OVERSEAS STUDIES

Bing Overseas Studies Program

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

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

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

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

Locations

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

- Australia [OSPAUSTL]
- Beijing [OSPBEIJ]
- Berlin [OSPBER]
- Cape Town [OSPCPTWN]
- Florence [OSPFLOR]
- Kyoto [OSPKYOTO]
- Kyoto Consortium for Japanese Studies [OSPKYOCT]
- Madrid [OSPMADR]
- Oxford [OSPoxfrd]
- Paris [OSPPARIS]
- Santiago [OSPSANTE]

Program Director

Program Director: Ramón Saldívar

Stanford Program in Australia

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

Faculty-in-Residence: Kevin Arrigo

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

Stanford Program in Beijing

Director: Mingzheng Shi

Faculty-in-Residence: Scott Rozelle, Yiqun Zhou

Program Faculty: Li Chen, Frank Hawke, Wenxiang Gong, Kun Li, Liyan Qin, Yan Wang, Jingning Xu, Daojiong Zha, Pei Zhang, Shiqiu Zhang

Stanford Program in Berlin

Director: Karen Kramer

Faculty-in-Residence: Ed Carryer, Dave Donaldson, Jan Krawitz, Sheri Sheppard

Program Faculty: Maria Biege, Diana Boebe, Ulrich Brückner, Martin Jander, Wolf-Dietrich Junghanns, Ingo Klein, Sylvia Kloetzer, Matthias Pachts, Sylke Tempel, Jochen Wohlfell

Stanford Program in Cape Town

Director: Trudy Meehan

Faculty-in-Residence: James Campbell, Gary Segura, Jeremy Weinstein

Program Faculty: Mohamed Adhikari, Adelene Africa, June Bam, Ronelle Carolissen, Sinegugu Duma, Ruenda Loots, Wamuwi Mbao, Luke Metlerkamp, John Parkington, Diana Sanchez, Mills Soko, Nolubabalo Tyam, Laura Wenz

Stanford Program in Florence

Director: Ermelinda Campani

Faculty-in-Residence: Steven Coutre, Marisa Galvez, Roland Greene, Beth Pruett

Program Faculty: Elena Baracani, Nigel Bennet, Veronica De Romanis, Paolo Galluzzi, Giancarlo Paba, Michele Papa, Camilla Perrone, Fiorenza Quercioli, Filippo Rossi, Augusto Valeriani, Timothy Verdon

Stanford Program in Istanbul

Program suspended for 2016-2017 academic year.

Stanford Program in Kyoto

Director: Mike Hugh

Program Faculty: Shelley Correll

Program Faculty: William Bradley, Yuku Kawahara, Catherine Ludvik, Yasue Numaguchi, Setsuko Ono, Naoko Shiotani, Philip Sugai, Felipe AgúKiyoko Tanaka, Megumi Tsuchida, Rie Tsujino, Douglas Woodruff
Stanford Program in Madrid

**Director:** Pedro Perez-Leal

**Faculty-in-Residence:** Adrian Daub, Jenny Martinez

**Program Faculty:** María Almudena Ariza Armada, Francisco Javier Bobillo de la Peña, Alberto Bosco, Aída Esther Bueno Sardúv, Miguel Buñuel, María Teresa Cambiór Portilla, Pablo Campos Calvo Sotelo, Bernat Castany Prado, Jean Castejon Gilbert, Andrés Díez Henrero, Julia Doménech López, Sylvia Hilton, Sheila Klaiber, Miguel Larrañaga Zulueta, Laura Lucero Casals, Eduardo Manzano Moreno, Antonio Muñoz Carrión, Laura Murcia Cánovas, Alicia Pérez Blanco, Oscar Sánchez Fuster, Isidro Yerba Prada

Stanford Program in Oxford

**Director:** Stephanie Solywoda

**Faculty-in-Residence:** Robert Crews, Priya Satia, Paul Skokowski

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

Stanford Program in Paris

**Director:** Estelle Halévi

**Faculty-in-Residence:** Lawrence Goulder, Ron Kopito, Jean Ma, Robert Simoni

**Program Faculty:** Nadine Airut, Marie-Fleur Albecker, Cécile Alduy, Peter Brooks, Cécile Cotté, Susan Cure, Jean-Marie Fessler, Benédicte Gady, Sarah Grandin, Patrick Guédon, Tiphaine Karsenti, Elio Laurent, Florence Leca, Jacques Le Cacheux, Giovanni Lévi, Elizabeth Molkou, Pauline Prat, Gregoire Quenault, Marie-Christine Ricci, Klaus-Peter Sick, Sylvie Strudel, Oscar Villegas-Paez, Fabrice Virgili

