Stanford Introductory Studies

Program Directors: Marvin Diogenes, Ellen Woods

Offices: Sweet Hall
Email: stanfordintrostudies@stanford.edu
Web Site: http://sis.stanford.edu

Stanford Introductory Studies (SIS) offers courses taught by faculty from across the seven Schools of the University, and by SIS Lecturers. Some of these courses satisfy University Requirements (THINK, GER, and the Writing and Rhetoric Requirement) while others are electives especially designed for first- and second-year students including Introductory Seminars. Special residential programs such as Structured Liberal Education and September Studies (Leland Scholars, Sophomore College, Arts Intensive, and Bing Honors College) expand the curricular opportunities for students. The Hume Writing Center, which manages writing services such as tutorials and workshops for all students, is also part of SIS.

Thinking Matters

Faculty Director: Russell A. Berman

Director, Stanford Introductory Studies for Thinking Matters: Ellen Woods

Associate Director: Parma Sengupta

Affiliated Faculty: Lanier Anderson (Philosophy), Russell Berman (Comparative Literature), Steven Block (Applied Physics), Chris Bobonich (Philosophy), Euan Boland (English), Dominic Brookshaw (Comparative Literature), Scott Bukatman (Art and Art History), Steven Carter (Asian Languages), J.P. Daughton (History), Dan Edelstein (French and Italian), Russ Fernald (Biological Sciences), Michael Friedman (Philosophy), Deborah Gordon (Biology), Robert Harrison (French and Italian), Allyson Hobbs (History), Ian Hodder (Archaeology and Anthropology), Susan Holmes (Statistics), Blair Hoxby (English), Caroline Hoxby (Economics), Pamela Karlan (School of Law), Rosemary Knight (Geophysics), Joshua Landy (French and Italian), Joseph Lipsick (School of Medicine), Henry Lowood (University Libraries, Science and Technology), David Magnus (School of Medicine), Hazel Markus (Psychology), Marsh H. McCall, Jr. (Classics), Paula Moya (English), Vijay Pande (Chemistry), Grant Parker (Classics), Jack Rakove (History), Rob Reich (Political Science), Eric Roberts (Computer Science), Orrin Robinson (German Studies), Gabriella Safran (Slavic Languages), Scott Sagan (Political Science), Richard Saller (Classics), Matthew Scott (School of Medicine), Nariman Skakov (Slavic Languages), Jan Skoteheim (Biological Sciences), James Steyer (Center for Studies in Race and Ethnicity), Kenneth Taylor (Philosophy), Ravi Vakil (Mathematics), Ban Wang (East Asian Languages and Cultures), Allen Weiner (School of Law), Amir Weiner (History), Steven Weitzman (Religious Studies), Karen Wigen (History), Laura Wittman (French and Italian), Tobias Wolff (English), Lee Yearley (Religious Studies), Mark Zoback (Geophysics)

Lecturers: Ayca Alemdaroğlu, Jessica Bardill, Jelena Batinić, Nicholas Bauch, Amos Bitzan, Tara Carter, John Chenoweth, Kathryn Ciancia, Elizabeth Coggeshall, Melanie Conroy, John Corbally, Zenon Culverhouse, Matthew Daube, Julie Desjardins, Steffi Duttler, Dan Gberman, Jennifer Hart, Meiyou Hsieh, Michael Hunter, Kjersten Jacobsen, Kevin Kim, Hania Köver, Sharon Luk, Nicole Martinez, Paul McMurdie, Lisa Nelis, Nate Olson, Inga Pierson, Anne Pollok, Katrinna Reinhardt, Tom Roberts, Jeff Schwengman, Patricia Stalin, Natalya Sukhonos, KathleenTierney, Matthew Walker, Terrance Wiley, Stacey Wirt, Gabriel Wolfenstein, Samantha Ying, Adam Zientek, Kari Zimmerman

Offices: Sweet Hall, Second Floor
Mail code: 3068
Phone: (650) 723-0944
Email: thinkingmatters@stanford.edu
Web Site: http://ual.stanford.edu/thinkingmatters


Thinking Matters offers courses that satisfy the one-quarter Freshman Requirement. Taught by faculty from a wide range of disciplines and fields, the Thinking Matters (THINK) requirement helps you develop the ability to ask rigorous and genuine questions that can lead to scientific experimentation or literary interpretation or social policy analysis. Through the study of these questions and problems, you will develop critical skills in interpretation, reasoning, and analysis as well as enhance your capacities for writing and discussion. The THINK requirement may be satisfied in three ways:

1. Thinking Matters courses:
   - a one quarter, 4-unit course taught by Academic Council faculty.

2. The Program in Structured Liberal Education
   - a three quarter, residence-based learning experience, which satisfies the THINK requirement, two of the University Writing and Rhetoric requirements and selected General Education Requirements. For information on the program, see the “Structured Liberal Education” section of this bulletin.

