-7 Units.****OSPOXFRD 195F. Tutorial in Economics. 6-7 Units.****OSPOXFRD 195G. Tutorial in Economic History. 6-7 Units.****OSPOXFRD 195J. Tutorial in Jurisprudence. 6-7 Units.****OSPOXFRD 195L. Tutorial in Health Care. 6-7 Units.**

May be repeated for credit.

**OSPOXFRD 195M. Tutorial in History of Science. 6-7 Units.****OSPOXFRD 195N. Tutorial in Human Biology. 6-7 Units.****OSPOXFRD 195P. Tutorial: Interdisciplinary. 6-7 Units.****OSPOXFRD 195R. Tutorial in International Relations. 6-7 Units.****OSPOXFRD 195S. Tutorial in Computer Studies. 6-7 Units.****OSPOXFRD 195T. Tutorial in Literature. 6-7 Units.****OSPOXFRD 195U. Tutorial in Music. 6-7 Units.****OSPOXFRD 195V. Tutorial in Philosophy. 6-7 Units.****OSPOXFRD 195W. Tutorial in Physics. 6-7 Units.****OSPOXFRD 195Z. Tutorial in Political Science. 6-7 Units.****OSPOXFRD 196A. Tutorial in Psychology. 6-7 Units.****OSPOXFRD 196B. Tutorial in Religion. 6-7 Units.**

Course may be repeated for credit.

**OSPOXFRD 196C. Tutorial in Sociology. 6-7 Units.**

Course may be repeated for credit.

**OSPOXFRD 196E. Tutorial in History. 6-7 Units.**

Course may be repeated for credit.

**OSPOXFRD 196F. Tutorial in History of Art. 6-7 Units.**

Course may be repeated for credit.

**OSPOXFRD 196G. Tutorial in Chemistry. 6-7 Units.**

Course may be repeated for credit.

**OSPOXFRD 196K. Tutorial in Zoology. 6-7 Units.**

Course may be repeated for credit.

**OSPOXFRD 196M. Tutorial in Public Policy. 6-7 Units.**

Course may be repeated for credit.

**OSPOXFRD 196N. Tutorial in Mathematics. 6-7 Units.**

Course may be repeated for credit.

**OSPOXFRD 197A. Tutorial in Anthropology. 6-7 Units.**

Course may be repeated for credit.

**OSPOXFRD 197B. Tutorial in Biology. 6-7 Units.**

Course may be repeated for credit.

**OSPOXFRD 197C. Tutorial in Classics. 6-7 Units.**

Course may be repeated for credit.

**OSPOXFRD 197E. Tutorial in Drama. 6-7 Units.**

Course may be repeated for credit.

**OSPOXFRD 197F. Tutorial in Economics. 6-7 Units.**

Course may be repeated for credit.

**OSPOXFRD 197J. Tutorial in Jurisprudence. 6-7 Units.**

Course may be repeated for credit.

**OSPOXFRD 197L. Tutorial in Health Care. 6-7 Units.**

Course may be repeated for credit.

**OSPOXFRD 197M. Tutorial in History of Science. 6-7 Units.**

Course may be repeated for credit.

**OSPOXFRD 197N. Tutorial in Human Biology. 6-7 Units.**

Course may be repeated for credit.

**OSPOXFRD 197P. Tutorial: Interdisciplinary. 6-7 Units.**

Course may be repeated for credit.

**OSPOXFRD 197R. Tutorial in International Relations. 6-7 Units.**

Course may be repeated for credit.

**OSPOXFRD 197S. Tutorial in Computer Studies. 6-7 Units.****OSPOXFRD 197T. Tutorial in English Literature. 6-7 Units.**

Course may be repeated for credit.

**OSPOXFRD 197U. Tutorial in Music. 6-7 Units.**

May be repeated for credit.

**OSPOXFRD 197V. Tutorial in Philosophy. 6-7 Units.**

May be repeated for credit.

**OSPOXFRD 197Z. Tutorial in Political Science. 6-7 Units.**

May be repeated for credit.

**OSPOXFRD 198A. Tutorial in Psychology. 6-7 Units.**

May be repeated for credit.

**OSPOXFRD 198B. Tutorial in Religion. 6-7 Units.**

May be repeated for credit.

**OSPOXFRD 198C. Tutorial in Sociology. 6-7 Units.**

May be repeated for credit.

**OSPOXFRD 198E. Tutorial in History. 6-7 Units.**

May be repeated for credit.

**OSPOXFRD 198F. Tutorial in History of Art. 6-7 Units.**

May be repeated for credit.

