Web Site: https://undergrad.stanford.edu/programs/thinking-matters

Thinking Matters courses are listed under the subject code THINK on the Stanford Bulletin’s ExploreCourses web site (https://explorecourses.stanford.edu/search?q=THINK&view=catalog&academicYear=20132014&filter-coursestatus-Active=on&filter-departmentcode-THINK=on&filter-catalognumber=THINK&collapse=).

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. Education as Self-Fashioning courses
   - a one quarter, 7-unit course that satisfies both the Thinking Matters Requirement and the first-year Writing Requirement. For information on the program, faculty, and instructors, see the "ESF" section of this bulletin.

3. Integrated Learning Environments: ITALIC, SIMILE, and SLE
   - 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 regarding the three residence-based programs, faculty, and instructors, see the "ILE" section of this bulletin.

Thinking Matters Courses Offered in 2013-14

• All Thinking Matters Courses Offered in 2013-14 (https://explorecourses.stanford.edu/search?q=THINK&view=catalog&academicYear=20132014&filter-coursestatus-Active=on&filter-departmentcode-THINK=on&filter-catalognumber=THINK&collapse=) (click link to see Spring course offerings)

• Autumn Quarter (https://explorecourses.stanford.edu/search?q=THINK&view=catalog&academicYear=20132014&filter-coursestatus-Active=on&filter-departmentcode-THINK=on&filter-catalognumber=THINK&collapse=) (click link to see Autumn course offerings)

• Winter Quarter (https://explorecourses.stanford.edu/search?q=THINK&view=catalog&academicYear=20132014&filter-coursestatus-Active=on&filter-departmentcode-THINK=on&collapse=) (click link to see Winter course offerings)

• Spring Quarter (https://explorecourses.stanford.edu/search?q=THINK&view=catalog&academicYear=20132014&filter-coursestatus-Active=on&filter-departmentcode-THINK=on&collapse=) (click link to see Spring course offerings)

Program in Writing and Rhetoric (PWR)

Faculty Director: Nicholas Jenkins

Director, Stanford Introductory Studies for PWR: Marvin Diogenes
Writing and Rhetoric 2 Requirement

The Writing and Rhetoric 2 requirement may be satisfied through completion of PWR 2 courses or by other programs and departments; all courses outside of PWR must be certified by the Writing and Rhetoric Governance Board. 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 web site. Before the term in which students enroll in the first two levels of the requirement, they review course descriptions on the PWR Courses webpage. After reviewing the offerings, students submit a list of top choices, and the PWR office assigns students to courses based on these preferences.

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

Students wishing to pursue advanced work in Writing and Rhetoric may enroll in electives offered by PWR. Topics vary; further information may be found in the PWR section of the Stanford Bulletin’s ExploreCourses website or on the PWR advanced courses webpage. Beginning in 2013-14, PWR will offer courses culminating in a Notation in Science Writing. For more information, visit the webpage.

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. Structured Liberal Education, or Integrated Learning Environments (SIMILE and ITALIC) or by completion of the Education as Self-Fashioning course; the curriculum emphasizes analysis and research-based argument.

2. The second-level course, to be completed by the end of the sophomore year, is a writing and oral/multimedia presentation course taught by the Program in Writing and Rhetoric and by other programs and departments (completion of Structured Liberal Education fulfills this requirement); courses taught outside of PWR may include experience in visual, oral, and/or multimodal communication.

3. The third-level course is a Writing in the Major (WIM) course taught in each major, providing students with systematic opportunities to develop skills for writing in their chosen fields. A list of certified WIM courses may be found in the table of "Undergraduate Major Unit Requirements (http://exploredegrees.stanford.edu/archive/2013-14/undergraduateminorunitreq) ” of this bulletin. WIM course descriptions may be found under individual department and program sections.

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 " page on the PWR 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 varied 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 of research, 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, how to utilize a range of generative writing and revision activities, and how to identify, evaluate, integrate, and cite sources effectively.
The Hume Center for Writing and Speaking (Hume) works with all Stanford writers to help them develop rich and varied abilities in every aspect of writing and oral communication. In one-to-one sessions, Hume writing consultants help students get started on assignments; address and overcome writer’s block or performance anxiety; learn strategies for revising and editing; and understand academic conventions in their fields. Hume emphasizes support for students’ writing, oral presentations, 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 Hume Center also works with students in Writing in the Major (WIM) courses and students writing Honors theses. Other events hosted by the Center include performances for Parents Weekend and Admit Weekend. For further details, see the Hume Center for Writing and Speaking web site.