3. Education as Self-Fashioning courses
   - a one quarter, 7-unit course that satisfies both the Thinking Matters Requirement and the first-year Writing Requirement.

Thinking Matters Courses Offered in 2012-13

- All Thinking Matters Courses Offered in 2012-13 (http://explorecourses.stanford.edu/search?q=THINK&view=catalog&page=0&catalog=72&collapse=&filter-coursestatus-Active=on&filter-catalognumber-THINK=on)
- Autumn Quarter (http://explorecourses.stanford.edu/search?filter-term-Autumn=on&page=0&q=THINK&filter-catalognumber-THINK=on&view=catalog&catalog=72) (click link to see Autumn course offerings)
- Winter Quarter (http://explorecourses.stanford.edu/search?q=THINK&view=catalog&page=0&catalog=72&filter-term-Winter=on&collapse=&filter-coursestatus-Active=on&filter-catalognumber-THINK=on) (click link to see Winter course offerings)
- Spring Quarter (http://explorecourses.stanford.edu/search?q=THINK&view=catalog&page=0&catalog=72&filter-term-Spring=on&collapse=&filter-coursestatus-Active=on&filter-catalognumber-THINK=on) (click link to see Spring course offerings)
Structured Liberal Education

Director: Carolyn Lougee Chappell (History)
Assistant Director: Greg Watkins

Lecturers: Michael Bogucki, Yoon Sook Cha, Peter Mann, Jeremy Sabol, Nicole Stengel, Greg Watkins

Offices: Sweet Hall, Second Floor, and Florence Moore Hall
Mail Code: 94305-8581
Phone: (650) 723-0944
Email: sle-program@stanford.edu
Web Site: http://sle.stanford.edu

The Program in Structured Liberal Education (SLE) is a year-long residence-based great works course that satisfies several requirements at once: Thinking Matters, Writing and Rhetoric (both PWR1 and PWR2), and the Disciplinary Breadth GER in Humanities. The curriculum includes works of philosophy, literature, art, and music from the ancient world to the present. The program is interdisciplinary in approach; it emphasizes intellectual rigor and individualized contact between faculty and students.

SLE has two fundamental purposes: to develop a student’s ability to ask effective questions of texts, teachers, the culture, and themselves; and to develop intellectual skills in critical reading, expository writing, logical reasoning, and group discussion. SLE encourages students to live a life of ideas in an atmosphere that stresses critical thinking and a tolerance for ambiguity. Neither the instructors nor the curriculum provides ready-made answers to the questions being dealt with; rather, SLE encourages a sense of intellectual challenge, student initiative, and originality.

The residence hall is the setting for lectures and small group discussions. SLE enhances the classroom experience with other educational activities, including a weekly film series, writing tutorials, occasional special events and field trips, and a student-produced play each quarter.

Freshmen interested in enrolling in SLE should indicate this preference for their Thinking Matters assignment. SLE is designed as a three quarter sequence, and students are expected to make a commitment for the entire year (8 units each quarter).

SLE Courses Offered in 2012-13

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
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<tr>
<td>SLE 91</td>
<td>Structured Liberal Education</td>
<td>8</td>
</tr>
<tr>
<td>SLE 92</td>
<td>Structured Liberal Education</td>
<td>8</td>
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<tr>
<td>SLE 93</td>
<td>Structured Liberal Education</td>
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</tr>
<tr>
<td>SLE 299</td>
<td>Structured Liberal Education Capstone Seminar</td>
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</tbody>
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Program in Writing and Rhetoric (PWR)

Faculty Director: Nicholas Jenkins
Director, Stanford Introductory Studies for PWR: Marvin Diogenes
Associate Director: Zach Waggoner