**OSPOXFRD 198K. Tutorial in Zoology. 6-7 Units.**

May be repeated for credit.

**OSPOXFRD 198M. Tutorial in Public Policy. 6-7 Units.**

May be repeated for credit.

**OSPOXFRD 198N. Tutorial in Mathematics. 6-7 Units.**

May be repeated for credit.

**OSPOXFRD 199A. Directed Reading A. 2-4 Units.**

Course may be repeated for credit.

**OSPOXFRD 199B. Directed Reading B. 2-5 Units.**

Course may be repeated for credit.

**OSPOXFRD 199D. Directed Reading. 1-3 Unit.**

Course may be repeated for credit.

**OSPOXFRD 221Y. Art and Society in Britain. 4-5 Units.**

Themes in 18th-, 19th-, and 20th-century British art. Painting, sculpture, and design. Comparisons between the British experience and that of continental Europe and the U.S. Readings address questions related to the role of art in modern society. Limited Enrollment.

## Overseas Studies in Paris Courses

**OSPPARIS 1P. First-Year French, First Quarter. 5 Units.**

All-in-French communicative and interactive approach. Emphasis on the development of French in a contemporary cultural context. Interpretation of diversified materials, written and oral presentations.

**OSPPARIS 2P. First-Year French, Second Quarter. 5 Units.**

Continuation of French 1. All-in-French communicative and interactive approach. Emphasis is on the development of French in a contemporary cultural context. Interpretation of diversified materials, written and oral presentations. Prerequisite: Placement Test, French 2.

**OSPPARIS 3P. First-Year French, Third Quarter. 5 Units.**

Continuation of French 2. All-in-French communicative and interactive approach. Emphasis is on the development of French in a contemporary cultural context. Interpretation of diversified materials, written and oral presentations. Prerequisite: Placement Test, French 3.

**OSPPARIS 10A. Engineering Research Internship. 6 Units.**

For Paris Program students with academic experience in electronics, telecommunications or signal and image processing. Under direct guidance of researchers at Institut Supérieur d'Électronique de Paris (ISEP), and where applicable, in collaboration with other French and international graduate students, contribute to the ISEP's ongoing research projects.

**OSPPARIS 10B. Biology and Bio-Engineering Research Internship. 6 Units.**

Laboratory of the National Museum of Natural History. Work with international research team on project elucidating the origin of the diversity of animal form. Modern techniques in functional genomics. Applied questions on human development in an environment where embryology, paleontology and medicine converge. Two days a week commitment required.

**OSPPARIS 10D. Climate Change Research Internship. 6 Units.**

Work with the CDC Climat center (a subsidiary of the French financial organization Caisse de Dépôts et Consignations), which serves as an important Paris-based think tank devoted to innovative scientific investigation and publication. Carbon offsetting; bio-economy and climate mitigation policies and projects. Work three days a week for six months; produce and post a research report on one aspect of climate and energy policy.

**OSPPARIS 10F. Journalism Internship. 6 Units.**

Rue89 is a French online news website founded by former journalists of the French daily, Libération. The site is composed of young journalists, and is very well known in France. It received the Online Journalism award in 2012 in the category of Non-English sites. Rue89 is open to all areas of interest, from sports to politics, from culture to environment. Considerable space is devoted to photos, videos, internet participation and new technology. Any student interested in journalism in France, should consider this unique opportunity, if able to meet the requirements involved. Students will be expected to work independently and creatively, and to conceive of a project that the team can benefit from. For example, a student may want to do innovative research on climate change, or on security and the internet. Alternatively, a student may offer to redesign the web site. It is up to the student to consider (and demonstrate) how best s/he can contribute to the team in a short period of time (eight weeks).



