# STANFORD GLOBAL STUDIES

Stanford Global Studies (SGS) supports research and teaching in the cultures and societies of the world, and studies the problems facing developing societies as they seek to end their poverty and social and economic inequalities. SGS promotes new centers of teaching excellence in traditional areas of historical and cultural concerns, as well as promoting interdisciplinary activities related to developing new ideas for dealing with fundamental issues of justice, equality, and growth within nation states, cultures, and regions.

Stanford Global Studies is comprised of research centers, degree granting programs, and religion and cultural centers: Center for African Studies*; Center for East Asian Studies*; The Europe Center; Center for Latin American Studies*; Center for Russian, East European and Eurasian Studies*; Center for South Asia; Ford Dorsey Program in International Policy Studies*; France-Stanford Center for Interdisciplinary Studies; Hamid and Christina Moghadam Program in Iranian Studies; Mediterranean Studies Forum; Program in International Relations*; Sohaib and Sara Abbasi Program in Islamic Studies; Taube Center for Jewish Studies; and the WSD HANDA Center for Human Rights and International Justice.

Degree granting programs are denoted with an asterisk (*).

## Center for African Studies

*Director:* Richard Roberts
Office: 100 Encina Commons
Web Site: http://africanstudies.stanford.edu

The Center for African Studies (CAS) is an interdisciplinary research program. CAS offers a certificate and a Master of Arts (M.A.) degree, in addition to a specialization in African Studies as part of the Global Studies Minor (https://sgs.stanford.edu/programs-centers/global-studies-minor). For further information, see the "African Studies (http://exploredegrees.stanford.edu/schoolofhumanitiesandsciences/africanstudies)" section of this bulletin.

## Center for East Asian Studies

*Director:* Jun Uchida
Office: Knight Building, 521 Memorial Way
Web Site: http://ceas.stanford.edu

The Center for East Asian Studies (CEAS) supports teaching and research on East Asia-related topics across all disciplines; disseminates knowledge about East Asia through projects of local, regional, national, and international scope; and serves as the intellectual gathering point for a collaborative and innovative community of scholars and students of East Asia. CEAS works with all schools, departments, research centers, and student groups to facilitate and enhance all aspects of East Asia-related research, teaching, outreach, and exchange across the Stanford campus.

For further information, see the "East Asian Studies (http://exploredegrees.stanford.edu/schoolofhumanitiesandsciences/eastasianstudies)" section of this bulletin.

## The Europe Center

*Director:* Kenneth Scheve
Office: Encina Central C243
Web Site: http://europe.stanford.edu

The Europe Center is a multidisciplinary institute committed to the examination of European society, culture, politics, diplomacy, and security. The program also offers a specialization in European Studies as part of the Global Studies Minor (https://sgs.stanford.edu/programs-centers/global-studies-minor).

## Center for Latin American Studies

*Director:* Alberto Díaz-Cayeros
Office: Bolivar House
Web Site: http://las.stanford.edu

The Center for Latin American Studies at Stanford University (CLAS) is a National Resource Center dedicated to promoting research and community awareness about issues affecting Latin America. The Center offers a master's degree, in addition to a specialization in Latin American Studies as part of the Global Studies Minor (https://sgs.stanford.edu/programs-centers/global-studies-minor).

For further information, see the "Center for Latin American Studies (http://exploredegrees.stanford.edu/schoolofhumanitiesandsciences/latinamericanstudies)" section of this bulletin.

## Center for Russian, East European and Eurasian Studies

*Director:* Pavle Levi
Office: Encina Hall West, second floor
Web Site: http://creees.stanford.edu

The Center for Russian, East European and Eurasian Studies (CREEES) offers a one-year master's program in interdisciplinary area studies.

For further information, see the "Center for Russian, East European and Eurasian Studies (http://exploredegrees.stanford.edu/schoolofhumanitiesandsciences/russianeasteuropeanandeurasianstudies)" section of this bulletin.

## Center for South Asia

*Director:* Thomas Blom Hansen
Office: Encina Hall West, first floor
Web Site: http://southasia.stanford.edu

The Center for South Asia (CSA) serves to coordinate and develop Stanford's resources for the study of South Asia across all the disciplines in the School of Humanities and Sciences. It works closely with departments and other units of the University to increase faculty strength, support research, enhance the curriculum, build the library collection, and sponsor programs and events. The program also offers a specialization in South Asian Studies as part of the Global Studies Minor (https://sgs.stanford.edu/programs-centers/global-studies-minor).

## Ford Dorsey Program In International Policy Studies

*Director:* Kathryn Stoner
Office: Encina Hall West, second floor
Web Site: http://ips.stanford.edu

The Ford Dorsey Program in International Policy Studies (IPS) is a two-year master's program that seeks to train the next generation of policy analysts to solve key global problems.

For further information, see the "International Policy Studies (http://exploredegrees.stanford.edu/schoolofhumanitiesandsciences/internationalpolicystudies)" section of this bulletin.

## France-Stanford Center For Interdisciplinary Studies

*Director:* Amalia Kessler

Office: Building 260, room 122
Web Site: http://francestanford.stanford.edu

The France-Stanford Center for Interdisciplinary Studies, founded in partnership with the French Ministry of Foreign Affairs, aims to bridge the disciplines of the humanities, social sciences, sciences, engineering, business, and law, addressing historical and contemporary issues of significance for France and the United States. The Center brings together Stanford faculty and students and academics in France to advance collaborative research and foster interdisciplinary inquiry. Its programs include conferences, support for collaborative research projects, internships, exchanges, lectures, and seminars.

## Hamid and Christina Moghadam Program In Iranian Studies

*Director:* Abbas Milani
Office: Encina Hall West, second floor
Web Site: http://iranian-studies.stanford.edu

The Hamid and Christina Moghadam Program in Iranian Studies at Stanford fosters the interdisciplinary study of Iran as a civilization, one of the oldest in the world. The program combines pedagogy, policy analysis, and research on all aspects of Iran's past, present, and future. The program organizes lectures and student research conferences on Iran. The program also offers a specialization in Iranian Studies as part of the Global Studies Minor (https://sgs.stanford.edu/programs-centers/global-studies-minor).

## Mediterranean Studies Forum

*Director:* Shahzad Bashir
Office: Encina Hall West, Room 214
Web Site: http://mediterraneanstudies.stanford.edu

The Mediterranean Studies Forum encourages scholars to explore the interplay among societies, cultures, and communities around the Mediterranean Basin from the Middle Ages to the present. Its focus is on all aspects of co-existence and conflict that have marked these encounters in the empires, port cities, nation states, and transregional and transnational social, religious, cultural, and economic contexts of North Africa, Anatolia, the Levant, the Balkans, and Southern Europe. It is also interested in the relations of the Mediterranean with other regions and areas of the world. The central goal of the forum is to contribute to interfield and interdisciplinary dialogue among scholars of these areas through lectures, colloquia, workshops, conferences, and publications. Particular programming fields include Turkish Studies and Sephardic Studies.

## Program in International Relations

*Director:* Mike Tomz
Office: Encina Hall West, second floor
Web Site: http://internationalrelations.stanford.edu

International Relations (IR) is an interdisciplinary undergraduate major focusing on changing political, economic, and cultural relations within the international system in the modern era.

For further information, see the "International Relations (http://exploredegrees.stanford.edu/schoolofhumanitiesandsciences/internationalrelations)" section of this bulletin.

## Sohaib and Sara Abbasi Program in Islamic Studies

*Director:* Shahzad Bashir
Office: Encina Hall West, Room 214
Web Site: http://islamicstudies.stanford.edu

The mission of the Sohaib and Sara Abbasi Program in Islamic Studies is to serve as a forum for interdisciplinary research and teaching in Islamic studies, complemented by seminars, colloquia and public lectures. The program seeks to illuminate Islamic history from its beginnings to the 21st century, the religion of Islam in its many aspects, and the diversity of Muslim cultures and societies, past and present, not only in the Middle East but also including South and Southeast Asia, Africa, Europe, and America. In addition to geographical breadth, the program promotes the use of scholarly resources from both the humanities and the social sciences. Participating faculty and students bring perspectives and methods from academic fields including anthropology, art, economics, history, international relations, languages, law, literature, philosophy, political science, and religious studies. The program offers student grants for research and language training. The program also offers a specialization in Islamic Studies as part of the Global Studies Minor (https://sgs.stanford.edu/programs-centers/global-studies-minor).

## Taube Center For Jewish Studies

*Director:* Charlotte Fonrobert
Office: Building 360, Room 362H
Web Site: http://jewishstudies.stanford.edu

The interdisciplinary Taube Center for Jewish Studies coordinates and promotes the study of all aspects of Jewish life. The center offers an undergraduate minor and an interdisciplinary major through the Center for Comparative Studies in Race and Ethnicity (http://ccsre/undergrad/undergraduate-programs-ccsre).

For further information, see the "Jewish Studies (http://exploredegrees.stanford.edu/schoolofhumanitiesandsciences/jewishstudies)" section of this bulletin.

## WSD HANDA Center for Human Rights and International Justice

*Director:* David Cohen
Office: Encina Hall West, Room 208
Web Site: https://handacenter.stanford.edu/

The WSD HANDA Center for Human Rights and International Justice is dedicated to promoting the rule of law, accountability, and human rights around the world through education, critical scholarship, and policy advocacy. The Center offers an undergraduate minor.

For further information, see the "Human Rights (http://exploredegrees.stanford.edu/schoolofhumanitiesandsciences/humanrights/#text)" section of this bulletin.

## Minor in Global Studies

The minor in Global Studies is designed to give students an in-depth interdisciplinary study in one of six specializations within a larger global perspective.

Global Studies is centered on the interdisciplinary study of regions and their intersecting cultures, languages, history, politics, and societies. Historically, Global (or Area) Studies have sought ways to understand the distinctiveness of cultures and nations by applying the combined knowledge from the social sciences and humanities to their study. This approach was further developed during World War II and the Cold War to be able to understand both American allies and enemies.

Today, Global Studies examine regions and cultures within the larger context of globalization. It applies more branches of knowledge, from human biology and earth sciences to music and management engineering, to better understand the character of regions, their

respective developmental trajectories, and the way those trajectories fit into a larger global context.

Each student chooses one of the six specializations. The specialization appears on the transcript but it does not appear on the diploma.

### Admission

Students from any major interested in applying for admission to the Global Studies minor program should consult the relevant center adviser, or Executive Director of Stanford Global Studies <kkuhns@stanford.edu>. To declare the Global Studies minor with one of six specializations, students must:

1. Set up an appointment with the appropriate specialization adviser (see appropriate specialization page for contact information).
2. Declare the Global Studies minor in Axess (http://axess.stanford.edu).
3. Complete the Declaration or Change of Undergraduate Major, Minor, Honors, or Degree Program (https://studentaffairs.stanford.edu/sites/default/files/registrar/files/change_UG_program.pdf) form in order to declare the specialization. Submit the form to the specialization adviser as noted on the relevant tab in this section of this bulletin.

## Minor in Global Studies with African Studies Specialization

The minor in Global Studies, African Studies specialization, offers students the opportunity to complement their major course of study with an in-depth, interdisciplinary exploration of the cultures, histories, politics, religions, and societies of Africa.

Students from any major interested in applying for admission to this minor program should consult the minor adviser at the Center for African Studies. Students declare the minor and the African Studies specialization in Axess (http://axess.stanford.edu) (see below for detailed instructions).

Students consult with their minor adviser to develop individual programs. The minor is especially well-suited for undergraduates who plan to make service, research, or study abroad in Africa as part of their Stanford experience.

### Declaring the Global Studies Minor with African Studies Specialization

To declare the Global Studies minor with African Studies specialization, students must:

1. Set up an appointment with Laura Hubbard, <lhubbard@stanford.edu>, Associate Director for the Center for African Studies.
2. Declare the Global Studies minor in Axess (http://axess.stanford.edu).
3. Complete the Declaration or Change of Undergraduate Major, Minor, Honors, or Degree Program (https://studentaffairs.stanford.edu/sites/default/files/registrar/files/change_UG_program.pdf) form in order to declare the African Studies specialization. Submit the form to the minor adviser, Laura Hubbard, in the Center for African Studies office (Encina Hall West, Room 219, 417 Galvez Mall).