**Oral Communication Program**

The Oral Communication Program provides opportunities for undergraduates and graduate students to develop or improve their oral communication skills. Courses and workshops offer a comprehensive approach to speech communication, including training in the fundamental principles of public speaking and the effective delivery of oral presentations. The goal is to enhance students’ general facility and confidence in oral expression. The program also provides innovative discipline-based instruction to help students refine their personal speaking styles in small groups and classroom settings.

Those interested in individualized instruction or independent study are invited to visit the Hume Center for Writing and Speaking, where trained student tutors, multimedia, and instructional resource materials are available on an ongoing basis.

Students with a passion for public speaking are encouraged to apply to become Oral Communication Tutors (OCTs); the application process takes place each January, and for those students chosen to serve as OCTs, we offer OralComm119, a required training practicum, in Spring Quarter.

To schedule appointments see the Hume Center for Writing and Speaking web site. For further details, call (650) 725-4149 or 725-7667 or email speakinghelp@stanford.edu.

**Peer Writing Consultants**

The Program in Writing and Rhetoric offers PWR 195 for undergraduates chosen to serve as peer writing consultants in the Hume Center for Writing and Speaking.

**PWR Courses Offered in 2013-14**

- **PWR 1 1-5**
  - Autumn Quarter (https://explorecourses.stanford.edu/search?q=PWR*\&view=catalog\&page=0\&academicYear=20132014\&filter-term-Autumn=on\&filter-ger-Writing2=on\&filter-coursestatus-Active=on\&collapse=%2C6%2C5%2C)
  - Winter Quarter (https://explorecourses.stanford.edu/search?q=PWR*\&view=catalog\&page=0\&academicYear=20132014\&filter-term-Winter=on\&filter-ger-Writing2=on\&filter-coursestatus-Active=on\&collapse=%2C6%2C5%2C)
  - Spring Quarter (https://explorecourses.stanford.edu/search?q=PWR*\&view=catalog\&page=0\&academicYear=20132014\&filter-term-Spring=on\&filter-coursestatus-Active=on\&collapse=%2C6%2C5%2C)
  - Summer Quarter (https://explorecourses.stanford.edu/search?q=PWR*\&view=catalog\&page=0\&academicYear=20132014\&filter-term-Summer=on\&filter-coursestatus-Active=on\&collapse=%2C6%2C5%2C)

**Advanced PWR Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<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>
</tr>
<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>

**Oral Communication Courses Offered in 2013-14**

- **Oral Communication Courses**
  - Autumn Quarter
  - Winter Quarter
  - Spring Quarter (https://explorecourses.stanford.edu/search?q=ORALCOMM*\&view=catalog\&page=0\&academicYear=20132014\&filter-term-Spring=on\&filter-coursestatus-Active=on\&collapse=%2C6%2C5%2C)
  - Summer Quarter (https://explorecourses.stanford.edu/search?q=ORALCOMM*\&view=catalog\&page=0\&academicYear=20132014\&filter-term-Summer=on\&filter-coursestatus-Active=on\&collapse=%2C6%2C5%2C)

**Integrated Learning Environments**

By integrating the academic and residential experience, ILEs offer a comprehensive approach to liberal education across the entire year. One of the stated aims of residential education is to help students connect their curricular and residential lives, to create a culture in which ideas and inquiry are a part of the daily fabric of life. Listed below are the three ILE Programs.

**Immersion in the Arts: Living in Culture**

**Director:** Janice Ross (Theater and Performance Studies)

**Assistant Director:** Aaron Shkuda

**Faculty:** Jonathan Berger (Music), Scott Bukatman (Art and Art History), Janice Ross (Theater and Performance Studies)

**Lecturer:** Michael Shane Boyle

Stanford University 3
ITALIC is a new residence-based program built around a series of big questions about the purposes of art and its unique capacities for intellectual creativity. It fosters close exchanges among faculty, students and guest artists in class, over meals and during excursions to arts events. This year-long program fosters close exchanges among faculty, students and guest artists and scholars in class, over meals and during excursions to arts events. We trace the challenges that works of art have presented to categories of knowledge – history, politics, culture, science, medicine, law – by turning reality upside-down or inside-out, or just by altering one’s perspective on the world. The arts become a model for engaging with problem-solving; uncertainty and ambiguity confront art makers and viewers all the time; artworks are experiments that work by different sets of rules. Students will begin to understand and use the arts to create new frameworks for exploring our (and others’) experience.