**OSPPARIS 10G. Oceanography Research Internship. 6 Units.**

Evaluating the sensitivity of marine habitats to physical pressures caused by human activities. In 2014, the Conservation Services (SPN) of the Museum of Natural History in Paris (MNHN) launched a project to evaluate the sensitivity of marine habitats (such as reefs) to physical pressures caused by human activities. These include the pressures of physical loss and physical damage associated with activities such as fishing, aggregate extraction, wind farms, anchoring and coastal development. This project is funded by the French Ministry of Ecology, who consider habitat sensitivity information essential to the management of Marine Protected Areas (MPAs) and the wider marine environment; both of which are obligatory under the European Habitats Directive and Marine Strategy Framework Directive. France is not the first European country to undertake sensitivity assessments for marine habitats. Equivalent evaluations exist or are in the process of development in neighbouring EU countries, including the UK. The SPN-MNHN wants to insure that we effectively draw on these existing information sources as well as identify data gaps. All EU information would also need to be 'translated' in a way that fits with how habitats are defined and classified here in France. This internship would consist of working with the SPN-MNHN team in the analysis of the existing knowledge base, with a focus on Atlantic and English Channel habitats in France. This will support the population of "habitat sensitivity matrices" and highlight gaps in evidence that would require further literature review/expert judgement. This stage follows up on an earlier study undertaken by a Stanford student in summer 2014, entitled "Review of recent methodologies to evaluate the physical impacts of fishing on marine benthic habitats" which helped the SPN-MNHN and its scientific experts decide on an appropriate methodology for assessing habitat sensitivity in France in early 2015.

**OSPPARIS 11. Special Internship. 1-6 Unit.**

Often initiated by special contacts between students and professionals in France. Involvement may be based more on field work, and activity, rather than on fulfilling traditional academic requirements. Prerequisites: Written permission from the program director.

**OSPPARIS 12. Paris Photography Workshop. 3 Units.**

Exploration of Paris through camera and lab techniques. Both theoretical and practical aspects of creative photography. Extensive field work. Enrollment limited.

**OSPPARIS 12C. French Through Songs Workshop. 3 Units.**

French culture and language through songs. Classics of French songs as well as their composers and singers. Working in teams, learn lyrics through games, quizzes and riddles. Phonetics, vocalization and breathing exercises in preparation for final production. Enrollment limited; minimum of five for the course to be offered.

**OSPPARIS 12D. Public Speaking in French Workshop: Phonetics, Rhythm and Confidence. 3 Units.**

Reading texts such as poems, theater scenes and speeches aloud in French. Analysis of ideas, words, punctuation and rhythm of texts. Importance of gestures and body language while speaking. Optional public presentation at end of quarter. Enrollment limited, but minimum enrollment of five for course to be offered.

**OSPPARIS 14. Media Internship. 3 Units.**

Case studies and independent research as groundwork for comparative analysis of media on both sides of the Atlantic. Nature of media in the U.S and in France. Media as a means for understanding culture.

**OSPPARIS 15. Hospital Internship. 3 Units.**

Observation of medical services in Paris hospitals. How hospital teams work in France; how medical decisions are made; how patients are treated by nurses and doctors.

**OSPPARIS 16A. French Schooling Internship. 2-3 Units.**

Working with French schoolchildren in one of three settings: a neighborhood support association in the outskirts of Paris; or two after-school support association in the city. Commitment for a minimum of three hours a week on site plus meetings with internship instructor and a final paper. Number of placements depends on the needs of the sponsoring institutions. Previous work with children advised.

**OSPPARIS 19. Arranged Internship 1. 3-6 Units.**

Two-quarter stay required if placed into French 22P upon arrival. Internships can be arranged in a number of areas including the arts, architecture, politics, engineering, marketing and PR, media and journalism, health and psychological services, IT, NGO's, research, and hospitality administration.

**OSPPARIS 22P. Intermediate French I. 5 Units.**

Prerequisite: one year of college French if completed within two quarters of arriving in Paris, or FRENLANG 21C.

**OSPPARIS 23P. Intermediate French II. 5 Units.**

Prerequisite: FRENLANG 21C within two quarters of arriving in Paris, or FRENLANG 22C or OSPPARIS 22P.

**OSPPARIS 24. Introduction to French Society. 2 Units.**

Required of Paris program participants. Engagement with French society through language immersion, lectures, projects with French students, encounters with prominent figures, and visits to French political and cultural institutions. May be repeated for credit.

**OSPPARIS 30. The Avant Garde in France through Literature, Art, and Theater. 4 Units.**

Multiple artistic trends and esthetic theories from Baudelaire to the Nouveau Roman, from the Surrealists to Oulipo, from the theater of cruelty to the theater of the absurd, from the Impressionists to Yves Klein. Interdisciplinary approach to reflect on the meaning of avant garde and modernity in general, and on the question of why revolutionary artists in France remained in search of institutional recognition, nonetheless.

**OSPPARIS 32. French Politics in Cross-National Perspective. 5 Units.**

Key aspects of French politics including the constitutional framework, institutions, political parties and ideology, elections, political cultures, religion and politics, political elites and public policy-making, grass-root citizen participation, decentralization and local politics, and the major issues that structure and inform public debate, including attitudes and policies vis-à-vis the US.