### Learning Outcomes

The SGS minor specialization in African Studies enables students to:

1. develop critical knowledge and skills in African Studies
2. organize their interest in Africa into a coherent course of study through directed mentorship and participation in intellectual community.
3. prepare for research, study, or service in Africa

Upon completion of requirements, final certification of the minor is made by the Center for African Studies. The minor and the specialization appear on the transcript but they do not appear on the diploma.

### Requirements

1. A minimum of 25 units of Africa-related courses. Students may not double-count courses for completing major and minor requirements.
2. GLOBAL 101 Global Studies Gateway Course (3 units)
3. At least one quarter's exposure to a sub-Saharan African language. The Center for African Studies (http://exploredegrees.stanford.edu/schoolofhumanitiesandsciences/africanstudies) and the Special Languages Program of the Language Center (http://exploredegrees.stanford.edu/schoolofhumanitiesandsciences/languagecenter) can arrange instruction in any of several languages spoken in West, East, Central, and Southern Africa.
4. One entry level course that covers more than one region of Africa.
5. A designated focus of study, either disciplinary or regional, through a three course concentration developed with the minor adviser.
6. A minimum 25-page research paper, with a focus on Africa. This paper may be an extension of a previous paper written for an African Studies course. Other approaches to fulfilling the capstone requirement may be accepted with the approval of the Director of African Studies.
   - Students present their work in an end-of-year capstone seminar with other SGS minors and led by SGS faculty.

### Course List

For a representative, rather than comprehensive, list of courses that count towards the minor, see the Related Courses tab in this section of the Bulletin. Other courses may also fulfill the requirements; students should consult their African Studies minor adviser concerning which courses might fulfill minor requirements.

## Minor in Global Studies with European Studies Specialization

The Stanford Global Studies, European Studies specialization, is designed for undergraduates with an interdisciplinary interest in the history, culture, politics, societies, and institutions of Europe, past and present.

The minor is especially well-suited for undergraduates who plan to make Europe-based overseas studies a part of their Stanford experience.

### Declaring the Global Studies Minor with European Studies Specialization

To declare the Global Studies minor with European Studies specialization, students must:

1. Set up an appointment with the minor adviser Kenneth Scheve, <scheve@stanford.edu>, Faculty Director for The Europe Center to discuss your academic plan.
2. Declare the Global Studies minor in Axess (http://axess.stanford.edu).
3. Complete the Declaration or Change of Undergraduate Major, Minor, Honors, or Degree Program (https://studentaffairs.stanford.edu/sites/default/files/registrar/files/change_UG_program.pdf) form in order to declare the European Studies specialization. Submit the form to Karen Haley, <khaley@stanford.edu>, in Encina Hall Central, Rm C243.

## Learning Outcomes

The SGS minor specialization in European Studies enables students to:

1. organize their studies in a coherent and mentored minor
2. prepare for or follow up on involvement in a Bing Overseas Studies Program in Europe

Upon completion of requirements, final certification of the minor is made by Stanford Global Studies. The minor and the specialization appear on the transcript but they do not appear on the diploma.

## Requirements

1. Completion of 28 units that include the following:
   a. GLOBAL 101 Global Studies Gateway Course (3 units)
   b. INTNLREL 122 Introduction to European Studies (5 units)
   c. 5 unit survey course on European history or culture. The list of course alternatives that fulfill this requirement this year are:
      - DLCL 100 CAPITALS: How Cities Shape Cultures, States, and People
      - HISTORY 106B Global Human Geography: Europe and Americas
      - HISTORY 110B Renaissance to Revolution: Early Modern Europe
      - HISTORY 132 Ordinary Lives: A Social History of the Everyday in Early Modern Europe
      - HISTORY 137A Europe, 1945-2002
      - HISTORY 230D Europe in the World, 1789-Present
   d. 15 additional units on a coherent theme of interest developed with the minor adviser. This combination of courses can be on any thematic subject with an interdisciplinary and comparative focus on Europe. See the Related Courses tab below for example courses.
   e. At least 13 of the 28 units need to be completed on the Stanford campus.
2. Advanced proficiency in a modern European language achieved by one of the following:
   a. Completion of six quarters of college-level study of a modern European language
   b. Completion of a course taught in a modern European language at the 100-level or higher and with a letter grade of 'B' or higher. This may be a course on a European language or literature, or other subject as long as it fulfills the above criteria. (This course may fulfill both the minor foreign language requirement and the minor 28 unit minimum requirement.)
   c. Achievement of the advanced proficiency level on the ACTFL scale in a test administered by the Stanford Language Center (http://exploredegrees.stanford.edu/schoolofhumanitiesandsciences/languagecenter)
3. A capstone experience in European Studies, including but not limited to one of the following:
   a. 25-page minimum research paper with a focus on European Studies
   b. Completion of an overseas study program or internship in Europe
   - Students present their work in an end-of-year capstone seminar with other SGS minors and led by SGS faculty.

## Course List

For a representative, rather than comprehensive, list of courses that count towards the minor, see the Related Courses tab in this section of the Bulletin. Other courses may also fulfill the requirements; students should consult their European Studies minor adviser concerning which courses might fulfill minor requirements.

# Minor in Global Studies with Iranian Studies Specialization

The Stanford Global Studies, Iranian Studies specialization, is designed for undergraduates with an interdisciplinary interest in the modern history and politics of Iran or the Middle East; Islam, particularly Shiism; the geopolitics of the Middle East; and the religions, ethnicities, and cultures.

Students consult with their minor adviser to develop individual programs. The minor is especially well-suited for undergraduates who plan graduate studies, teaching, or research and analysis focused on Iran.

Upon completion of requirements, final certification of the minor is made by Stanford Global Studies. The minor and the specialization appear on the transcript but they do not appear on the diploma.

## Declaring the Global Studies Minor with Iranian Studies Specialization

To declare the Global Studies minor with Iranian Studies specialization, students must:

1. Set up an appointment with Roma Parhad, <rparhad@stanford.edu>, Program Manager for the Iranian Studies Program.
2. Declare the Global Studies minor in Axess (http://axess.stanford.edu).
3. Complete the Declaration or Change of Undergraduate Major, Minor, Honors, or Degree Program (https://studentaffairs.stanford.edu/sites/default/files/registrar/files/change_UG_program.pdf) form in order to declare the Iranian Studies specialization. Submit the form to the minor adviser Roma Parhad in Encina Hall West, Rm 211.

## Requirements

1. GLOBAL 101 Global Studies Gateway Course (3 units)
2. One area-specific entry course that deals with Iran and the Middle East. If a student wants to take a course on a subject matter not directly related to Iran, the consent of the Director of Iranian Studies is required.
3. A minimum of 25 units of qualifying courses. 15 units must be from the list of core courses. The remaining 10 units can be chosen from the list of approved elective courses.
   - At least 10 of the 25 units must be completed at the home campus; the remaining 15 units could be completed in an approved study abroad programs.
4. Completion of two quarters of Persian language, or proven proficiency in the language.
5. A capstone experience in Iranian Studies for up to 5 units. The project offers students the option to conduct a major independent research paper related to Iran under faculty guidance.
   - Students present their work in an end-of-year capstone seminar with other SGS minors and led by SGS faculty.

## Course List

For a representative, rather than comprehensive, list of courses that count towards the minor, see the Related Courses tab in this section of the Bulletin. Other courses may also fulfill the requirements; students should consult their Iranian Studies minor adviser concerning which courses might fulfill minor requirements.

# Minor in Global Studies with Islamic Studies Specialization

The minor in Stanford Global Studies, Islamic Studies specialization, offers students an interdisciplinary and global exploration of Islam and Muslim societies and cultures. Focus is on knowledge of Islam in all its internal complexity, the history of Islam from its beginnings to the 21st century, Islamic social contexts, and the diversity of human experience as seen in literature and the arts originating in societies affected by Islamic civilizations. Students explore the global extent of Islam and the growth of its diasporas by taking courses on geographical regions such as the Middle East, South Asia, Eurasia, Africa, Western Europe, and Americas) and from disciplines such as anthropology, art and art history, comparative literature, history, political science, international relations, and religious studies.

Students consult with their minor adviser to develop individual programs.

## Declaring the Global Studies Minor with Islamic Studies Specialization

To declare the Global Studies minor with Islamic Studies specialization, students must:

1. Set up an appointment with Burcak Keskin-Kozat, <burcak@stanford.edu>, Associate Director for the Islamic Studies Program to discuss your academic plan.
2. Declare the Global Studies minor in Axess (http://axess.stanford.edu).
3. Complete the Declaration or Change of Undergraduate Major, Minor, Honors, or Degree Program (https://studentaffairs.stanford.edu/sites/default/files/registrar/files/change_UG_program.pdf) form in order to declare the Islamic Studies specialization. Submit the form to the minor adviser Burcak Keskin-Kozat in Encina Hall West, Rm. 212.

## Learning Outcomes

The SGS minor specialization in Islamic Studies enables students to:

1. organize their studies in a coherent and mentored minor.
2. gain exposure to the past and present of Islam in diverse social, political, and cultural settings around the globe.
3. prepare for or follow up on involvement in a Bing Overseas Studies Program such as in Istanbul, France, Germany, or Cape Town.

Upon completion of requirements, final certification of the minor is made by the Abbasi Program in Islamic Studies. The minor and the specialization appear on the transcript but they do not appear on the diploma.

## Requirements

1. GLOBAL 101 Global Studies Gateway Course (3 units)
2. One area-specific entry course focusing on the Islamic world. The following courses may be used to fulfill this requirement:
   - ANTHRO 28N Secularism and its Critics (3-5 units)
   - HISTORY 289 The Indian Ocean World: Winds, Merchants & Empires
   - POLISCI 246A Paths to the Modern World: Islam and the West (5 units)
   - COMPLIT 238A Uneasy Modernity: 20th Century Persian Poetry and the Specter of Tradition (3-5 units)
   - HISTORY 83D Global History of Muslim Peoples (from the Crusades to Modern Times)
3. Completion of at least 25 units of courses from the Related Courses tab on this page.
4. At least one course must be from each of the following areas:
   - Islamic Arts, Literatures, and Cultures
   - Islam, History, and Politics
   - Religion of Islam
5. Completion of three courses in a relevant language such as Arabic, Persian, Turkish, Ottoman Turkish, Urdu, Pashto, Kazakh, or Swahili.
6. A capstone project such as a minimum 25-page research paper, directed reading and research with an Abbasi Program faculty member, or an overseas study, internship, or language training program that is approved by the Abbasi Program.
   - Students present their work in an end-of-year capstone seminar with other SGS minors and led by SGS faculty.

## Course List

For a representative, rather than comprehensive, list of courses that count towards the minor, see the Related Courses tab in this section of the Bulletin. Other courses may also fulfill the requirements; students should consult their Islamic Studies minor adviser concerning which courses might fulfill minor requirements.

# Minor in Global Studies with Latin American Studies Specialization

The minor in Stanford Global Studies, Latin American Studies specialization, consists of a core set of courses surveying the history, politics, society, ecology, and culture of the Latin American region; advanced language training; and in-depth course work.

Students from any major interested in applying for admission to this minor program should consult Stanford Global Studies. Students who wish to complete the minor must declare online (through Axess (http://axess.stanford.edu)) and submit a proposal of course work no later than the second quarter of the junior year. The minor must be completed by the second quarter of the senior year. Units taken for a student's major cannot be double-counted towards the minor.

Students consult with their minor adviser to develop individual programs. The minor is especially well-suited for undergraduates who plan to make service, research, or study abroad in Latin America a part of their Stanford experience.

The Global Studies Minor with Specialization in Latin American Studies is open to students in any major.