Stanford Program in Santiago

**Director:** Iván Jaksic

**Faculty-in-Residence:** Jean-Marie Apostolides, Michael Frank

**Program Faculty:** Mabel Abad, Felip Agüero, César Albornoz, Andrés Bobbert, Germán Correa, Rolf Lüders, Sergio Missana, Thomas O’keefe, Alvaro Palma, Iván Poduje, Hernan Pons, Sharon Reid, Pablo Rivano, Gloria Toledo

Stanford Program in Australia Courses

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

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

**OSPAUSTL 25. Freshwater Systems. 3 Units.**

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

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

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

**OSPAUSTL 40. Australian Studies. 3 Units.**

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

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

- Prior to arriving in Australia, students establish a link with University of Queensland faculty to develop project ideas that combine personal interests and career goals with opportunities presented by the Australian Coastal Studies program, such as how mangrove roots find sediment rich zones of the shore, or the dynamics of ecotourism in southern and northern coastal Queensland. Project report and presentation in Australia.

Courses

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

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

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

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

**OSPBARCL 128. The Sagrada Familia by Gaudí. 5 Units.**

- Works by Gaudí in Barcelona including Sagrada Familia, the Cripta Güell, the Casa Batlló, the Casa Milá, and Güell Park. How the works by Gaudi in Barcelona including Sagrada Familia, the Cripta Güell, the Casa Batlló, the Casa Milá, and Güell Park. How the Sagrada Familia temple represents the synthesis of Gaudi’s work.

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

- Student selection from course catalog of Universitat de Barcelona.

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

- Student selection from course catalog of Universitat de Barcelona.

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

- Student selection from course catalog of Universitat de Barcelona.

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

- Student selection from course catalog of Universitat de Barcelona.

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

- Student selection from course catalog of Universitat de Barcelona.

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

- Student selection from course catalog of Universitat de Barcelona.

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

- Student selection from course catalog of Universitat de Barcelona.

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

- Student selection from course catalog of Universitat de Barcelona.

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

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

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

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

OSPBARCL 150A. Universitat Autònoma de Barcelona: Humanities 1. 5 Units.
Student selection from course catalog of Universitat Autònoma de Barcelona.

OSPBARCL 150B. Universitat Autònoma de Barcelona: Humanities 2. 5 Units.
Student selection from course catalog of Universitat Autònoma de Barcelona.

OSPBARCL 150C. Universitat Autònoma de Barcelona: Humanities 3. 5 Units.
Student selection from course catalog of Universitat Autònoma de Barcelona.

OSPBARCL 150D. Universitat Autònoma de Barcelona: Humanities 4. 10 Units.
Student selection from course catalog of Universitat Autònoma de Barcelona.

OSPBARCL 152A. Universitat Autònoma de Barcelona: Social Science 1. 5 Units.
Student selection from course catalog of Universitat Autònoma de Barcelona.

OSPBARCL 152B. Universitat Autònoma de Barcelona: Social Science 2. 5 Units.
Student selection from course catalog of Universitat Autònoma de Barcelona.

OSPBARCL 152C. Universitat Autònoma de Barcelona: Social Science 3. 5 Units.
Student selection from course catalog of Universitat Autònoma de Barcelona.

OSPBARCL 154A. Universitat Autònoma de Barcelona: Natural Science 1. 5 Units.
Student selection from course catalog of Universitat Autònoma de Barcelona.

OSPBARCL 154B. Universitat Autònoma de Barcelona: Natural Science 2. 5 Units.
Student selection from course catalog of Universitat Autònoma de Barcelona.

OSPBARCL 154C. Universitat Autònoma de Barcelona: Natural Science 3. 5 Units.
Student selection from course catalog of Universitat Autònoma de Barcelona.

OSPBARCL 156A. Universitat Autònoma de Barcelona: Engineering 1. 5 Units.
Student selection from course catalog of Universitat Autònoma de Barcelona.

OSPBARCL 156B. Universitat Autònoma de Barcelona: Engineering 2. 5 Units.
Student selection from course catalog of Universitat Autònoma de Barcelona.

OSPBARCL 156C. Universitat Autònoma de Barcelona: Engineering 3. 5 Units.
Student selection from course catalog of Universitat Autònoma de Barcelona.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Stanford Program in Beijing Courses

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

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

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

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

OSPBEIJ 9. Chinese Language Tutorial. 2 Units.