Guest Lecturers: Martin Shaw, Jonah Willilghnanz

Teaching Affiliates: Jillian Hess (Aut), Becky Richardson (Aut), Vasile Stanescu (Aut), Whitney Trump (Aut), Ryan Zurowski (Win, Spr)

Offices: Sweet Hall, Third Floor
Mail Code: 94305-3069
Phone: (650) 723-2631
Email: pwrcourses@stanford.edu
Web Site: http://pwrcourses.stanford.edu


The Program in Writing and Rhetoric (PWR) designs and teaches courses that meet the Writing and Rhetoric requirement for undergraduates at Stanford as well as intermediate and advanced writing and rhetoric classes. For more information on the requirement, see the “Writing and Rhetoric Requirement (http://www.stanford.edu/dept/undergrad/cgi-bin/drupal_aal/AP_univ_req_PWR_Rreq.html) ” page on the UAL website.

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

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

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

As a general rule, students complete a minimum of three major assignments in both PWR 1 and 2. Written assignments vary from 5 to 15 pages in length, and students work intensively on revising each piece of writing. All assignments involve analyzing a range of texts as well as identifying, evaluating, and using multiple sources in support of research-based arguments. In-class work focuses on how to read with an increasingly critical eye, a range of generative writing and revision activities, and how to identify, evaluate, integrate, and cite sources effectively.

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

Courses

The Writing and Rhetoric requirement includes courses at three levels.

1. The first-level course, taken in the first year, can be satisfied by courses in PWR or Structured Liberal Education or by completion of the Education as Self-Fashioning course; the curriculum emphasizes analysis and research-based argument.
The Hume Writing Center (http://www.stanford.edu/dept/undergrad/cgi-bin/drupal_pwr/hwc) web site.

**PWR Pedagogy Program**

PWR offers for all graduate students (TAs) from English, Modern Thought and Literature, and Comparative Literature who teach PWR courses as part of their graduate studies. Taught in the Autumn Quarter, the pedagogy seminar focuses on syllabus design, developing writing assignments, and responding to student writing. The history of rhetoric and writing supplies a theoretical foundation as well as practical lessons on how to teach writing and research most effectively. Elements of the pedagogy program include class visits; evaluation and revision of writing assignments; workshops and lectures; a library of teaching materials; and individual work with mentors and peers.

**Peer Writing Consultants**

The Program in Writing and Rhetoric offers , for undergraduates chosen to serve as peer writing consultants in the Hume Writing Center and across the campus.

**PWR Courses Offered in 2012-13**

- **PWR 1 Courses** (http://explorecourses.stanford.edu/search?q=PWR+1&view=catalog&page=0&catalog=72&filter-ger-Writing1=on&collapse=%2C2%5%2C&filter-coursestatus-Active=on)
- **Autumn Quarter** (http://explorecourses.stanford.edu/search?q=PWR+1&view=catalog&page=0&catalog=72&filter-term=Autumn=on&filter-ger-Writing1=on&collapse=%2C2%5%2C&filter-coursestatus-Active=on)
- **Winter Quarter** (http://explorecourses.stanford.edu/search?q=PWR+1&view=catalog&page=0&catalog=72&filter-term=Winter=on&filter-ger-Writing1=on&collapse=%2C2%5%2C&filter-coursestatus-Active=on)
- **Spring Quarter** (http://explorecourses.stanford.edu/search?q=PWR+1&view=catalog&page=0&catalog=72&filter-term=Spring=on&filter-ger-Writing1=on&collapse=%2C2%5%2C&filter-coursestatus-Active=on)

- **PWR 2 Courses** (http://explorecourses.stanford.edu/search?q=PWR+2&view=catalog&page=0&catalog=72&filter-coursestatus-Active=on)
- **Autumn Quarter** (http://explorecourses.stanford.edu/search?q=PWR+2&view=catalog&page=0&catalog=72&filter-term=Autumn=on&filter-coursestatus-Active=on)
- **Winter Quarter** (http://explorecourses.stanford.edu/search?q=PWR+2&view=catalog&page=0&catalog=72&filter-term=Winter=on&filter-coursestatus-Active=on)
- **Spring Quarter** (http://explorecourses.stanford.edu/search?q=PWR+2&view=catalog&page=0&catalog=72&filter-term=Spring=on&filter-coursestatus-Active=on)