Upon completion of all requirements, final certification of the minor is made by the Center for Latin American Studies subcommittee on undergraduate programs. The minor and the specialization appear on the transcript but they do not appear on the diploma.

## Declaring the Global Studies Minor with Latin American Studies Specialization

To declare the Global Studies minor with Latin American Studies specialization, students must:

1. Set up an appointment with the CLAS associate director to discuss your academic plan.
2. Declare the Global Studies minor in Axess (http://axess.stanford.edu).
3. Complete the Declaration or Change of Undergraduate Major, Minor, Honors, or Degree Program (https://studentaffairs.stanford.edu/sites/default/files/registrar/files/change_UG_program.pdf) form in order to declare the Latin American Studies specialization. Submit the form to the minor adviser Elizabeth Saenz-Ackermann in Bolivar House, 582 Alvarado Row.

## Requirements

1. Students may not double-count courses for completing major and minor requirements. Completion of 28 units as follows:
   a. GLOBAL 101 Global Studies Gateway Course (3 units)
   b. A 5-unit course surveying Latin America, either ILAC 131 Introduction to Latin America: Cultural Perspectives or an approved substitute.
   c. 20 additional units in courses which together comprise a coherent focus on a theoretical problem or issue of the region, such as but not limited to
      i culture and identity
      ii political economy
      iii sustainable development.
   d. At least 15 of the 28 units must be completed at Stanford.
   e. All courses to be counted toward the minor must be taken for a letter grade.
2. Foreign Language Requirement. The minimum requirement for completion of the minor in Global Studies with Latin American Studies Specialization is advanced proficiency in Spanish or Portuguese by one of the following:
   a. Completion of seven quarters of college-level study of Spanish or Portuguese.
   b. Completion of a course taught in Spanish or Portuguese at the 100-level or higher, with a letter grade of 'B' or higher. This may be a course on Spanish or Portuguese language or literature, or some other subject.
   c. Achievement of the advanced proficiency level on the ACTFL scale in a test administered by the Stanford Language Center. Contact the Stanford Language Center (http://exploredegrees.stanford.edu/schoolofhumanitiesandsciences/languagecenter) for test dates and procedures.
3. Recommended: experience in Latin America such as study abroad, field research, or an internship.
   - Students present their work in an end-of-year capstone seminar with other SGS minors and led by SGS faculty.

## Course List

For a representative, rather than comprehensive, list of courses that count towards the minor, see the Related Courses tab (http://exploredegrees.stanford.edu/schoolofhumanitiesandsciences/latinamericanstudies/#relatedcoursestext) in this section of the Bulletin. Other courses may also fulfill the requirements; students should consult their Latin American Studies minor adviser concerning which courses might fulfill minor requirements.

# Minor in Global Studies with South Asian Studies Specialization

The minor in Stanford Global Studies, South Asian Studies specialization, offers students a focused study from an interdisciplinary perspective of the cultures, histories, politics, religions, and societies of South Asia, including India, Pakistan, Sri Lanka, Nepal, Bhutan, Bangladesh, and the Maldives.

The Global Studies Minor with Specialization in South Asian Studies is open to students in any major. Students consult with their minor adviser to develop individual programs.

## Declaring the Global Studies Minor with South Asian Studies Specialization

To declare the Global Studies minor with South Asian Studies specialization, students must:

1. Set up an appointment with Sangeeta Mediratta, <smedirat@stanford.edu>, Associate Director for the South Asian Studies Center to discuss your academic plan.
2. Declare the Global Studies minor in Axess (http://axess.stanford.edu).
3. Complete the Declaration or Change of Undergraduate Major, Minor, Honors, or Degree Program (https://studentaffairs.stanford.edu/sites/default/files/registrar/files/change_UG_program.pdf) form in order to declare the South Asian Studies specialization. Submit the form to the minor adviser Sangeeta Mediratta in Encina Hall West, Rm 104.

## Learning Outcomes

The SGS minor specialization in South Asian Studies enables students to:

1. acquire a nuanced and sophisticated understanding of the texts and contexts of South Asian Studies .
2. work on this geographical and disciplinary area within the broader contours, conversations, and methods of Global Studies.
3. enhance students' ability to understand and participate in an increasingly global world.
4. develop critical and wide-ranging insight into a key world area.

Upon completion of requirements, final certification of the minor is made by the Center for South Asian Studies. The minor and the specialization appear on the transcript but they do not appear on the diploma.

## Requirements

1. GLOBAL 101 Global Studies Gateway Course (3 units)
2. At least 25 units of qualifying courses. Students may not double-count courses for completing major and minor requirements. At least 10 of the 25 units must be completed at Stanford. All courses to be counted toward the minor must be taken for a letter grade.
   a. A 5-unit core course such as ANTHRO 149 South Asia: History, People, Politics or HISTORY 106A Global Human Geography: Asia and Africa.
   b. 20 units in courses that together represent an area of interdisciplinary focus such as, but not limited to, the following:
      i immigration and law
      ii urbanization and film
      iii history and culture.Each course (with the exception of BOSP courses) must be at the 100-level or higher.
   c. All courses, with the exception of Overseas Studies courses, must be at the 100-level or higher. For a list of courses, see the "Related Courses" tab in this section.
3. Foreign Language Requirement. Language requirement: Intermediate proficiency in a South Asian language by one of the following:
   a. Completion of two introductory language courses in a South Asian language such as Urdu, Hindi, Persian, Bengali, Pashto, Tamil, Telugu, Kannada, Gujarati, Malayalam, Garhwali, Nepalese, Tibetan, or Sindhi; other languages may also qualify.
   b. Intermediate proficiency in any of the above languages, as measured by the ACTFL scale in a test administered by the Stanford Language Center (http://exploredegrees.stanford.edu/schoolofhumanitiesandsciences/languagecenter).
4. A capstone experience in South Asia such as study abroad, field research, an internship, or another example of sustained and serious involvement in South Asia. The approach taken must be approved by the Center for South Asia faculty director..
   - Students present their work in an end-of-year capstone seminar with other SGS minors and led by SGS faculty.

## Course List

For a representative, rather than comprehensive, list of courses that count towards the minor, see the Related Courses tab in this section of the Bulletin. Other courses may also fulfill the requirements; students should consult their South Asian Studies minor adviser concerning which courses might fulfill minor requirements.

*Director:* Jeremy Weinstein

*Advisory Committee:* Shahzad Bashir (Religious Studies), Thomas Blom Hansen (Anthropology), Kathryn Stoner (Freeman Spogli Institute for International Studies)

*Directors' Committee:* Jun Uchida (History), Shahzad Bashir (Religious Studies), Alberto Díaz-Cayeros (Freeman Spogli Institute for International Studies), Thomas Blom Hansen (Anthropology), Amalia Kessler (Law), Pavle Levi (Art & Art History), Abbas Milani (Hoover Institution), Jeremy Weinstein (Political Science), Kenneth Scheve (Political Science), Kathryn Stoner ( Freeman Spogli Institute for International Studies), Mike Tomz (Political Science), Richard Roberts (History), Charlotte Fonrobert (Religious Studies)

The following lists are representative rather than comprehensive lists of courses that may apply to the six specializations in the minor in Stanford Global Studies. Students should consult their adviser to determine courses that apply to their specific program.

# African Studies Specialization

The following courses are a selection of courses related to African Studies. This list is updated as additional courses are made available. Students should consult with their minor adviser to determine the applicability of any course to the minor in Stanford Global Studies, African Studies specialization.

| | | Units |
|---|---|---|
| AFRICAST 109 | Running While Others Walk: African Perspectives on Development | 5 |
| AFRICAST 111 | Education for All? The Global and Local in Public Policy Making in Africa | 5 |
| AFRICAST 112 | AIDS, Literacy, and Land: Foreign Aid and Development in Africa | 5 |
| AFRICAST 131 | Media and Conflict in Africa | 3-5 |
| AFRICAST 132 | Literature and Society in Africa and the Caribbean | 4 |
| AFRICAST 135 | Designing Research-Based Interventions to Solve Global Health Problems | 3-4 |
| AFRICAST 138 | Conflict and Reconciliation in Africa: International Intervention | 3-5 |
| AFRICAST 142 | Challenging the Status Quo: Social Entrepreneurs Advancing Democracy, Development and Justice | 3-5 |
| AFRICAST 181 | Media Representations of Africa | 3-5 |
| AFRICAST 300 | Contemporary Issues in African Studies | 1 |
| **Related Courses from Other Departments** | | |
| AFRICAST 119 | Novel Perspectives on South Africa | 2-3 |
| AFRICAST 133B | Covering Islam: On What We Learn to See, Think and Hear about Islam & Muslims | 3-5 |
| AFRICAST 141A | Science, Technology, and Medicine in Africa | 4 |
| AFRICAST 145B | The African Atlantic | 3-5 |
| AFRICAST 199 | Independent Study or Directed Reading | 1-5 |
| AFRICAST 220E | Renaissance Africa | 3-5 |
| AFRICAST 229 | Literature and Global Health | 3-5 |
| AFRICAST 235 | Designing Research-Based Interventions to Solve Global Health Problems | 3-4 |
| ANTHRO 1 | Introduction to Cultural and Social Anthropology | 3-5 |
| ANTHRO 13A | Islamic Routes: Archaeology and Heritage of Muslim Societies | 3-5 |
| ANTHRO 41 | Genes and Identity | 3 |
| ANTHRO 140 | Ethnography of Africa | 3 |
| ANTHRO 141B | The Anthropology of Bits and Bytes: Digital Media in the Developing World | 5 |
| ANTHRO 147 | Nature, Culture, Heritage | 5 |
| ANTHRO 185 | Medical Anthropology of Contemporary Africa | 5 |
| CLASSICS 24N | What is a Map? | 4 |
| COMPLIT 121 | Poems, Poetry, Worlds | 5 |
| ECON 118 | Development Economics | 5 |
| HISTORY 46S | Economies of Africa: Entrepreneurialism, Informality and the History of Capitalism, 1400-Present | 5 |
| HISTORY 47 | History of South Africa | 3 |
| HISTORY 48 | The Egyptians | 3-5 |
| HISTORY 48Q | South Africa: Contested Transitions | 4 |
| HISTORY 106A | Global Human Geography: Asia and Africa | 5 |
| HISTORY 145B | Africa in the 20th Century | 5 |
| HISTORY 146 | History of Humanitarian Aid in sub-Saharan Africa | 4-5 |
| HISTORY 238J | The European Scramble for Africa: Origins and Debates | 5 |
| HISTORY 244 | Egyptomania! The Allure of Ancient Egypt Over the Past 3,500 Years | 5 |
| HISTORY 247J | History and Memory in Africa | 4-5 |
| HISTORY 248S | Colonial States and African Societies, Part I | 4-5 |
| HISTORY 249S | Colonial States and African Societies, Part II | 4-5 |
| HISTORY 283 | The New Global Economy, Oil and Origins of the Arab Spring | 4-5 |
| HISTORY 289 | The Indian Ocean World: Winds, Merchants & Empires | 4-5 |
| HUMBIO 129 | Critical Issues in International Women's Health | 4 |
| ILAC 219 | Lusophone Africa | 3-5 |
| LAWGEN 111Q | Introduction to International Human Rights | 3 |
| OSPCPTWN 16 | Sites of Memory | 3 |
| OSPCPTWN 18 | Xhosa Language and Culture | 2 |
| OSPCPTWN 24A | Targeted Research Project in Community Health and Development | 3 |
| OSPCPTWN 24B | Targeted Research Project in Community Health and Development | 5 |
| OSPCPTWN 30 | Engaging Cape Town | 2 |
| OSPCPTWN 31 | Political Economy of Foreign Aid | 3 |
| OSPCPTWN 38 | Genocide: African Experiences in Comparative Perspective | 3-5 |
| OSPCPTWN 43 | Public and Community Health in Sub-Saharan Africa | 4 |
| OSPCPTWN 50 | [Independent Study] Conservation & Resources in Sub-Saharan Africa | 2-3 |
| OSPCPTWN 57 | Directed Study in Health Systems and Policy | 1-3 |
| OSPCPTWN 63 | Socio-Ecological Systems | 3 |
| OSPCPTWN 70 | Youth Citizenship and Community Engagement | 3 |
| OSPCPTWN 75 | Giving Voice to the Now: Studies in the South African Present | 3 |
| OSPCPTWN 76 | (South) Africa Rising: Implications for Conflict, Democracy, and Human Rights | 5 |
| OSPCPTWN 77 | Independent Study: Topics in South African Politics and Development | 2-4 |
| OSPCPTWN 78 | Postcolonial Modernist Art Movements in Africa | 3 |
| OSPCPTWN 80 | Business in Africa | 2 |