**OSPPARIS 34. Franco-American Encounters: Paris-New York in the 20th Century. 4 Units.**

Double vision of American artists and intellectuals of Paris, as well as their French counterparts of New York, throughout the 20th century. Exploration of Franco-American relations through two very problematic itineraries. Superposing the two will create a rich and complex image of the interaction between the two cultures. Migration of American artists and intellectuals to Paris in the 1920s and of French artists and intellectuals to New York during the Second World War. Through study of films, texts and images, view the two cities through eyes of immigrants, both temporary and permanent. Major figures such as Hemingway, Josephine Baker, and Louis-Ferdinand Celine.

**OSPPARIS 36. French Writing Workshop. 3 Units.**

Offered upon request for students who have completed an Advanced French course. Focus on French writing style, enabling students to understand and master the subtleties of French writing.

**OSPPARIS 40P. Introductory Electronics. 5 Units.**

Electrical quantities and their measurement, including operation of the oscilloscope. Function of electronic components including resistor, capacitor, and inductor. Analog circuits including the operational amplifier and tuned circuits. Digital logic circuits and their functions. Lab assignments. Prerequisite: PHYSICS 43.

**OSPPARIS 41. EAP: Perspective, Volume, and Design. 2 Units.**

Mastering the techniques of spatial representation and developing a good visualization of volume. Offered by a major studio arts school in Paris, the "Ecole d'Arts Plastiques" (EAP). Preference for Art Practice, Art History, Product Design, Architecture or STS majors or minors with good language skills. In French. May be repeated for credit.

**OSPPARIS 41E. EAP: Sculpture. 2 Units.**

Control of volume through use of materials such as clay or plaster in order to master three dimensioned representations. Offered by a major studio arts school in Paris, the "Ecole d'Arts Plastiques" (EAP). Preference for Art Practice, Art History, Product Design, Architecture or STS majors or minors with good language skills. In French. May be repeated for credit.

**OSPPARIS 42. EAP: Drawing with Live Models. 2 Units.**

Solid foundation in drawing; concepts of proportions, composition and analysis through observation. Perception of space, movement and forms. Techniques include: graphite, charcoal, chalk, pastel, watercolor, monotype, markers. Offered by a major studio arts school in Paris, the "Ecole d'Arts Plastiques" (EAP). Preference for Art Practice, Art History, Product Design, Architecture or STS majors or minors with good language skills. In French. May be repeated for credit.

**OSPPARIS 43. EAP: Painting and Use of Color. 2 Units.**

Different painting techniques for pictorial representation through various themes supporting the development of creativity. Offered by a major studio arts school in Paris, the "Ecole d'Arts Plastiques" (EAP). Preference for Art Practice, Art History, Product Design, Architecture or STS majors or minors with good language skills. In French. May be repeated for credit.

**OSPPARIS 44. EAP: Analytical Drawing and Graphic Art. 2 Units.**

Focus on observation of a model to be copied. Analysis of one aspect of a general structure while using various materials and techniques in a limited amount of time. Offered by a major studio arts school in Paris, the "Ecole d'Arts Plastiques" (EAP). Preference for Art Practice, Art History, Product Design, Architecture or STS majors or minors with good language skills. In French. May be repeated for credit.

**OSPPARIS 44E. EAP: Computer Art. 2 Units.**

Learn and develop efficient technique of modern graphic design. Offered by a major studio arts school in Paris, the "Ecole d'Arts Plastiques" (EAP). Preference for Art Practice, Art History, Product Design, Architecture or STS majors or minors with good language skills. In French. May be repeated for credit.

**OSPPARIS 50M. Introductory Science of Materials. 4 Units.**

Topics include: the relationship between atomic structure and macroscopic properties of man-made and natural materials; mechanical and thermodynamic behavior of surgical implants including alloys, ceramics, and polymers; and materials selection for biotechnology applications such as contact lenses, artificial joints, and cardiovascular stents. No prerequisite.

**OSPPARIS 51. Development and Education of Young Children. 4 Units.**

In this course, we will compare French and U.S. policies related to the education of young (preschool age) children and the political, economic and cultural issues underlying these policies, such as beliefs about the role and interests of the state in children's development and education anymore specifically about the goals of early childhood education. We will also review research evidence on the qualities of preschool environments that promote self-regulation and social and cognitive development in children.