**Advanced PWR Courses**

**Prerequisites: PWR 1 and PWR 2.**

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>PWR 191</td>
<td>Advanced Writing</td>
<td>3</td>
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<tr>
<td>PWR 194</td>
<td>Topics in Writing and Rhetoric</td>
<td>4</td>
</tr>
<tr>
<td>PWR 5</td>
<td>Independent Writing</td>
<td>1-5</td>
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<tr>
<td>PWR 91</td>
<td>Intermediate Writing</td>
<td>3</td>
</tr>
<tr>
<td>PWR 91D</td>
<td>Intermediate Writing: Your American Life</td>
<td>3</td>
</tr>
<tr>
<td>PWR 91S</td>
<td>Intermediate Writing: Communicating Science</td>
<td>3</td>
</tr>
</tbody>
</table>

**Hume Writing Center**

Location: Building 460 (Margaret Jacks Hall), Room 20
Mail Code: 2085
Phone: (650) 723-0045
Email: writingcenter@stanford.edu
Web Site: http://hwc.stanford.edu

The Hume Writing Center (HWC) works with all Stanford writers to help them develop rich and varied abilities in every aspect of writing and communication. In one-on-one sessions, HWC writing consultants help students get started on assignments; address and overcome writer’s block; learn strategies for revising, editing, and proofreading; and understand academic conventions in their fields. The HWC emphasizes support for students’ writing and multimedia compositions for PWR, Thinking Matters, and Introductory Seminars while also serving all Stanford undergraduates through individual and group tutorials, workshops, and seminars. The Center also works with students in Writing in the Major (WIM) courses and students writing Honors theses. Other events hosted by the Center include readings for Parents Weekend and Admit Weekend. For further details, see the Hume Writing Center (http://www.stanford.edu/dept/undergrad/cgi-bin/drupal_pwr/hwc) web site.

**Writing and Rhetoric 2 Requirement**

The Writing and Rhetoric 2 requirement may be satisfied through completion of courses offered through PWR or by other programs and departments. In addition to PWR 2, some Introductory Seminars certified by the Writing and Rhetoric Governance Board satisfy the second-level Writing and Rhetoric requirement (Write-2). Courses offered as Introductory Seminars require an additional application form; see the Introductory Seminars (http://www.stanford.edu/dept/undergrad/cgi-bin/drupal_ual/0O_intro_seminars_IntroSemsCurrent.html) web site.
Faculty Director: Russell Berman, Comparative Literature and German Studies

Director, Stanford Introductory Studies for Introductory Seminars: Ellen Woods

Associate Directors: Joyce Moser, Lee West

Faculty: Over 200 faculty from more than 60 departments in all Schools of the University teach an SIS Introductory Seminar.

Offices: Sweet Hall, 229B, Second Floor
Mail Code: 3069
Phone: (650) 724-2405
Email: introsems@stanford.edu
Web Site: http://introsems.stanford.edu

Introductory Seminars provide opportunities for first- and second-year students to work closely with their peers and faculty in a small group setting of up to 16 students per class. Together they engage in the study of topics of mutual interest related to the research and scholarship of the professor teaching the seminar. Introductory Seminars aim to intensify the intellectual experience of freshmen and sophomores by fostering faculty-student relationships in a spirit of mentorship. Seminars require little or no formal background and allow freshmen and sophomores to discover the joys of learning in a vast range of fields. Over 200 faculty from more than 60 departments take part in the program. The courses provide department credit toward graduation, and many count towards a major as well as fulfill General Education Requirements (GERs) including the second level Writing and Rhetoric Requirement (Write 2).

For a list of Introductory Seminars offered in 2012-13, see the online catalog and application site (http://vcais.stanford.edu) . For information about applying and updates, see the Introductory Seminars (http://introsems.stanford.edu) web site for undergraduates. Since courses are offered through the departments, specific scheduling or requirement certifications should be checked via the Stanford Bulletin’s ExploreCourses (http://explorecourses.stanford.edu/search?q=%25&view=catalog&page=0&catalog=72&filter-component-IDS=on&filter-component-ISS=on&collapse=%2C6%2C&filter-coursestatus-Active=on) .