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| POLISCI 11N | The Rwandan Genocide | 3 |
| POLISCI 114D | Democracy, Development, and the Rule of Law | 5 |
| POLISCI 146A | African Politics | 4-5 |
| POLISCI 242A | Why is Africa Poor? | 5 |
| SURG 150 | Principles and Practice of International Humanitarian Surgery | 4 |
| THINK 42 | Thinking Through Africa: Perspectives on Health, Wealth, and Well-Being | 4 |

# European Studies Specialization

The following courses are a selection of courses related to European Studies. This list is updated as additional courses are made available. Students should consult with their minor adviser to determine the applicability of any course to the minor in Stanford Global Studies, European Studies specialization.

| | | Units |
|---|---|---|
| ARTHIST 101 | Introduction to Greek Art I: The Archaic Period | 4 |
| ARTHIST 102 | Introduction to Greek Art II: The Classical Period | 4 |
| ARTHIST 105 | Art & Architecture in the Medieval Mediterranean | 4 |
| ARTHIST 107A | St. Petersburg, a Cultural Biography: Architecture, Urban Planning, the Arts | 4 |
| ARTHIST 108 | Virginity and Power: Mary in the Middle Ages | 4 |
| ARTHIST 111 | Introduction to Italian Renaissance, 1420-1580 | 4 |
| ARTHIST 114 | Mystical Naturalism: Van Eyck, Dürer, and the Northern Renaissance | 4 |
| ARTHIST 117 | Picturing the Papacy, 1300-1850 | 4 |
| ARTHIST 118 | Titian, Veronese, Tintoretto | 4 |
| ARTHIST 120 | Living in a Material World: Seventeenth-century Dutch and Flemish Painting | 4 |
| ARTHIST 121 | 18th-Century Art in Europe, ca 1660-1780 | 4 |
| ARTHIST 122 | The Age of Revolution: Painting in Europe 1780-1830 | 4 |
| ARTHIST 124 | The Age of Naturalism, Painting in Europe1830-1874 | 4 |
| ARTHIST 126 | Post-Naturalist Painting | 4 |
| ARTHIST 142 | Architecture Since 1900 | 4 |
| ARTHIST 147 | Modernism and Modernity | 4 |
| ARTHIST 203 | Artists, Athletes, Courtesans and Crooks | 5 |
| ARTHIST 210 | Giotto | 5 |
| ARTHIST 213 | Renaissance Print Culture: Art in the Cantor Arts Center | 5 |
| COMPLIT 115 | Nabokov in the Transnational Context | 3-5 |
| COMPLIT 181 | Philosophy and Literature | 5 |
| COMPLIT 190 | Tolstoy's Anna Karenina in Dialogue with Contemporary Philosophical, Social, and Ethical Thought | 3-5 |
| COMPLIT 219 | Dostoevsky: Narrative Performance and Literary Theory | 3-5 |
| COMPLIT 230A | The Novel in Europe: The Age of Compromise, 1800-1848 | 5 |
| COMPLIT 233 | Baroque and Neobaroque | 5 |
| COMPLIT 247 | Bollywood and Beyond: An Introduction to Indian Film | 3-5 |
| COMPLIT 290 | Human Rights in a Global Frame: Race, Place, Redress, Resistance | 3-5 |
| COMPLIT 332 | The Transatlantic Renaissance | 5 |
| DLCL 100 | CAPITALS: How Cities Shape Cultures, States, and People | 3-5 |
| ENGLISH 81 | Philosophy and Literature | 5 |
| ENGLISH 233 | Baroque and Neobaroque | 5 |
| FILMSTUD 131 | Cinemato-graph | 3-5 |
| FILMSTUD 331 | Cinemato-graph | 3-5 |
| HISTORY 10B | Survey of Early Modern Europe | 3 |
| HISTORY 10C | The Problem of Modern Europe | 3 |
| HISTORY 30C | Culture and Society in Reformation England | 3 |
| HISTORY 85B | Jews in the Contemporary World: Faith and Ethnicity, Visibility and Vulnerability | 3 |
| HISTORY 106B | Global Human Geography: Europe and Americas | 5 |
| HISTORY 110B | Renaissance to Revolution: Early Modern Europe | 5 |
| HISTORY 110C | The Problem of Modern Europe | 5 |
| HISTORY 132 | Ordinary Lives: A Social History of the Everyday in Early Modern Europe | 5 |
| HISTORY 137A | Europe, 1945-2002 | 5 |
| HISTORY 140A | The Scientific Revolution | 5 |
| HISTORY 185B | Jews in the Contemporary World: Faith and Ethnicity, Vulnerability and Visibility | 4-5 |
| HISTORY 222 | Crime and Punishment in Early Modern Europe and Russia | 5 |
| HISTORY 227 | East European Women and War in the 20th Century | 4-5 |
| HISTORY 230D | Europe in the World, 1789-Present | 4-5 |
| HISTORY 230F | Surveillance in Modern Europe | 4-5 |
| HISTORY 233G | Catholic Politics in Europe, 1789-1992 | 5 |
| HISTORY 239H | Colonialism and Empire in Modern Europe | 5 |
| HISTORY 327 | East European Women and War in the 20th Century | 4-5 |
| HISTORY 330D | Europe in the World, 1789-Present | 4-5 |
| HISTORY 330F | Surveillance in Modern Europe | 4-5 |
| ILAC 114N | Introduction to Lyric Poetry | 3-5 |
| ILAC 120 | Advanced Critical Reading in Spanish | 3-5 |
| ILAC 130 | Introduction to Iberia: Cultural Perspectives | 3-5 |
| ILAC 136 | Modern Iberian Literatures | 3-5 |
| ILAC 157 | Medieval and Early Modern Iberian Literatures | 3-5 |
| ILAC 193 | The Cinema of Pedro Almodovar | 3-5 |
| ILAC 199 | Individual Work | 1-12 |
| ILAC 201 | Modern Spanish Theater | 3-5 |
| ILAC 242 | Poetry Workshop in Spanish | 3-5 |
| ILAC 278 | Senior Seminar: Spanish Poetry | 3-5 |
| INTNLREL 122 | Introduction to European Studies | 5 |
| INTNLREL 123 | The Future of the European Union: Challenges and Opportunities | 5 |
| JEWISHST 5 | Biblical Greek | 3-5 |
| JEWISHST 5B | Biblical Greek | 3-5 |
| JEWISHST 148 | Writing Between Languages: The Case of Eastern European Jewish Literature | 3-5 |
| JEWISHST 183 | The Holocaust | 4 |
| JEWISHST 185B | Jews in the Contemporary World: Faith and Ethnicity, Vulnerability and Visibility | 4-5 |
| LAW 5005 | European Union Law | 2-3 |
| ME 421 | European Entrepreneurship and Innovation Thought Leaders Seminar | 1 |
| OSPBER 68 | Protestant Reformation | 4 |
| OSPBER 161X | The German Economy in the Age of Globalization | 4-5 |
| OSPMADRD 43 | The Jacobean Star Way and Europe: Society, Politics and Culture | 5 |
| OSPMADRD 74 | Islam in Spain and Europe: 1300 Years of Contact | 4 |
| OSPPARIS 122X | Challenges of Integration in the European Union | 4-5 |

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| PHIL 81 | Philosophy and Literature | 5 |
| PHIL 115 | Problems in Medieval Philosophy: Islamic Aristotelianism and Western Scholasticism | 3-5 |
| PHIL 215 | Problems in Medieval Philosophy: Islamic Aristotelianism and Western Scholasticism | 3-5 |
| REES 100 | Current Issues in Russian, East European, and Eurasian Studies | 1-2 |
| REES 105 | Central and East European Politics | 5 |
| REES 205 | Central and East European Politics | 5 |
| SOC 309 | Nations and Nationalism | 4-5 |

# Iranian Studies Specialization

The following courses are a selection of courses related to Iranian Studies. This list is updated as additional courses are made available. Students should consult with their minor adviser to determine the applicability of any course to the minor in Stanford Global Studies, Iranian Studies specialization.