OSPBEIJ 17. Chinese Film Studies. 4 Units.
Stages of Chinese cinema from the establishment of P.R. China in 1949 to the present. State policies, filmmaking trends, representative filmmakers and films, and the state of the industry in the different periods, with close readings of some important films. Historical perspective and broad knowledge of Chinese cinema; academic approaches to film studies.
OSPB18. Beijing Externship. 2 Units.
An 8-week program consisting of part-time experiential learning opportunities with local high-tech firms, research institutes, and nonprofit organizations. Students can undertake the externship individually or in small groups with other students in the program and/or local students. Time commitment is approximately 10 hours per week for 8 weeks. Biweekly working meetings with the Director for experience sharing and problem solving; final report required.

OSPB 20. Communication, Culture, and Society: The Chinese Way. 4 Units.
How people communicate, what they achieve through their communications, and the social and cultural consequences of these communicative behaviors. Focus on the interactive relationship between communication, culture and society in China. How communication habits are influenced by the individual's culture and how communication acts help to change and transform the society in which we live.

OSPB 21C. Second-Year Modern Chinese. 5 Units.

OSPB 23. China's Foreign Policy. 4 Units.
Chinese foreign relations through examination of interactions between China and the rest of the world in a selected number of "non-traditional security" issue areas; challenges that affect the whole world. Key debates in the Chinese security studies field, with particular attention to considerations of those issues that warrant concern and contribution through means other than application of military power; trajectory of contemporary Chinese interactions with international and multinational actors in addressing those challenges; complexity and factors in considerations of future paths of interactions with Chinese actors in managing the transnational issues covered in the course and beyond.

OSPB 23C. Second-Year Modern Chinese. 5 Units.

OSPB 24. China's Economic Development. 5 Units.
Historical stages, economic and political rationale, and effectiveness of the economic policies and institutional changes that have shaped China's economic emergence. China as case study for understanding how institutions and institutional change affect economic and social development. Guest speakers; field study; trip to rural areas.

OSPB 25. China and Media Matters. 4 Units.
General overview of journalism and communications from veteran China watcher and foreign correspondent. Analyze distinctive features and impact of various media: print, TV, radio, online media, social media, blogs, and podcasting. Role of the media and the impact of technological advancements on Chinese society.

OSPB 58. China in the World Economy: Han Dynasty to the Present. 5 Units.
China's economic and commercial interaction with the outside world through history, providing a more thorough and nuanced understanding of China's role in the world economy since the founding of the People's Republic in 1949. How Chinese elites and common people responded to the challenges and opportunities presented by a world economy. China's post-reform economy and how it has shaped and been shaped by the emergent global economy.

OSPB 61. Classical Chinese Rituals. 3-5 Units.
Meanings, practices, and institutions of classical Chinese rituals. Examine several major Confucian ritual texts that had their origins in the classical age and focus on rituals regarding mourning, ancestral sacrifices, wedding, coming of age, communal banqueting, and daily etiquette. Investigate the evolution of classical Chinese rituals in the late imperial period (c. 1000-1900), with emphasis on the development of ritual institutions and the relationship between Confucian and Buddhist/Daoist/folk rituals over the centuries. Revival of classical rituals as a crucial component of the movement of cultural nationalism in contemporary China.

OSPB 62. The Chinese Family. 3-5 Units.
The family as the basic sociopolitical model and source of the most important social and ethical values in traditional Chinese society. In addition to modern scholarship, biographies, memoirs, letters, drama, and didactic writings from the classical period through the nineteenth century about the structure and dynamics of the traditional Chinese family and its role in the larger sociopolitical order. Topics include: the economic, ritual, and emotive aspects of the family; relationships among individual, family, society, and the state; and the family seen through the perspectives of gender, religion, and social change. Comparisons with the Western tradition.

OSPB 82. Globalization and the Chinese City. 4 Units.
Dynamics of China's urban transformation and contemporary city life in the context of globalization. Applying interdisciplinary and comparative perspectives to selected themes related to the distinctive characteristics of China's urban development, students gain critical knowledge and understanding of how Chinese urban space is transformed by the forces of globalization, urbanization, marketization, and political decentralization; socio-spatial implications upon urban residents and the migrant population. Opportunities and challenges that Chinese cities face, given its current urban development strategies and trajectories. Field trips and site visits.

OSPB 101C. Third-Year Modern Chinese. 5 Units.

OSPB 103C. Third-Year Modern Chinese. 5 Units.

OSPB 199A. Directed Reading A. 1-4 Unit.
Course may be repeated for credit.

OSPB 199B. Directed Reading B. 1-4 Unit.
Course may be repeated for credit.

OSPB 211C. Fourth-Year Modern Chinese. 5 Units.

OSPB 213C. Fourth-Year Modern Chinese. 5 Units.
Discussions based on short stories, essays and newspaper articles, and academic journal articles. Emphasis on social and cultural issues in contemporary China. Speed-reading techniques and subtle distinctions in Chinese language use, such as formal vs. informal styles and word choice, toward developing a more sophisticated understanding and command of the language.
OSPB 12. Accelerated German: First and Second Quarters. 8 Units.
A jump start to the German language, enabling students with no prior
German to study at the Berlin Center. Covers GERLANG 1 and 2 in one
quarter.