**OSPPARIS 52. Practicum in Early Childhood Education. 2 Units.**

Students will spend 3-4 hours a week in an early childhood education setting, at first observing, but increasingly engaged directly with children under the supervision of the teacher. Accompanying the practicum experience will be weekly meetings to discuss observations. Readings and specific assignments will be designed to focus attention on particular practices, such as how social-emotional skills are promoted, how discipline problems are dealt with, what opportunities students have to develop literacy, math and science skills, how teachers address varying student skill levels, and whether and how parents participate. Students will also do focused observations of one child. Written requirements will involve brief summaries of observations as they relate to the seminar readings.

**OSPPARIS 54. The Artist's World: The Workshop, Patronage and Public in 19th and 20th Century France. 4 Units.**

Synergy between artists, their workshops, patrons, models and the public in 19th and 20th century France. Weekly sessions in museums, artists' studios, and special venues within and around Paris, attempting to understand the world of the artist, and how, in many cases, this world became not only a place of refuge, but a metaphor of the artistic creation itself.

**OSPPARIS 61. Independent Study. 2 Units.**

Possible Independent Study Topics include:  
(1) Albert Camus and Jacques Monod: The intertwined paths of a philosopher and a scientist from the French Resistance to Nobel Prizes. [Sean Carroll's Brave Genius and other readings]  
(2) The history of molecular biology. [Horace Judson's Eighth Day of Creation and other readings]  
(3) Readings in cancer biology. [selected papers from the primary literature] (Biology or Human Biology majors)  
(4) Readings in epigenetics. [selected papers from the primary literature] (Biology or Human Biology majors).

**OSPPARIS 72. The Ceilings of Paris. 4 Units.**

Seventeenth century transformation of the ceilings of Paris, religious, private and public. Itinerary of this transformation from artists' initial drawings to their finished work. In conjunction with an exhibition in the Louvre on this topic, study the original drawings as well as the venues in and around Paris. Sites vary from the most illustrious (Versailles) to the lesser known (Hocirc;tel Lauzun). Reflection on the changing religious, social and political aspirations as represented in these new artistic forms.

**OSPPARIS 81. France During the Second World War: Between History and Memory. 5 Units.**

French politics and society from the causes of the collapse of the French Third Republic and the emergence of the French State at Vichy. The political and cultural measures of this regime in the shadow of Nazi Germany. Anti-Jewish laws and action; deportations by Vichy, the Germans, the French Fascists, and reactions to the fate of the Jews. Visions of the Resistance, the combat for liberation, and WW II in the collective memory of France.

**OSPPARIS 83. The Cancer Problem: Causes, Treatment, and Prevention. 4-5 Units.**

Ways of thinking used by scientists in the fields of laboratory research, clinical research, epidemiology, and public health. Discussion of various aspects of cancer, a disease that affects nearly every family: estimated that approximately 1 in 3 Americans will develop invasive cancer during their lifetime, and approximately 1 in 5 will die as a result of this disease.

**OSPPARIS 86. Measuring Well-Being and Sustainability in Today's World. 5 Units.**

Explore well-being and sustainability through the lens of the new indicators that are being developed in all corners of social sciences and at the frontier with natural and physical science. Lab to learn how to build an indicator of well-being or sustainability. Historical perspective on well-being and sustainability thinking since Aristotle; overview of standard economic indicators and their limits. Well-being indicators focusing on health, education, happiness, trust, inequality and governance. New research in sustainability indicators. How building new indicators changes policy at the global, national and local level.

**OSPPARIS 88. Principles of Biochemistry. 3 Units.**

Biochemical pathways governing the metabolism of proteins, carbohydrates, fatty acids and lipids, and nucleic acids. Basic enzymology, bioenergetics, and energy storage and release. Individual student projects involving interaction with scientists at laboratories in Paris, such as the Institut Pasteur and Institut Curie, and benefiting from the rich scientific resources Paris has to offer.

**OSPPARIS 89. Bestiaries, Drôleries and Other Curiosities in Medieval Art. 4 Units.**

This course will immerse the students into the universe of Medieval bestiaries, shedding light on aspects of Greco-Roman, Biblical, and Eastern traditions. These images of fantastic creatures belong to the earthly, celestial, and aquatic spheres, are present in all the mediums of the medieval period, from the 11th to the 15th century.

**OSPPARIS 90. Computers, Ethics, and Public Policy. 4 Units.**

Ethical and social issues related to the development and use of computer technology. Ethical theory, and social, political, and legal considerations. Scenarios in problem areas: privacy, reliability and risks of complex systems, and responsibility of professionals for applications and consequences of their work. Prerequisite: 106A.

**OSPPARIS 91. Globalization and Its Effect on France and the European Union. 5 Units.**

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.