| | | Units |
|---|---|---|
| AFRICAAM 94 | Public Space in Iran: Murals, Graffiti, Performance | 3-4 |
| AMELANG 144A | First-Year Modern Persian, First Quarter | 5 |
| AMELANG 144B | First-Year Modern Persian, Second Quarter | 5 |
| AMELANG 144C | First-Year Modern Persian, Third Quarter | 5 |
| AMELANG 145A | Second-Year Modern Persian, First Quarter | 5 |
| AMELANG 145B | Second-Year Modern Persian, Second Quarter | 5 |
| AMELANG 145C | Second-Year Modern Persian ,Third Quarter | 5 |
| AMELANG 146A | Third-Year Persian, First Quarter | 4 |
| AMELANG 146B | Third-Year Persian, Second Quarter | 4 |
| AMELANG 146C | Third-Year Persian, Third Quarter | 4 |
| AMELANG 216A | Contemporary Language of Iran, First Quarter | 3 |
| AMELANG 216B | Contemporary Language of Iran, Second Quarter | 3 |
| AMELANG 216C | Contemporary Language of Iran, Third Quarter | 3 |
| ANTHRO 134B | Conflict and Change in the Middle East | 5 |
| ANTHRO 150A | Minaret and Mahallah: Women and Islam in Central Asia | 3-5 |
| ANTHRO 181A | Gender in the Middle East: Iran, Turkey, and Egypt | 4 |
| ARTHIST 118A | Public Space in Iran: Murals, Graffiti, Performance | 3-4 |
| CLASSICS 147 | Priests, Prophets, and Kings: Religion and Society in Late Antique Iran | 4-5 |
| CLASSICS 148 | Imperishable Heroes and Unblemished Goddesses: Myth, Ritual, and Epic in Ancient Iran | 3-5 |
| CLASSICS 247 | Priests, Prophets, and Kings: Religion and Society in Late Antique Iran | 4-5 |
| CLASSICS 248 | Imperishable Heroes and Unblemished Goddesses: Myth, Ritual, and Epic in Ancient Iran | 3-5 |
| COMPLIT 40Q | Aesthetics of Dissent: the Case of Islamic Iran | 2-3 |
| COMPLIT 125 | Past Desire Made Present: The Traditions of Erotic Poetry in Medieval Iran and Europe | 3-5 |
| COMPLIT 209 | Advanced Readings in Persian | 2-5 |
| COMPLIT 237A | Jesters, Cross-dressers, and Rebels: A Subversive History of Persian Literature | 3-5 |
| COMPLIT 238A | Uneasy Modernity: 20th Century Persian Poetry and the Specter of Tradition | 3-5 |
| COMPLIT 243A | From Idol to Equal: Changing Images of Love in 20th-Century Persian and Turkish Literature | 3-5 |
| COMPLIT 249A | The Iranian Cinema: Image and Meaning | 1-3 |
| COMPLIT 249B | Iranian Cinema in Diaspora | 1-3 |
| COMPLIT 249C | Contemporary Iranian Theater | 1-3 |
| COMPLIT 260B | Love and Negativity in Medieval Persian Mysticism | 3-5 |
| DLCL 227 | Persian, Arabic, Turkish, and Hebrew Languages, Literatures, and Cultures | 1 |
| FEMGEN 3B | Trans History: The Long View | 1 |
| FEMGEN 181A | Gender in the Middle East: Iran, Turkey, and Egypt | 4 |
| GLOBAL 101 | Global Studies Gateway Course | 3 |
| GLOBAL 190 | Illicit Trade in Art and Antiquities | 3 |
| GLOBAL 249A | The Iranian Cinema: Image and Meaning | 1-3 |
| GLOBAL 249B | Iranian Cinema in Diaspora | 1-3 |
| GLOBAL 249C | Contemporary Iranian Theater | 1-3 |
| GLOBAL 390 | Illicit Trade in Art and Antiquities | 3 |
| HISTORY 3B | Trans History: The Long View | 1 |
| HISTORY 82C | Making of the Islamic World, 600-1500 | 3 |
| HISTORY 83D | Global History of Muslim Peoples (from the Crusades to Modern Times) | 3-5 |
| HISTORY 84N | The American Empire in the Middle East | 4 |
| HISTORY 84S | Between Toleration and Persecution: Iran and its Minorities in the Twentieth Century | 5 |
| HISTORY 181B | Formation of the Contemporary Middle East | 5 |
| HISTORY 182C | Making of the Islamic World, 600-1500 | 5 |
| HISTORY 183D | Global History of Muslim Peoples (from the Crusades to Modern Times) | 3-5 |
| HISTORY 252B | Diplomacy on the Ground: Case Studies in the Challenges of Representing Your Country | 5 |
| HISTORY 281D | Shia Islam | 4-5 |
| HISTORY 282C | Women in the Modern Middle East | 4-5 |
| HISTORY 284F | Empires, Markets and Networks: Early Modern Islamic World and Beyond, 1500-1800 | 4-5 |
| HISTORY 381D | Shia Islam | 4-5 |
| HISTORY 382C | Women in the Modern Middle East | 4-5 |
| HISTORY 384F | Empires, Markets and Networks: Early Modern Islamic World and Beyond, 1500-1800 | 4-5 |
| INTNLREL 71Q | Aesthetics of Dissent: the Case of Islamic Iran | 2-3 |
| INTNLREL 174 | Diplomacy on the Ground: Case Studies in the Challenges of Representing Your Country | 5 |
| INTNLREL 198 | Senior Thesis | 2-10 |
| INTNLREL 207 | Tribe, State, and Society in the Modern Middle East | 5 |
| JEWISHST 330 | Illicit Trade in Art and Antiquities | 3 |
| MS&E 93Q | Nuclear Weapons, Energy, Proliferation, and Terrorism | 3 |
| POLISCI 118P | U.S. Relations in Iran | 5 |
| POLISCI 149S | Islam, Iran, and the West | 5 |
| POLISCI 211N | Nuclear Politics | 3-5 |
| POLISCI 215F | Nuclear Weapons and International Politics | 5 |
| POLISCI 219 | Directed Reading and Research in International Relations | 1-10 |
| POLISCI 229 | Directed Reading and Research in American Politics | 1-10 |
| POLISCI 245R | Politics in Modern Iran | 5 |
| POLISCI 311N | Nuclear Politics | 3-5 |
| POLISCI 315F | Nuclear Weapons and International Politics | 5 |
| RELIGST 180 | Gender Relations in Islam | 3 |
| RELIGST 209 | Priests, Prophets, and Kings: Religion and Society in Late Antique Iran | 4-5 |
| RELIGST 209A | Sugar in the Milk: Modern Zoroastrianism as Race, Religion, and Ethnicity | 4-5 |
| RELIGST 209D | `Crow Eaters' & `Fire Worshippers': Exploring Contemporary Zoroastrianism Thru Reading Parsi Lit | 3-5 |

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| RELIGST 209E | Imperishable Heroes and Unblemished Goddesses: Myth, Ritual, and Epic in Ancient Iran | 3-5 |
| RELIGST 309 | Priests, Prophets, and Kings: Religion and Society in Late Antique Iran | 4-5 |
| RELIGST 309A | Sugar in the Milk: Modern Zoroastrianism as Race, Religion, and Ethnicity | 4-5 |
| RELIGST 309D | `Crow Eaters' & `Fire Worshippers': Exploring Contemporary Zoroastrianism Thru Reading Parsi Lit | 3-5 |
| RELIGST 309E | Imperishable Heroes and Unblemished Goddesses: Myth, Ritual, and Epic in Ancient Iran | 3-5 |

# Islamic Studies Specialization

The following courses are a selection of courses related to Islamic Studies. This list is updated as additional courses are made available. Students should consult with their minor adviser to determine the applicability of any course to the minor in Stanford Global Studies, Islamic Studies specialization.

| | | Units |
|---|---|---|
| **Islamic Arts, Literatures, and Cultures** | | |
| AFRICAAM 94 | Public Space in Iran: Murals, Graffiti, Performance | 3-4 |
| AFRICAST 133B | Covering Islam: On What We Learn to See, Think and Hear about Islam & Muslims | 3-5 |
| AMELANG 126 | Reflection on the Other: The Jew and the Arab in Literature | 3-5 |
| ANTHRO 13A | Islamic Routes: Archaeology and Heritage of Muslim Societies | 3-5 |
| ANTHRO 28N | Secularism and its Critics | 3-5 |
| ANTHRO 49 | Violence and Belonging in the Middle East | 5 |
| ANTHRO 132 | Religion and Politics in the Muslim World | 5 |
| ANTHRO 132B | Islam Law in Muslim and Non-Muslim Societies | 3-5 |
| ANTHRO 133A | Anthropology of the Middle East | 3-5 |
| ANTHRO 133B | Covering Islam: On What We Learn to See, Think and Hear about Islam & Muslims | 3-5 |
| ANTHRO 134B | Conflict and Change in the Middle East | 5 |
| ANTHRO 139 | Ethnography of Africa | 5 |
| ANTHRO 142A | Youth in the Global South: Beyond Active Subjects and Passive Objects | 5 |
| ANTHRO 144A | Practice of Everyday Life in Kazakhstan: From Nomadism to Modernity | 3-5 |
| ANTHRO 146A | Anthropology of Youth | 5 |
| ANTHRO 146B | Global Heritage, World Heritage: History and Intersections in Contemporary Society | 5 |
| ANTHRO 147A | Folklore, Mythology, and Islam in Central Asia | 3-5 |
| ANTHRO 147B | World Heritage in Global Conflict | 5 |
| ANTHRO 149 | South Asia: History, People, Politics | 5 |
| ANTHRO 149A | Cities and Citizens in the Middle East | 4 |
| ANTHRO 150A | Minaret and Mahallah: Women and Islam in Central Asia | 3-5 |
| ANTHRO 181A | Gender in the Middle East: Iran, Turkey, and Egypt | 4 |
| ANTHRO 247B | World Heritage in Global Conflict | 5 |
| ANTHRO 249 | South Asia: History, People, Politics | 5 |
| ANTHRO 318 | Democracy and Political Authority | 5 |
| ANTHRO 341 | The Archaeololgy of Religious Crusading in Medieval Europe | 5 |
| ANTHRO 347 | Religion and Modernity | 5 |
| ARABLANG 14A | Short Stories and Poetry from the Arab World - Part I | 3 |
| ARCHLGY 13 | Islamic Routes: Archaeology and Heritage of Muslim Societies | 3-5 |
| ARCHLGY 132 | The Anthropology of Heritage: Concepts, Contexts and Critique | 3-5 |
| ARCHLGY 147B | World Heritage in Global Conflict | 5 |
| ARCHLGY 232 | The Anthropology of Heritage: Concepts, Contexts and Critique | 3-5 |
| ARTHIST 1A | Introduction to the Visual Arts: Prehistoric through Medieval | 5 |
| ARTHIST 105 | Art & Architecture in the Medieval Mediterranean | 4 |
| ARTHIST 105B | Medieval Journeys: Introduction through the Art and Architecture | 3-5 |
| ARTHIST 118A | Public Space in Iran: Murals, Graffiti, Performance | 3-4 |
| ARTHIST 205 | Cairo and Istanbul: Urban Space, Memory, Protest | 5 |
| ARTHIST 205A | Islamic Painting: Landscape, Body, Power | 5 |
| ARTHIST 208 | Hagia Sophia | 5 |
| ARTHIST 208B | The Art of Medieval Spain: Muslims, Christians, Jews | 5 |
| ARTHIST 209 | Art and Religious Experience in Byzantium and Islam | 5 |
| ARTHIST 305 | Art & Architecture in the Medieval Mediterranean | 4 |
| ARTHIST 405 | Art, Ekphrasis, and Music in Byzantium and Islam | 5 |
| ARTHIST 408 | Hagia Sophia | 5 |
| ARTHIST 408B | The Art of Medieval Spain: Muslims, Christians, Jews | 5 |
| ARTHIST 409 | Iconoclasm | 5 |
| CLASSICS 56 | Introduction to the Visual Arts: Prehistoric through Medieval | 5 |
| COMPLIT 38Q | Ethics of Jihad | 4 |
| COMPLIT 40Q | Aesthetics of Dissent: the Case of Islamic Iran | 2-3 |
| COMPLIT 102 | Film Series: Understanding Turkey Through Film | 1 |
| COMPLIT 109 | Masterpieces: Orhan Pamuk | 3-5 |
| COMPLIT 119 | Travel Writing in the Pre-Modern Mediterranean | 3-5 |
| COMPLIT 121 | Poems, Poetry, Worlds | 5 |
| COMPLIT 125 | Past Desire Made Present: The Traditions of Erotic Poetry in Medieval Iran and Europe | 3-5 |
| COMPLIT 141A | The Meaning of Arabic Literature: a seminar investigation into the nebulous concept of adab | 3-5 |
| COMPLIT 143A | Alla Turca Love: Tales of Romance in Turkish Literature | 3-5 |
| COMPLIT 144A | Istanbul the Muse: The City in Literature and Film | 3-5 |
| COMPLIT 144B | Istanbul the Muse: Gateways to the World | 3-5 |
| COMPLIT 145 | Reflection on the Other: The Jew and the Arab in Literature | 3-5 |
| COMPLIT 146A | The Arab Spring in Arabic Literature | 3-5 |
| COMPLIT 149A | Classical Arabic Poetry: An Introduction | 3-5 |
| COMPLIT 151A | Philosophies, Literatures, and Alternatives | 3-5 |
| COMPLIT 157 | Contemporary Turkish Cinema and Society | 3-5 |
| COMPLIT 171 | Ethics of Jihad | 5 |
| COMPLIT 238A | Uneasy Modernity: 20th Century Persian Poetry and the Specter of Tradition | 3-5 |
| COMPLIT 242A | Short Stories from South Asia | 3-5 |
| COMPLIT 243A | From Idol to Equal: Changing Images of Love in 20th-Century Persian and Turkish Literature | 3-5 |
| COMPLIT 243B | Readings in Avicenna and al-Jurjani | 3-5 |
| COMPLIT 247 | Bollywood and Beyond: An Introduction to Indian Film | 3-5 |
| COMPLIT 247F | Beyond Casablanca: North African Cinema and Literature | 3-5 |