All lectures, sections, arts workshops and guest talks and student “arts lab” work will happen in a cluster of on-site seminar and practice rooms dedicated to ITALIC. Through a series of close readings and analyses of canonical works of theatre, film, dance, music and visual and arts as well as graphic novels, comics, magic shows and popular culture, freshmen will live and learn together in Burbank Hall.

ITALIC satisfies the Thinking Matters requirement, PWR1, and between two and four Ways breadth requirements. ITALIC is designed as a three quarter sequence, and students are expected to make a commitment for the entire year (4 units in two quarters; 8 in the quarter with intensive writing). ITALIC writing sections are scheduled in all three quarters.

### ITALIC Courses Offered in 2013-14

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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</thead>
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<tr>
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<td>Immersion in the Arts: Living in Culture</td>
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<tr>
<td>ITALIC 92</td>
<td>Immersion in the Arts: Living in Culture</td>
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<tr>
<td>ITALIC 93</td>
<td>Immersion in the Arts: Living in Culture</td>
<td>4</td>
</tr>
<tr>
<td>ITALIC 95W</td>
<td>Immersion in the Arts: Living in Culture, Writing Section</td>
<td>4</td>
</tr>
</tbody>
</table>

**Science in the Making Integrated Learning Environment**

*Director:* Paula Findlen (History)  
*Assistant Director:* Kristen Haring  
*Faculty:* Paula Findlen (History), Tom Mullaney (History), Reviel Netz (Classics), Robert Proctor (History), Jessica Riskin (History)  
*Lecturer:* Marcelo Aranda  
*Program in Writing and Rhetoric Lecturer:* Mary Doyno

SIMILE is a new residence-based program organized around the question of when something we might call “science” identifiably began, what it became, and what it might become. While we may believe that science, technology and medicine represent some of the powerful tools we have for making a difference in the world, SIMILE challenges students to consider these as dynamic and changing fields of knowledge which must be understood in their historical, cultural and social contexts. Only then can we consider how new ideas, interpretations, technological artifacts and systems respond to societal needs within the limits of what is possible but also, importantly, in light of what might even become plausible.

Lectures and discussions take place in the dorm and are complemented by hands-on tutorials, field trips, and guest speakers as well as informal conversations among faculty and students. Each week offers students the opportunity to examine a rich and well-chosen case study mapped in time and space. We see how past societies identified important scientific and technical problems and developed the means to provide explanations and solutions.

SIMILE satisfies the Thinking Matters requirement, PWR1, and between two and four Ways breadth requirements. SIMILE is designed as a three quarter sequence, and students are expected to make a commitment for the entire year (4 units in two quarters; 8 in the quarter with intensive writing). SIMILE writing sections are scheduled in two quarters, with one writing section in Autumn and two in Winter.

**SIMILE Courses in 2013-14**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>SIMILE 91</td>
<td>Science In the Making an Integrated Learning Environment</td>
<td>4</td>
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<tr>
<td>SIMILE 92</td>
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<tr>
<td>SIMILE 93</td>
<td>Science In the Making an Integrated Learning Environment</td>
<td>4</td>
</tr>
<tr>
<td>SIMILE 95W</td>
<td>Science In the Making an Integrated Learning Environment, Writing Section</td>
<td>4</td>
</tr>
</tbody>
</table>

**Structured Liberal Education**

*Director:* Joshua Landy (French and Italian)  
*Assistant Director:* Greg Watkins  
*Lecturers:* Michael Bogucki, Elizabeth Coggeshall, Lisa Hicks, Peter Mann, Jeremy Sabol, 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 four of the Ways requirements. 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,
Education as Self-Fashioning

Director: Blair Hoxby (English)

Faculty: Dan Edelstein (French and Italian), Robert Harrison (French and Italian), Blair Hoxby (English), Caroline Hoxby (Economics), Krista Lawlor (Philosophy), Richard Martin (Classics), Kathryn Starkey (German Studies)