**OSPPARIS 92. Building Paris: Its History, Architecture, and Urban Design. 4 Units.**

The development of Parisian building and architecture from the 17th century to the present. Interaction of tradition and innovation in its transformation and its historical, political, and cultural underpinnings. Visits and case studies throughout Paris illustrate the formation of the city landscape and its culture.

**OSPPARIS 103A. French Lecture Series 1. 1 Unit.**

May be repeated for credit.

**OSPPARIS 104A. French Lecture Series 2. 1 Unit.**

May be repeated for credit.

**OSPPARIS 105A. French Lecture Series 3. 1 Unit.**

May be repeated for credit.

**OSPPARIS 122X. Challenges of Integration in the European Union. 4-5 Units.**

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.

**OSPPARIS 124P. Advanced French I. 5 Units.**

Complexities of French grammar and precise use of syntactic structures. Introduction to French essay-writing. Intensive Language course is included. Intensive component required of all Paris students; Advanced French I is optional. Prerequisite: FRENLANG 23C or OSPPARIS 23P or equivalent placement.

**OSPPARIS 125P. Advanced French II. 5 Units.**

Prerequisite: FRENLANG 23C, or OSPPARIS 23P or equivalent placement.

**OSPPARIS 153X. Health Systems and Health Insurance: France and the U.S., a Comparison across Space and Time. 5 Units.**

Should health systems be organized or left to the free market? What is the role of the state in the delivery of health care? The evolution of the health profession, health policy, and reform in France and the U.S.; measures restraining professional autonomy such as prescription guidelines in the French Medical Convention. Is the solution to the increase of health expenditures and reduced access to health care the end of autonomy for the medical profession?.

**OSPPARIS 180. Paris Special Topics. 1-6 Unit.**

May be repeated for credit.

**OSPPARIS 186F. Contemporary African Literature in French. 4 Units.**

Focus is on African writers and those of the diaspora, bound together by a common history of slave trade, bondage, colonization, and racism. Their works belong to the past, seeking to save an oral heritage of proverbs, story tales, and epics, but they are also contemporary.

**OSPPARIS 195C. Paris University: Health and Science 1. 1-6 Unit.**

May be repeated for credit.

**OSPPARIS 195D. Paris University: Health and Science 2. 1-6 Unit.**

May be repeated for credit.

**OSPPARIS 196C. Paris University: Humanities 1. 1-6 Unit.**

May be repeated for credit.

**OSPPARIS 196D. Paris University: Humanities 2. 1-6 Unit.**

May be repeated for credit.

**OSPPARIS 196E. Paris University: Humanities 3. 1-6 Unit.**

May be repeated for credit.

**OSPPARIS 197C. Paris University: Social Science 1. 1-6 Unit.**

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**OSPPARIS 197D. Paris University: Social Science 2. 1-6 Unit.**

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**OSPPARIS 198A. International Design and Construction Project. 1-6 Unit.**

Working as part of a French team of designers and engineers, invent a new product and present it to a jury of professors from French Institutes. While engineers insure the product functions and designers insure ease of use, Stanford students additionally help assess whether product will be used locally or globally. Winter and Spring enrollment required.

**OSPPARIS 198C. Paris University: Engineering 1. 1-6 Unit.**

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**OSPPARIS 198D. Paris University: Engineering 2. 1-6 Unit.**

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**OSPPARIS 199A. Directed Reading A. 1-6 Unit.**

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**OSPPARIS 199B. Directed Reading B. 1-6 Unit.**

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**OSPPARIS 199C. Directed Reading: C. 1-6 Unit.**

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## Overseas Studies in Santiago Courses

**OSPSANTG 12S. Accelerated Second-Year Spanish, Part I: Chilean Emphasis. 5 Units.**

Intensive sequence integrating language, culture, and sociopolitics of Chile. Emphasis is on achieving advanced proficiency in oral and written discourse including formal and informal situations, presentational language, and appropriate forms in academic and professional contexts. Prerequisite: one year of college Spanish, or 11 or 21B if taken more than two quarters prior to arriving in Santiago.



**OSPSANTG 13S. Accelerated Second-Year Spanish, Part II: Chilean Emphasis. 5 Units.**

Intensive sequence integrating language, culture, and sociopolitics of Chile. Emphasis is on achieving advanced proficiency in oral and written discourse including formal and informal situations, presentational language, and appropriate forms in academic and professional contexts. Prerequisite: 11 or 21B within two quarters of arriving in Santiago, or 12 or 22B.