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| COMPLIT 249A | The Iranian Cinema: Image and Meaning | 1-3 |
| COMPLIT 249B | Iranian Cinema in Diaspora | 1-3 |
| COMPLIT 249C | Contemporary Iranian Theater | 1-3 |
| COMPLIT 252A | Classic Arabic Poetry | 3-5 |
| COMPLIT 252B | Classic Arabic Prose | 3-5 |
| COMPLIT 260B | Love and Negativity in Medieval Persian Mysticism | 3-5 |
| COMPLIT 342 | Alla Turca Love: Tales of Romance in Turkish Literature | 3-5 |
| COMPLIT 346 | Classical Arabic Poetry: An Introduction | 3-5 |
| COMPLIT 347 | The Arab Spring in Arabic Literature | 3-5 |
| COMPLIT 351A | Philosophies, Literatures, and Alternatives | 3-5 |
| CSRE 129 | Camus | 4-5 |
| CSRE 133A | Anthropology of the Middle East | 3-5 |
| CSRE 133B | Covering Islam: On What We Learn to See, Think and Hear about Islam & Muslims | 3-5 |
| CSRE 160M | Introduction to Representations of the Middle East in Dance, Performance, & Popular Culture | 3-4 |
| CSRE 249 | The Algerian Wars | 3-5 |
| DLCL 227 | Persian, Arabic, Turkish, and Hebrew Languages, Literatures, and Cultures | 1 |
| DLCL 245 | LA ALJAMÍA, ROMÁRABE LANGUAGE | 3-5 |
| FEMGEN 210 | Urdu Literature and Bombay Cinema | 3 |
| FRENCH 242 | Beyond Casablanca: North African Cinema and Literature | 3-5 |
| FRENCH 249 | The Algerian Wars | 3-5 |
| GERMAN 244 | Religious and Gender Identity in Postmigrant Theatre | 1-5 |
| GERMAN 344 | Religious and Gender Identity in Postmigrant Theatre | 1-5 |
| GLOBAL 199 | Capstone Project: Global Studies Minor | 1-5 |
| GLOBAL 210 | Urdu Literature and Bombay Cinema | 3 |
| GLOBAL 249A | The Iranian Cinema: Image and Meaning | 1-3 |
| GLOBAL 249B | Iranian Cinema in Diaspora | 1-3 |
| GLOBAL 249C | Contemporary Iranian Theater | 1-3 |
| HISTORY 7E | Islamic Routes: Archaeology and Heritage of Muslim Societies | 3-5 |
| HISTORY 239G | The Algerian Wars | 3-5 |
| HISTORY 296F | Short Stories from India and Pakistan | 3-5 |
| ICA 296F | | |
| JEWISHST 106 | Reflection on the Other: The Jew and the Arab in Literature | 3-5 |
| MUSIC 7B | Musical Cultures of the World | 3 |
| MUSIC 13N | Bollywood and Beyond: South Asian Popular and Folk Music | 3 |
| MUSIC 80T | Jewish Music in the Lands of Islam | 4 |
| MUSIC 146K | Studies in Ethnomusicology: Music of South Asia | 3-5 |
| MUSIC 186 | Religion and Music in South Asia | 4-5 |
| MUSIC 187 | Music and Culture from the Land of Fire: Introduction to Azerbaijani Mugham | 1-5 |
| MUSIC 246K | Studies in Ethnomusicology: Music of South Asia | 3-5 |
| MUSIC 286 | Religion and Music in South Asia | 4-5 |
| REES 35 | Films of Central Asia | 1-2 |
| REES 54A | Central Asia Through Films: A Weekly 3-Hour Seminar | 3-5 |
| REES 244A | Practice of Everyday Life in Kazakhstan: From Nomadism to Modernity | 3-5 |
| REES 247A | Folklore, Mythology, and Islam in Central Asia | 3-5 |
| RELIGST 283 | Religion and Literature | 4 |
| TAPS 160M | Introduction to Representations of the Middle East in Dance, Performance, & Popular Culture | 3-4 |
| TAPS 357 | World Drama and Performance | 4 |
| URBANST 144 | Cities and Citizens in the Middle East | 4 |
| **Islamic History** | | |
| AFRICAAM 145B | Africa in the 20th Century | 5 |
| ENGLISH 234G | Literature and Empire | 4-5 |
| FEMGEN 5S | Comparative Partitions: Pakistan, Israel, and the Modern World | 5 |
| HISTORY 3C | Talking About Jews | 1 |
| HISTORY 5S | Comparative Partitions: Pakistan, Israel, and the Modern World | 5 |
| HISTORY 13C | Talking About Jews | 3 |
| HISTORY 39 | Modern Britain and the British Empire | 3 |
| HISTORY 45B | Africa in the Twentieth Century | 3 |
| HISTORY 82C | Making of the Islamic World, 600-1500 | 3 |
| HISTORY 83D | Global History of Muslim Peoples (from the Crusades to Modern Times) | 3-5 |
| HISTORY 83S | Refugees of Palestine and Syria: History, Identity, and Politics of Exile in the Middle East | 5 |
| HISTORY 84N | The American Empire in the Middle East | 4 |
| HISTORY 84S | Between Toleration and Persecution: Iran and its Minorities in the Twentieth Century | 5 |
| HISTORY 96 | Gandhi in His Time and Ours | 3 |
| HISTORY 102 | History of the International System | 5 |
| HISTORY 139 | Modern Britain and the British Empire | 5 |
| HISTORY 181B | Formation of the Contemporary Middle East | 5 |
| HISTORY 182C | Making of the Islamic World, 600-1500 | 5 |
| HISTORY 183D | Global History of Muslim Peoples (from the Crusades to Modern Times) | 3-5 |
| HISTORY 196 | Gandhi in His Time and Ours | 5 |
| HISTORY 234G | Literature and Empire | 4-5 |
| HISTORY 246 | The Dynamics of Change in Africa | 4-5 |
| HISTORY 281D | Shia Islam | 4-5 |
| HISTORY 282C | Women in the Modern Middle East | 4-5 |
| HISTORY 283 | The New Global Economy, Oil and Origins of the Arab Spring | 4-5 |
| HISTORY 283G | Place, Nature, and Life: Spacetime through Ottoman Texts | 4-5 |
| HISTORY 284F | Empires, Markets and Networks: Early Modern Islamic World and Beyond, 1500-1800 | 4-5 |
| HISTORY 288 | Palestine and the Arab-Israeli Conflict | 4-5 |
| HISTORY 289 | The Indian Ocean World: Winds, Merchants & Empires | 4-5 |
| HISTORY 334G | Literature and Empire | 4-5 |
| HISTORY 345B | African Encounters with Colonialism | 4-5 |
| HISTORY 346 | The Dynamics of Change in Africa | 4-5 |
| HISTORY 381 | Economic and Social History of the Modern Middle East | 4-5 |
| HISTORY 381B | Modern Egypt | 4-5 |
| HISTORY 381D | Shia Islam | 4-5 |
| HISTORY 382C | Women in the Modern Middle East | 4-5 |
| HISTORY 382F | History of Modern Turkey | 4-5 |
| HISTORY 383G | Place, Nature, and Life: Spacetime through Ottoman Texts | 4-5 |
| HISTORY 384F | Empires, Markets and Networks: Early Modern Islamic World and Beyond, 1500-1800 | 4-5 |
| HISTORY 388 | Palestine and the Arab-Israeli Conflict | 4-5 |

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| HISTORY 389 | The Indian Ocean World: Winds, Merchants & Empires | 4-5 |
| JEWISHST 288 | Palestine and the Arab-Israeli Conflict | 4-5 |
| OSPOXFRD 95 | Global Islam and the British Empire | 5 |
| **Islamic Politics** | | |
| ANTHRO 148B | Islam and Human Rights in Theory and Practice | 3-5 |
| COMM 177Y | Specialized Writing and Reporting: Foreign Correspondence | 4-5 |
| COMM 277Y | Specialized Writing and Reporting: Foreign Correspondence | 4-5 |
| COMPLIT 42 | Making Palestine Visible | 1 |
| CSRE 3A | Making Palestine Visible | 1 |
| CSRE 148B | Islam and Human Rights in Theory and Practice | 3-5 |
| FEMGEN 148B | Islam and Human Rights in Theory and Practice | 3-5 |
| HISTORY 3A | Making Palestine Visible | 1 |
| INTNLREL 71Q | Aesthetics of Dissent: the Case of Islamic Iran | 2-3 |
| INTNLREL 151 | Decoding the Arab Spring and the Future of the MIddle East | 5 |
| INTNLREL 157 | The Political Economy of the Arab Revolutions | 5 |
| IPS 250A | International Conflict Resolution Colloquium | 1 |
| POLISCI 118P | U.S. Relations in Iran | 5 |
| POLISCI 149S | Islam, Iran, and the West | 5 |
| POLISCI 149T | Middle Eastern Politics | 5 |
| POLISCI 211P | International Security in South Asia: Pakistan, India and the United States. | 5 |
| POLISCI 245R | Politics in Modern Iran | 5 |
| POLISCI 246A | Paths to the Modern World: Islam and the West | 5 |
| POLISCI 441L | Grad Seminar on Middle Eastern Politics | 3-5 |
| REES 320 | State and Nation Building in Central Asia | 3-5 |
| THINK 26 | How Do You Build a Nation? Inclusion and Exclusion in the Making of Modern Iran | 4 |
| **Languages** | | |
| AMELANG 15T | Intermediate to Advanced Turkish Conversation | 2 |
| AMELANG 84A | Accelerated First-Year Turkish, Part 1 | 5 |
| AMELANG 84B | Accelerated First-Year Turkish, part 2 | 5 |
| AMELANG 144A | First-Year Modern Persian, First Quarter | 5 |
| AMELANG 144B | First-Year Modern Persian, Second Quarter | 5 |
| AMELANG 144C | First-Year Modern Persian, Third Quarter | 5 |
| AMELANG 145A | Second-Year Modern Persian, First Quarter | 5 |
| AMELANG 145B | Second-Year Modern Persian, Second Quarter | 5 |
| AMELANG 145C | Second-Year Modern Persian ,Third Quarter | 5 |
| AMELANG 146A | Third-Year Persian, First Quarter | 4 |
| AMELANG 146B | Third-Year Persian, Second Quarter | 4 |
| AMELANG 146C | Third-Year Persian, Third Quarter | 4 |
| AMELANG 184A | First-Year Turkish, First Quarter | 5 |
| AMELANG 184B | First-Year Turkish, Second Quarter | 5 |
| AMELANG 184C | First-Year Turkish, Third Quarter | 5 |
| AMELANG 185A | Second-Year Turkish, First Quarter | 5 |
| AMELANG 185B | Second-Year Turkish, Second Quarter | 5 |
| AMELANG 185C | Second-Year Turkish, Third Quarter | 5 |
| AMELANG 186A | Third-Year Turkish, First Quarter | 4 |
| AMELANG 186B | Third-Year Turkish, Second Quarter | 4 |
| AMELANG 186C | Third-Year Turkish, Third Quarter | 4 |
| AMELANG 297 | Directed Reading in African and Middle Eastern Languages | 1-5 |
| AMELANG 395 | Graduate Studies in African and Middle Eastern Languages | 1-5 |
| ARABLANG 1 | First-Year Arabic, First Quarter | 5 |
| ARABLANG 1A | Accelerated First-Year Arabic, Part I | 5 |
| ARABLANG 1H | First-Year Arabic for Heritage Learners, First Quarter | 5 |
| ARABLANG 2 | First-Year Arabic, Second Quarter | 5 |
| ARABLANG 2A | Accelerated First-Year Arabic, Part II | 5 |
| ARABLANG 2H | First-Year Arabic for Heritage Learners, Second Quarter | 5 |
| ARABLANG 3 | First-Year Arabic, Third Quarter | 5 |
| ARABLANG 3H | Beginning Arabic for Heritage Learners, Third Quarter | 5 |
| ARABLANG 10 | Arabic Calligraphy | 3 |
| ARABLANG 21 | Second-Year Arabic, First Quarter | 5 |
| ARABLANG 21A | Accelerated Second-Year Arabic, Part I | 5 |
| ARABLANG 21H | Second-Year Arabic for Heritage Learners, First Quarter | 5 |
| ARABLANG 22 | Second-Year Arabic, Second Quarter | 5 |
| ARABLANG 22A | Accelerated second-Year Arabic, Part II | 5 |
| ARABLANG 22H | Second-Year Arabic for Heritage Learners, Second Quarter | 5 |
| ARABLANG 23 | Second-Year Arabic, Third Quarter | 5 |
| ARABLANG 23H | Second-Year Arabic for Heritage Learners, Third Quarter | 5 |
| ARABLANG 24 | Arabic Skills Workshop | 4 |
| ARABLANG 125A | Colloquial Arabic, First Quarter | 4 |
| ARABLANG 125B | Conversational/Colloquial Arabic, Second Quarter | 4 |
| ARABLANG 126A | Media Arabic, First Quarter | 2-4 |
| ARABLANG 127 | Intermediate to Advanced Conversation | 3 |
| ARABLANG 131 | Third-Year Arabic, First Quarter | 5 |
| ARABLANG 131H | Third-Year Arabic for Heritage Learners, First Quarter | 5 |
| ARABLANG 132 | Third-Year Arabic, Second Quarter | 5 |
| ARABLANG 132H | Third-Year Arabic for Heritage Learners, Second Quarter | 5 |
| ARABLANG 133 | Third-Year Arabic, Third Quarter | 5 |
| ARABLANG 133H | Third-Year Arabic for Heritage Learners, Third Quarter | 5 |
| ARABLANG 141 | Fourth-Year Arabic, First Quarter | 4 |
| ARABLANG 142 | Fourth-Year Arabic, Second Quarter | 4 |
| ARABLANG 143 | Fourth-Year Arabic, Third Quarter | 4 |
| ARABLANG 297 | Directed Reading | 1-5 |
| ARABLANG 394 | Graduate Studies in Arabic Conversation | 1-3 |
| ARABLANG 395 | Graduate Studies in Arabic | 1-5 |
| COMPLIT 209 | Advanced Readings in Persian | 2-5 |
| COMPLIT 245 | Introductory Ottoman Turkish | 1-3 |
| COMPLIT 245B | ADVANCED READING IN TURKISH | 3-53 |
| COMPLIT 248A | Reading Turkish I | 2-4 |
| COMPLIT 248B | Reading Turkish II | 2-4 |
| COMPLIT 248C | Advanced Turkish-English Translation | 2-4 |
| COMPLIT 357 | Contemporary Turkish Cinema and Society | 3-5 |
| SPECLANG 109A | First-Year Bengali, First Quarter | 5 |
| SPECLANG 109B | First-Year Bengali, Second Quarter | 5 |
| SPECLANG 109C | First-Year Bengali, Third Quarter | 5 |
| SPECLANG 110A | Second-Year Bengali | 4 |
| SPECLANG 110B | Second-Year Bengali - Second Quarter | 4 |
| SPECLANG 110C | Second-Year Bengali - Third Quarter | 4 |
| SPECLANG 152A | First-Year Hindi, First Quarter | 5 |
| SPECLANG 152B | First-Year Hindi, Second Quarter | 5 |
| SPECLANG 152C | First-Year Hindi, Third Quarter | 5 |