Writing Instructor: Jessica Beckman, David Driscoll, Tasha Eccles, Meica Magnani, Katy Meadows, Inga Pierson, Ruth Starkman, Ava Shirazi, Jenny Strakovsky

Offices: Sweet Hall, Second Floor
Mail Code: 94305-3068
Phone: (650) 723-0944
Email: thinkingmatters@stanford.edu
Web Site: https://undergrad.stanford.edu/programs/education-self-fashioning-esf

Education as Self-Fashioning (ESF) is a unique opportunity offered only in the autumn quarter, since its aim is to introduce entering students to a liberal education. The six courses provide you with an opportunity to work closely with a faculty member in a seminar-style setting while simultaneously completing your first-year writing requirement. In ESF, we consider writings about education by intellectuals working in various fields, with the aim of articulating different ways that education can be used to structure one’s thinking, one’s self, and ultimately one’s life as a whole. You will grapple with this issue in dialogue with fellow students and faculty from across a wide range of disciplines — from the humanities and social sciences through the natural sciences and mathematics.

The ESF program satisfies both the Thinking Matters and the PWR1 requirement. ESF is a set of linked seminars related to the general theme expressed in the course title. Six seminars, each with a different focus, meet separately as discussion classes led by the faculty; all ESF students also come together for a plenum session or large lecture each week. Each seminar coordinates writing instruction with the course theme in specially designated writing sections.

The three components of ESF are described below. ESF counts as a 7-unit course.

1. A seminar with a faculty member that meets once per week for at least 75 minutes.
2. A section with a writing instructor that meets for sessions of 110 minutes twice per week.
3. A lecture series that will meet once-a-week featuring prominent intellectuals. These lectures are required for students enrolled in ESF.

ESF Courses Offered in Autumn 2013-14

- All ESF Courses Offered in 2013-14 (https://explorecourses.stanford.edu/search?filter-term-Autumn=on&page=0&q=ESF&filter-coursestatus-Active=on&view=catalog&academicYear=20132014&collapse=) (click link to see Autumn course offerings)

Introductory Seminars

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 Ways of Thinking Ways of Doing requirements (WAYS) and General Education Requirements (GERs), including the second level Writing and Rhetoric Requirement (Write 2). Students submit an essay(s) for each seminar (up to three per quarter), which faculty review and select their student participants.

For a list of Introductory Seminars offered in 2013-14, see the online catalog. For information about submitting an essay and updates, see the Introductory Seminars web site. Due dates for submitting an essay(s) for an Introductory Seminar in 2013-14 are at 5 p.m. on:

- Autumn Quarter: September 3, 2013
- Winter Quarter: November 11, 2013
- Spring Quarter: February 24, 2014

Introductory Seminars Courses Offered in 2013-14

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 to 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 rising sophomores, juniors, and seniors; and Bing Honors College participants are generally rising 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 (SoCo) offers rising sophomores who share a passion for an area of study an opportunity to meet daily in seminar-size classes with Stanford faculty for lecture and discussion; students may also work in labs, participate in community-based learning, go on field trips, and engage in a range of other activities that facilitate in-depth mentoring relationships. Held before the start of students’ sophomore year, this residential program encourages academic and social connections and transforms classes into intellectual communities, helping participants establish rich relationships with peers and faculty that extend beyond graduation. Seminars are for 2 credits; the Sophomore College program fee covers tuition, room, board, books, and class-required travel arranged by the program. Financial Aid is available. You can view the on-line catalog and learn more about SoCo at the Sophomore College (https://undergrad.stanford.edu/programs/sophomore-college) 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 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 10 to 20 students and offers 2 units of academic credit. For more information or to apply, see the Arts Intensive (http://artsintensive.stanford.edu) 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_uad/OO_honors_BingHonors.html)

Bing Honors College brings students who are working on their honors theses to campus in September before the start of Autumn Quarter for three weeks devoted to research, scholarship, and writing with the support of faculty from participating departments and programs. This opportunity to focus solely on the thesis helps participating students begin their senior year with a clear direction, a commitment to independent scholarship, and a sense of 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 closing event to honor students and their research advisers.

If you are a prospective honors student interested in joining Bing Honors College, please contact your department to find out whether it is participating. If your department is not participating but your advisor is willing to nominate you, BHC will try to place you with a BHC leader who can provide you with the necessary guidance.