**OSPSANTG 14. Women Writers of Latin America in the 20th Century. 4-5 Units.**

Key figures in poetry, narrative fiction, theater, and testimonio, such as Mistral, Garro, Lispector, Poniatowska, Valenzuela, Eltit and Menchucute;. Close reading technique. Issues raised in literary texts that reflect the evolution of the condition of women in Latin America during the period. Topics include gender differences and relationships, tradition versus transgression, relationship between changes in the status of women and other egalitarian transformations, and women writers and the configuration of literary canons.

**OSPSANTG 25. Topics in Literature and Creative Writing. 2-3 Units.**

Spirit of Place in reading and writing short fiction and memoir; nTopics in Philosophy of Ecology (stability and diversity, ecological explanation, organism and environment, etc.).

**OSPSANTG 28. The Literature and Philosophy of Place. 4 Units.**

Literature and philosophy, primarily, but not exclusively from Latin America, that raises questions about place and displacement through migration and exile, about how location shapes our understanding of ourselves and of our responsibilities to society and environment, about the multiple meanings of home. Among the questions we will consider are the difference between the experiences of people who are at "home" and those who are "away," how one person's claim on home can be another's experience of being invaded, the interdependence of self and place, the multiple meanings of "environment." Readings by Gabriela Mistral, Pablo Neruda, Carmen Lyra, Jorge Gracia, Otavio Paz, Maria Lugones, among others.

Same as: PHIL 28

**OSPSANTG 29. Sustainable Cities: Comparative Transportation Systems in Latin America. 4-5 Units.**

Energy and environmental challenges resulting from the growing size and complexity in Latin American cities. Key issues: way in which public authorities deal with the dynamics of urban growth and complexity; related environmental and energy issues, particularly related to different public transportation models. Systemic approach as seen in Curitiba, Bogota, Santiago, and Medellin. Analysis centering on different approaches used to tackle these related issues; different institutional strategies.

**OSPSANTG 30. Short Latin American Fiction of the 20th Century. 4-5 Units.**

Introduction to short narrative fiction produced in Latin America during the 20th Century. Key features of the short story genre, as defined by Chekhov in the 19th Century and redefined by Kafka and Borges in the 20th Century. Main literary movements of the period in Latin America, including Regionalism, Social Realism, the Avant-Garde, the Boom of the 1960s and Magical Realism, the Post-Boom, etc. Close reading course with strong emphasis on analysis and discussion of the required texts. Readings placed in the context of the main developments in Latin American history and culture in the period.

**OSPSANTG 31. The Chilean Energy System: 30 Years of Market Reforms. 4-5 Units.**

Design and evaluation of energy policies in Chile, a developing country facing a growing public concern for energy and environmental issues. Market reforms pioneered by Chile in the 1980s and subsequently followed in other Latin American countries. Analysis of reforms in three parts: 1) through questions on how to develop and power system, 2) by looking at the reforms themselves and their implementation, and 3) by reviewing the local and global environmental costs associated with electric power generation.

**OSPSANTG 32. Global Work. 4 Units.**

History and challenges of global work as well as on the technologies that support it. Topics include strategic reasons for distributing work, challenges associated with geographic distance, time zone differences, language and cultural differences, and the implications of using various collaboration technologies to work together across national boundaries. Examination of group dynamics, interpersonal relationships, how to structure distributed work, how to work more effectively as a global team member, and how to lead more effectively in these situations. Guest speakers from and/or visits to international firms located in and around Santiago for discussions about experiences in managing and working on global teams.

**OSPSANTG 33. Spanish Language Tutorial. 2 Units.**

Prerequisite: two years of college Spanish or equivalent placement. May be repeated for credit.

**OSPSANTG 34. Independent Study Topics. 5 Units.**

Range of topics related to history, economics and sociology. Historical projects examining politics of inequality in Chile over time; micro-level evidence evaluating plausibility of either economic resource curse or political resource curse. Other possible topics include Politics of Globalization, International Political Economy, Comparative Political Behavior, and Political Economy of Taxation, each with a focus on Chile or Latin America. Other areas to be discussed with instructor.

**OSPSANTG 35. Independent Study in Organizational Behavior. 2-4 Units.**

Focus on one of the following topics based on the interest of the student: 1) Team Dynamics; 2) Technology & Work; 3) Topics in Organizational Behavior. Students conduct review of relevant research on the topic selected and, for 4 units, conduct original empirical research of their own (such as interviews with relevant people).

**OSPSANTG 39. INDEPENDENT STUDY OPTIONS. 1-2 Unit.****OSPSANTG 40. Academic Internship. 2-3 Units.**

May be repeated for credit.