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| SPECLANG 152H | Heritage Hindi | 5 |
| SPECLANG 153A | Second-Year Hindi, First Quarter | 4 |
| SPECLANG 153B | Second-Year Hindi, Second Quarter | 4 |
| SPECLANG 153C | Second-Year Hindi, Third Quarter | 4 |
| SPECLANG 154A | Third-Year Hindi, First Quarter | 4 |
| SPECLANG 154B | Third-Year Hindi, Second Quarter | 4 |
| SPECLANG 154C | Third-Year Hindi, Third Quarter | 4 |
| SPECLANG 156A | First-Year Indonesian, First Quarter | 5 |
| SPECLANG 157A | Second-Year Indonesian, First Quarter | 4 |
| SPECLANG 192A | First-Year Kazakh, First Quarter | 4 |
| SPECLANG 192B | First-Year Kazakh, Second Quarter | 4 |
| SPECLANG 192C | First-Year Kazakh, Third Quarter | 4 |
| SPECLANG 193A | Second-Year Kazakh, First Quarter | 3 |
| SPECLANG 193B | Second-Year Kazakh, Second Quarter | 3 |
| SPECLANG 193C | Second-Year Kazakh, Third Quarter | 3 |
| SPECLANG 218A | Beginning Urdu, First Quarter | 5 |
| SPECLANG 218B | Beginning Urdu, Second Quarter | 4 |
| SPECLANG 218C | Beginning Urdu, Third Quarter | 4 |
| SPECLANG 219B | Intermediate Urdu, Second Quarter | 4 |
| SPECLANG 229A | Beginning Pashto, First Quarter | 5 |
| SPECLANG 229B | Beginning Pashto, Second Quarter | 5 |
| SPECLANG 239A | Second-Year Uzbek, First Quarter | 3 |
| SPECLANG 239B | Second-Year Uzbek, Second Quarter | 3 |
| SPECLANG 239C | Second-Year Uzbek, Third Quarter | 3 |
| SPECLANG 240A | Third-Year Uzbek, First quarter | 3 |

# Latin American Studies Specialization

1. All courses to be counted toward the minor must be taken at the 100-level or higher, with the exception of Overseas Studies courses (see also note 1, above).
2. All courses to be counted toward the minor must be taken for a letter grade.
3. Some courses have prerequisites or special enrollment requirements. Students are responsible for making sure they have completed any prerequisites and/or secured an instructor's permission, as needed.

## Culture and Society

| | | Units |
|---|---|---|
| AMSTUD 271 | Mexicans in the United States | 5 |
| ANTHRO 102B | Aztec Language and Culture | 3 |
| ANTHRO 108A | The Formation of Political State in the Peruvian Andes | 3-5 |
| ANTHRO 124N | Maya Mythology and the Popol Vuh | 3 |
| ANTHRO 206A | Incas and their Ancestors: Peruvian Archaeology | 3-5 |
| ANTHRO 215B | Peoples and Cultures of Ancient Mesoamerica | 5 |
| ANTHRO 222A | Race and Culture in Mexico and Central America | 3-5 |
| CSRE 126B | Curricular Public Policies for the Recognition of Afro-Brazilians and Indigenous Population | 3-4 |
| FILMSTUD 316 | International Documentary | 4 |
| FILMSTUD 347 | Iberian and Latin American Experimental Cinemas, 1960s to the Present | 4 |
| HISTORY 106B | Global Human Geography: Europe and Americas | 5 |
| HISTORY 112 | Medicine and Disease in the Ancient World | 5 |
| HISTORY 170B | Culture, Society and Politics in Latin America | 5 |
| HISTORY 173 | Mexican Migration to the United States | 3-5 |
| HISTORY 274E | Urban Poverty and Inequality in Latin America | 5 |
| HISTORY 275B | History of Modern Mexico | 4-5 |
| HISTORY 303J | Water in World History | 4-5 |
| HISTORY 366B | Immigration Debates in America, Past and Present | 3-5 |
| HISTORY 371 | Graduate Colloquium: Explorations in Latin American History and Historiography | 4-5 |
| HISTORY 373E | The Emergence of Nations in Latin America: Independence Through 1880 | 4-5 |
| HISTORY 375C | History of Modern Mexico | 4-5 |
| HISTORY 379 | Latin American Development: Economy and Society, 1800-2014 | 4-5 |
| HISTORY 477 | Graduate Research Seminar: Migration | 4-5 |
| ILAC 114N | Introduction to Lyric Poetry | 3-5 |
| ILAC 131 | Introduction to Latin America: Cultural Perspectives | 3-5 |
| ILAC 161 | Modern Latin American Literature | 3-5 |
| ILAC 202 | Identity is a Skin: Identity Debates in Europe and Latin America from Essence to Appearance | 3-5 |
| ILAC 245 | Brazil's Rhythm and Songs | 3-5 |
| ILAC 246 | Critical Issues of Human Rights through Literature | 3-5 |
| ILAC 247 | Film and Politics: Argentina in the Hour of the Furnaces | 3-5 |
| ILAC 252 | Guerillas | 3-5 |
| ILAC 253 | Poverty, Redemption and Writing: Franciscanism in Latin America | 3-5 |
| ILAC 270 | Afro-Brazil: Oral Culture, Literature and Digital Media | 3-5 |
| ILAC 277 | Spanish and Society: Cultures of Salsa | 3-5 |
| ILAC 278A | Senior Seminar: Literatura y Antropología | 3-5 |
| ILAC 279 | Searching for identity | 3-5 |
| ILAC 341 | Roberto Bolaño | 3-5 |
| ILAC 348 | US-Mexico Border Fictions: Writing La Frontera, Tearing Down the Wall | 3-5 |
| ILAC 363 | Visions of the Andes | 3-5 |
| ILAC 367 | João/Joyce: Guimarães Rosa and the World Novel | 3-5 |
| ILAC 382 | Latin@ Literature | 3-5 |
| SOC 350W | Workshop: Migration, Ethnicity, Race and Nation | 1-3 |

## Environment, Ecology, and Sustainability

| | | Units |
|---|---|---|
| ANTHRO 260 | Social and Environmental Sustainability: The Costa Rican Case | 3-5 |
| ANTHRO 262 | Indigenous Peoples and Environmental Problems | 3-5 |
| ANTHRO 278 | Evolution and Conservation in Galapagos | 5 |
| ANTHRO 337B | Anthropological Approaches to Health Issues in Contemporary Latin America | 5 |
| BIO 234 | Conservation Biology: A Latin American Perspective | 3 |
| BIO 328 | Managing Biodiversity Change: from Science to Policy | 3 |
| BIOE 371 | Global Biodesign: Medical Technology in an International Context | 3 |
| EARTHSYS 121 | Building a Sustainable Society: New Approaches for Integrating Human and Environmental Priorities | 3 |
| ETHICSOC 278M | Introduction to Environmental Ethics | 4-5 |
| GEOPHYS 212 | Topics in Climate Change | 2 |
| HISTORY 303J | Water in World History | 4-5 |
| HUMBIO 129 | Critical Issues in International Women's Health | 4 |
| HUMBIO 129S | Global Public Health | 4 |

## Political Economy

| | | Units |
|---|---|---|
| ECON 103 | Econometric Methods: Theory and Applications | 5 |
| ECON 106 | World Food Economy | 5 |
| EDUC 306A | Economics of Education in the Global Economy | 5 |
| EDUC 404 | Topics in Brazilian Education: Public Policy and Innovation for the 21st Century | 1-2 |
| HISTORY 172A | Mexico: From Colony to Nation, or the History of an impossible Republic? | 5 |
| HISTORY 177D | U.S. Intervention and Regime Change in 20th Century Latin America | 5 |
| HISTORY 376F | CITY, URBANISATION PROCESSES AND URBAN POLICIES IN LATIN AMERICA AND THE CARIBBEAN | 4-5 |
| INTNLREL 141A | Camera as Witness: International Human Rights Documentaries | 5 |
| INTNLREL 179 | Major Themes in U.S.-Latin America Diplomatic History | 5 |
| IPS 241 | International Security in a Changing World | 5 |
| LAW 5017 | Law in Latin America | 2 |
| POLISCI 244C | Political Change in Latin America: The contemporary challenge to democracy | 5 |
| POLISCI 247G | Governance and Poverty | 5 |
| POLISCI 347G | Governance and Poverty | 3-5 |
| POLISCI 348S | Latin American Politics | 3-5 |
| POLISCI 440B | Comparative Political Economy | 3-5 |

# South Asian Studies Specialization

The following courses are a selection of courses related to South Asian Studies. This list is updated as additional courses are made available. Students should consult with their minor adviser to determine the applicability of any course to the minor in Stanford Global Studies, South Asian Studies specialization.