Due dates for Introductory Seminar applications in 2012-13 are at 5 p.m. on:

- Autumn Quarter: September 4, 2012
- Winter Quarter: November 26, 2012
- Spring Quarter: March 4, 2013

Introductory Seminars Courses Offered in 2012-13


September Studies

Director: Marvin Diogenes

September Studies at Stanford allows students to be on-campus for three weeks prior to the beginning of Autumn Quarter to work with faculty on a focused area of study or artistic practice. The programs facilitate mentoring relationships between faculty and students and create vibrant learning communities. Leland Scholars are incoming first year students; Sophomore College participants have completed their first year and are rising sophomores; Arts Intensive participants are sophomores, juniors and seniors; and Bing Honors College participants are seniors.

Sophomore College

Offices: Sweet Hall, Third Floor
Mail code: 3069
Phone: (650) 724-4667
Email: sophcollege@stanford.edu
Web Site: http://soco.stanford.edu

Sophomore College is characterized by an atmosphere of intense academic exploration, in which entering sophomores study intensively with Stanford faculty before the beginning of autumn quarter. Students immerse themselves in a focused area of study, creating an intellectual community with peers, upper-class course assistants, and faculty. Sophomore College also offers students an opportunity to explore the full range of Stanford’s academic resources both in workshops and individually. Each seminar accepts 12-15 students, who live together in a Stanford residence and receive two units of academic credit. Courses are announced in March, with applications due in April. For more information or to apply, see the Sophomore College (http://exploreddegrees.stanford.edu/undergraduateeducation/introductorystudies/http://soco.stanford.edu) web site.

Arts Intensive

Offices: Sweet Hall, Third Floor
Mail code: 3069
Phone: (650) 724-4667
Email: artsintensive@stanford.edu
Web Site: http://artsintensive.stanford.edu

The Arts Intensive (AI) Program offers rising sophomores, juniors, and seniors the opportunity to study intensively with Stanford arts faculty and small groups of other Stanford students. The Arts Intensive program takes place over three weeks in September before the start of Autumn Quarter. Arts Intensive courses engage students in the theory and practice of a particular artistic discipline. Courses often include field trips, workshops, film screenings, studio sessions, or other arts events in the afternoons,
evenings, and on weekends. Courses are taught by Stanford arts faculty and often include contributions from professional visiting artists. Arts Intensive students live together in a common Stanford residence during the program, making for a rich immersion into a creative community. This unique opportunity allows students to focus on their art practice without the constraints of other coursework. Enrollment is by application and takes place in Spring quarter for the upcoming September program. Each Arts Intensive course enrolls ten to 20 students and offers 2 units of academic credit. For more information or to apply, see the Arts Intensive web site.

Leland Scholars Program

Offices: Sweet Hall, Third Floor
Mail code: 3069
Email: lelandscholars@stanford.edu
Web Site: http://lelandscholars.stanford.edu

In recognizing the need to prepare first year students for the academic, intellectual, social, and personal challenges they will face at Stanford, the Leland Scholars Program (LSP) facilitates the transition to college for incoming freshmen intending to study in the STEM (Science, Technology, Engineering, Math) or pre-health fields. Scholars will participate in a three-week residential program in the summer prior to arrival on campus. This fully-funded program has a carefully crafted schedule of activities, coursework, discussions, and trips designed to support the transition to Stanford. During the academic year, Leland Scholars will have access to additional advising and freshman seminars that sustain the community and reinforce the skills and strategies acquired during the program.

Bing Honors College

Offices: Sweet Hall, Third Floor
Mail code: 3069
Phone: (650) 724-4667
Email: binghonorscollege@stanford.edu
Web Site: Bing Honors College (http://www.stanford.edu/dept/undergrad/cgi-bin/drupal_ual/OO_honors_BingHonors.html)

BHC was inaugurated in 1993 as part of the Bing Teaching Initiative, a series of curricular innovations designed to improve the quality of undergraduate education at Stanford. Begun as a pilot program, it has grown steadily and currently accommodates over 100 students. The College brings students who are writing honors theses to campus in September before the start of Autumn quarter for a program of intensive scholarship and writing, guided by faculty from participating departments and programs. By concentrating solely on the thesis for nearly three weeks, students begin their senior year with a commitment to independent scholarship in an atmosphere of shared intellectual purpose. The College provides room and board. It also sponsors cross-disciplinary forums, such as writing workshops and faculty-led methodology panels, as well as residential activities and a celebratory concluding event to honor students and their research advisers.

If you are a prospective honors student and interested in joining Bing Honors College, please contact your department to find out whether it is participating.