**OSPSANTG 41. Political Economy: Chile in Comparative Perspective. 5 Units.**

Why are some countries rich while others are poor? Why do some countries regularly adopt bad economic policies? What is the impact of political institutions on the policies countries implement? Why do some countries have institutions associated with policies that promote development and human welfare? Examine determinants of economic and political development with a focus on the historical experience of Chile and Latin America more generally. Factors influencing choices in a variety of policy areas including international trade, foreign direct investment, fiscal and monetary policy, education, and social insurance.

**OSPSANTG 47. Modern Latin American Myths and Icons. 3-5 Units.**

What is the status of myths in modern Latin America? Is myth necessarily pre-modern? How does myth, which is essentially narrative, meet icons, which are essentially visual and tactile? How do myths and icons operate politically? These are some of the questions we will explore. The course is organized in modules, each devoted to a central "mythical" and iconic figure: Che Guevara, Violeta Parra, Garciacute;a Maacute;rquez, and Eva Peroacute;n. The goal of the course is twofold: on the one hand, we would like students to become familiar with some of the most popular modern Latin American myths/icons and how they cut across genres, periods, and media. On the other, beyond familiarity, students will become participants, both creatively and critically, in the recreation of such figures. We will consider a variety of sources and make extensive use of local opportunities, such as visiting museums or attending concerts.

**OSPSANTG 58. Living Chile: A Land of Extremes. 5 Units.**

Physical, ecological, and human geography of Chile. Perceptions of the Chilean territory and technologies of study. Flora, fauna, and human adaptations to regional environments. Guest lectures; field trips; workshops.



**OSPSANTG 62. Topics in Chilean History. 4-5 Units.**

Independent study topics concerning any aspect of Chilean history such as independence and nation building, social and economic development, ideas and culture, dictatorship and democracy. Research paper based on primary and secondary sources.

**OSPSANTG 68. The Emergence of Nations in Latin America. 4-5 Units.**

Major themes of 19th-century Latin American history, including independence from Spain, the emergence of nation states, and the development of a new social, political, and economic order.

**OSPSANTG 70. The Trail of Memory. 3-5 Units.**

Independent visits to sites of memory throughout Santiago de Chile, followed by discussion. Sites include the Museo de la Memoria, monuments, archives, and former detention and torture centers. Topics include: the politics of memory, museification effects, aesthetic choices, acting out and working through trauma. Short written reports are required. Students will prepare and carry out an interview. Readings by Susana Draper, Pierre Nora, Nelly Richard, and Idelber Avelar.

**OSPSANTG 71. Santiago: Urban Planning, Public Policy, and the Built Environment. 4-5 Units.**

Santiago's growth and development over time and in comparison to other mega cities in the world; impact of urban highways on the built environment; shopping malls and the development of new urban sub-centers. Topics: brief history of the city, from 1541 to 1940; urban development since 1940; the 1960 Inter-communal Urban Plan; planning and the configuration of modern Santiago; housing policy as an instrument to combat poverty; social housing policy and Santiago's built environment.

**OSPSANTG 85. Marine Ecology of Chile and the South Pacific. 5 Units.**

Relationships among physical processes in the ocean, biological productivity, and the exploitation of resources by high-trophic-level predators including human beings. Characterization of ecological patterns; identification of processes operating on marine systems. Open ocean ecosystems, intertidal and benthic regions of the world's oceans, and ecological research developed along coastal regions, focusing on Chile's 4,000 km coastline.

**OSPSANTG 102S. Composition and Writing Workshop for Students in Santiago. 3-5 Units.**

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

**OSPSANTG 116X. Modernization and its Discontents: Chilean Politics at the Turn of the Century. 5 Units.**

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.

**OSPSANTG 118X. Artistic Expression in Latin America. 5 Units.**

Elite, mass-media, and popular cultural changes in Chile under conditions of economic and political liberalization. The reception of cultural meanings from the center of the world social system (U.S., EU, and Japan), reformulation to respond to local conditions, and export in the shape of cultural artifacts. Innovative elements rooted in the regional and local culture.

**OSPSANTG 119X. The Chilean Economy: History, International Relations, and Development Strategies. 5 Units.**

The Chilean economy in five stages, taking into account: the international economic position of Chile; internal economic structures closely related to the inherited historical conditions and to the changing international economic position of the country; and the economic strategies prevalent during the period and the concrete development policies conducted by government authorities.

**OSPSANTG 129X. Latin America in the International System. 4-5 Units.**

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.

**OSPSANTG 130X. The Chilean Economy in Comparative Perspective. 5 Units.**

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.