| | | Units |
|---|---|---|
| AMELANG 144A | First-Year Modern Persian, First Quarter | 5 |
| AMELANG 144B | First-Year Modern Persian, Second Quarter | 5 |
| AMELANG 144C | First-Year Modern Persian, Third Quarter | 5 |
| AMELANG 146A | Third-Year Persian, First Quarter | 4 |
| AMELANG 146B | Third-Year Persian, Second Quarter | 4 |
| AMELANG 146C | Third-Year Persian, Third Quarter | 4 |
| ANTHRO 28N | Secularism and its Critics | 3-5 |
| ANTHRO 126 | Urban Culture in Global Perspective | 5 |
| ANTHRO 149 | South Asia: History, People, Politics | 5 |
| COMPLIT 247 | Bollywood and Beyond: An Introduction to Indian Film | 3-5 |
| FEMGEN 24 | Sexuality, Gender, and Religion | 2 |
| FILMSTUD 250B | Bollywood and Beyond: An Introduction to Indian Film | 3-5 |
| GLOBAL 250 | Bollywood and Beyond: An Introduction to Indian Film | 3-5 |
| HISTORY 39 | Modern Britain and the British Empire | 3 |
| HISTORY 96 | Gandhi in His Time and Ours | 3 |
| HISTORY 139 | Modern Britain and the British Empire | 5 |
| MUSIC 30N | A Stranger in a Strange Land: Jewish Musics in Translation | 3 |
| MUSIC 186 | Religion and Music in South Asia | 4-5 |
| MUSIC 286 | Religion and Music in South Asia | 4-5 |
| RELIGST 24 | Sexuality, Gender, and Religion | 2 |
| RELIGST 114 | Yoga Ancient and Modern | 4 |
| RELIGST 124 | Sufi Islam | 4 |
| RELIGST 209D | `Crow Eaters' & `Fire Worshippers': Exploring Contemporary Zoroastrianism Thru Reading Parsi Lit | 3-5 |
| RELIGST 251 | Readings in Indian Buddhist Texts | 3-5 |
| RELIGST 256 | The Brahma Net Sutra (Fanwang Jing) | 4 |
| RELIGST 259 | Religion and Music in South Asia | 4-5 |
| SPECLANG 109A | First-Year Bengali, First Quarter | 5 |
| SPECLANG 109B | First-Year Bengali, Second Quarter | 5 |
| SPECLANG 109C | First-Year Bengali, Third Quarter | 5 |
| SPECLANG 152A | First-Year Hindi, First Quarter | 5 |
| SPECLANG 152B | First-Year Hindi, Second Quarter | 5 |
| SPECLANG 152C | First-Year Hindi, Third Quarter | 5 |
| SPECLANG 153A | Second-Year Hindi, First Quarter | 4 |
| SPECLANG 153B | Second-Year Hindi, Second Quarter | 4 |
| SPECLANG 153C | Second-Year Hindi, Third Quarter | 4 |
| SPECLANG 154A | Third-Year Hindi, First Quarter | 4 |
| SPECLANG 154B | Third-Year Hindi, Second Quarter | 4 |
| SPECLANG 154C | Third-Year Hindi, Third Quarter | 4 |
| SPECLANG 183A | First-Year Sanskrit, First Quarter | 4 |
| SPECLANG 183B | First-Year Sanskrit, Second Quarter | 4 |
| SPECLANG 218A | Beginning Urdu, First Quarter | 5 |
| SPECLANG 218B | Beginning Urdu, Second Quarter | 4 |
| SPECLANG 218C | Beginning Urdu, Third Quarter | 4 |
| SPECLANG 219A | Intermediate Urdu, First Quarter | 4 |
| SPECLANG 219B | Intermediate Urdu, Second Quarter | 4 |
| SPECLANG 229A | Beginning Pashto, First Quarter | 5 |
| SPECLANG 229B | Beginning Pashto, Second Quarter | 5 |
| TIBETLNG 3 | First Year Tibetan, Third Quarter | 4 |
| TIBETLNG 23 | Intermediate/Advance Tibetan, Third Quarter | 4 |
| URBANST 114 | Urban Culture in Global Perspective | 5 |

## Courses

**GLOBAL 101. Global Studies Gateway Course. 3 Units.**
Gateway course for students wishing to pursue a Global Studies minor in one of six specializations: African, European, Islamic, Iranian, Latin American, and South Asian Studies.

**GLOBAL 105. Perspectives on Human Rights Theory and Practice. 3 Units.**
In this introductory human rights course, students will learn about how the distinct methodologies, assumptions, and vocabulary of particular disciplinary communities affect the way scholars and practitioners trained in these fields approach, understand, and employ human rights concepts. Course sessions will include guest lectures from distinguished Stanford faculty from across the university.

**GLOBAL 190. Illicit Trade in Art and Antiquities. 3 Units.**
Illicit trade in art and antiquities is reputedly the third largest illicit trade activity globally. How do nations, individually and collectively, respond to this seemingly inexorable form of illicit trade, and what factors influence those responses? What are the sources and effects of such trade, and how can it best be curbed? This course will delve into these and other pressing political, legal, ethical, economic, cultural and public policy questions about illicit art and antiquities trade, arising across five subject areas: (1) the acquisition of art during the Age of Imperialism (ie, from Roman times through World War II); (2) Holocaust-era takings and the evolution in international legal and ethical responses to wartime looting; (3) removal and repatriation of Indigenous cultural material; (4) theft from museums and private collectors, and legal systems¿ varying allocation of the risk of such theft; and (5) the illicit trade and destruction of antiquities, and issues surrounding their restitution. Several internationally renowned guest speakers will give presentations and contribute to our discussions. Grading will be based on attendance, participation in class and an online discussion forum, a student group presentation, and a final exam or research paper.
Same as: GLOBAL 390, JEWISHST 130, JEWISHST 330, PUBLPOL 191, PUBLPOL 391

**GLOBAL 191. Undergraduate Directed Reading. 1-5 Unit.**
Independent studies for graduate students under the direction of a faculty member for which academic credit may properly be allowed. May be repeat for credit.

**GLOBAL 199. Capstone Project: Global Studies Minor. 1-5 Unit.**
Students completing a required capstone project for the Global Studies Minor must enroll in this course for units (1-5) with their capstone advisor selected as the instructor. The course may be repeated for credit, with advisor approval. Students are expected to participate in regular advising meetings with the instructor, and may be expected to give a final presentation on their project at an end-of-the-quarter Global Studies Minor symposium. May be repeat for credit.

**GLOBAL 210. Urdu Literature and Bombay Cinema. 3 Units.**
What are some of the major themes that drive modern Urdu literature as well as the ¿Muslim Social¿ genre of Bombay Cinema? How can we place these cultural texts within their historical context? Urdu literature and Bombay Cinema provide compelling windows into the crisis of modernity both within South Asia and Muslim societies. In this seminar, we will start with a discussion on the emergence of print culture and its impact on the world of Urdu poetry and an exploration of the work of reformers who viewed Urdu as ¿the language of secular Islam.¿ Next we will engage with the anticolonial Progressive Writers Movement as well as the trauma of Partition and its reflection in literature and film. The course will conclude with a discussion of the contemporary Indian nostalgia for a cosmopolitan Indo-Muslim past. Through projects and presentations, students will hone their written and oral communication skills. They will also practice approaching works of art and literature with a critical lens. Ultimately this course will provide students with a better understanding of the society, literary and film of Muslim South Asia. Literary cultures of Muslim South Asia are not a fixed and unchanging, but rather a set of representations that are constantly shifting and adapting to reflect the context of society.
Same as: FEMGEN 210

**GLOBAL 220. American Foreign Policy: Interests, Values, and Process. 5 Units.**
This seminar will examine the tension in American foreign policy between pursuing U.S. security and economic interests and promoting American values abroad. The course will retrace the theoretical and ideological debates about values versus interests, with a particular focus on realism versus liberalism. The course will examine the evolution of these debates over time, starting with the French revolution, but with special attention given to the Cold War, American foreign policy after September 11th, and the Obama administration. The course also will examine how these contending theories and ideologies are mediated through the U.S. bureaucracy that shapes the making of foreign policy. ** NOTE: The enrollment of the class is by application only. Please provide a one page double-spaced document outlining previous associated coursework and why you want to enroll in the seminar to Anna Coll (acoll@stanford.edu) by February 22nd. Any questions related to this course can be directed to Anna Coll.
Same as: IPS 242, POLISCI 217A

**GLOBAL 249A. The Iranian Cinema: Image and Meaning. 1-3 Unit.**
This course will focus on the analysis of ten Iranian films with the view of conducting a discourse on the semiotics of Iranian art and culture. Each session will be designated to the viewing of a film by a prominent Iranian filmmaker. Students are expected to prepare for class by having previously examined other available films by the filmmaker under consideration.
Same as: COMPLIT 249A

**GLOBAL 249B. Iranian Cinema in Diaspora. 1-3 Unit.**
pite enormous obstacles, immigrant Iranian filmmakers, within a few decades (after the Iranian Revolution), have created a slow but steady stream of films outside Iran. They were originally started by individual spontaneous attempts from different corners of the world and by now we can identify common lines of interest amongst them. There are also major differences between them. These films have never been allowed to be screened inside Iran, and without any support from the global system of production and distribution, as independent and individual attempts, they have enjoyed little attention. Despite all this, Iranian cinema in exile is in no sense any less important than Iranian cinema inside Iran. In this course we will view one such film, made outside Iran, in each class meeting and expect to reach a common consensus in identifying the general patterns within these works and this movement. Questions such as the ones listed below will be addressed in our meetings each week: What changes in aesthetics and point of view of the filmmaker are caused by the change in his or her work environment? Though unwantedly these films are made outside Iran, how related are they to the known (recognized) cinema within Iran? And in fact, to what extent do these films express things that are left unsaid by the cinema within Iran?.
Same as: COMPLIT 249B

**GLOBAL 249C. Contemporary Iranian Theater. 1-3 Unit.**
Today, Iranian plays¿both in traditional and contemporary styles¿are staged in theater festivals throughout the world and play their role in forming a universal language of theater which combine the heritages from countries in all five continents. Despite many obstacles, some Iranian plays have been translated into English and some prominent Iranian figures are successful stage directors outside Iran. Forty-six years ago when "Theater in Iran" (a monograph on the history of Iranian plays) by Bahram Beyzaie was first published, it put the then contemporary Iranian theater movement¿which was altogether westernizing itself blindly¿face to face with a new kind of self-awareness. Hence, today's generation of playwrights and stage directors in Iran, all know something of their theatrical heritage. In this course we will spend some class sessions on the history of theater in Iran and some class meetings will be concentrating on contemporary movements and present day playwrights. Given the dearth of visual documents, an attempt will be made to present a picture of Iranian theater to the student. Students are expected to read the recommended available translated plays of the contemporary Iranian playwrights and participate in classroom discussions. NOTE: This course must be taken for a minimum of 3 units and a letter grade to be eligible for Ways credit.
Same as: COMPLIT 249C

**GLOBAL 250. Bollywood and Beyond: An Introduction to Indian Film. 3-5 Units.**
A broad engagement with Indian cinema: its relationship with Indian politics, history, and economics; its key thematic concerns and forms; and its adaptation of and response to global cinematic themes, genres, and audiences. Locating the films within key critical and theoretical debates and scholarship on Indian and world cinemas. Goal is to open up what is often seen as a dauntingly complex region, especially for those who are interested in but unfamiliar with its histories and cultural forms.
Same as: COMPLIT 247, FILMSTUD 250B

**GLOBAL 390. Illicit Trade in Art and Antiquities. 3 Units.**
Illicit trade in art and antiquities is reputedly the third largest illicit trade activity globally. How do nations, individually and collectively, respond to this seemingly inexorable form of illicit trade, and what factors influence those responses? What are the sources and effects of such trade, and how can it best be curbed? This course will delve into these and other pressing political, legal, ethical, economic, cultural and public policy questions about illicit art and antiquities trade, arising across five subject areas: (1) the acquisition of art during the Age of Imperialism (ie, from Roman times through World War II); (2) Holocaust-era takings and the evolution in international legal and ethical responses to wartime looting; (3) removal and repatriation of Indigenous cultural material; (4) theft from museums and private collectors, and legal systems¿ varying allocation of the risk of such theft; and (5) the illicit trade and destruction of antiquities, and issues surrounding their restitution. Several internationally renowned guest speakers will give presentations and contribute to our discussions. Grading will be based on attendance, participation in class and an online discussion forum, a student group presentation, and a final exam or research paper.
Same as: GLOBAL 190, JEWISHST 130, JEWISHST 330, PUBLPOL 191, PUBLPOL 391

**GLOBAL 391. Graduate Directed Reading. 1-5 Unit.**
Independent studies for graduate students under the direction of a faculty member for which academic credit may properly be allowed. May be repeat for credit.