OSPB 22. Accelerated German, Second and Third Quarters. 8 Units.
Qualifies students for participation in an internship following the study
quarter. Emphasis is on communicative patterns in everyday life and in
the German work environment, including preparation for interviews.

OSPB 3B. German Language and Culture. 7 Units.
Completion and refinement of First-Year grammar, vocabulary building,
reading literature and news, writing skills, esp. journal. Extensive use of
current materials, such as local Berlin and national news, and emphasis
on building speaking skills for everyday situations and discussions.

OSPB 4. The Role of Technology in Modern Life: A Comparison
between the U.S. and Germany. 3 Units.
Technology as a part of our everyday lives and differences between
experiences in the U.S. and those in modern Europe, as exemplified by
Germans in Berlin. Ways in which technology is intertwined with our lives
to the point of not recognizing it. Introductory lectures bring some of
these technologies to the fore so students can explore manifestations
in modern European life. Topics include transportation, housing and
the home, finance, entertainment, and urban/suburban infrastructure.
Lectures and group meetings combined with field work.

OSPB 5. What is Engineering? A look at engineers and their work. 3
Units.
Nature of the work that is needed to create the engineered products and
services around us. Using a set of bridges in Berlin and the surrounding
area as case studies, students engage in substantive exercises in three
major activities of engineering: engineering design, engineering analysis,
and product manufacturing/construction. Field trips, complemented by
problem sets, in-class labs, readings and discussions expose students to
these engineering activities in a hands-on manner.

OSPB 17. Split Images: A Century of Cinema. 3-4 Units.
20th-century German culture through film. The silent era, Weimar, and
the instrumentalization of film in the Third Reich. The postwar era:
ideological and aesthetic codes of DEFA, new German cinema, and post-
Wende filmmaking including Run Lola Run and Goodbye Lenin. Aesthetic
aspects of the films including image composition, camera and editing
techniques, and relation between sound and image.

OSPB 21B. Intermediate German. 5 Units.
German language skills for Intermediate students. Refinement of German
grammar; vocabulary building, writing practice via journal and essays;
German culture, including current news and issues, literature and films.
Special emphasis on comprehension and speaking skills for discussions,
everyday situations, and in-class presentations. Prerequisite: completion
of first-year German.

Process of using a camera for artistic expression. Still or video camera
used as a passport to gain access to people, places, and events that
might otherwise remain off limits. Short exercises culminate in a final
project. Optional field trips to several local museums (Film and Television
Museum in Berlin, The Museum für Fotografie, Topography of Terror, and/
or the Stasi Museum) to view their photography collections.

OSPB 24B. Advanced German Grammar. 2 Units.
Syntax and organizational patterns (connectors, structuring and cohesive
device) for various types of texts and arguments, contrasting vocabulary
practice, and reading strategies. Skills for writing well-structured critical
essays, giving effective presentations, and reading extensively as well as
intensively.

OSPB 25. Architecture, Memory, Commemoration. 5 Units.
Exploration of questions about architectural form together with a sense
of place in Berlin and surrounding regional cities. Interdisciplinary
approach to the study of urbanism and memory through the concerns of
cultural geography, anthropology, history, fiction and films. Trips to sites
to explore how memory is visualized in the built environment. Themes of
the course include: "About Form," "Mapping the City," and "Heritage and
Commemoration."

OSPB 30. Berlin vor Ort: A Field Trip Module. 1 Unit.
The cultures of Berlin as preserved in museums, monuments, and
architecture. Berlin's cityscape as a narrative of its history from baroque
palaces to vestiges of E. German communism, from 19th-century
industrialism to grim edifices of the Sachsenhausen concentration camp.

OSPB 35. Documentary Film: Issues and Traditions. 5 Units.
Conceptual and historical overview of the forms, strategies, and
conventions of nonfiction film with a particular focus on the European
tradition of social and political documentary. Building on John Grierson's
assertion that documentary film is a "creative treatment of actuality,"
examines films that proffer a point of view and eschew a pretense of
objectivity. Topics include nonfiction storytelling, the documentary
aesthetic, filmmaker voice, and the ethics of representation. Historical,
political, and social issues from the 1920's to the present as seen through
films, considering both form and content as a springboard for analysis.

OSPB 37. Leading from Behind? Germany in the International Arena
since 1945. 4-5 Units.
Germany's changing role in European and world politics. Have old
principles based on lessons from World War II become obsolete? Can
Germany be a leading power in global affairs?.

OSPB 39. Globalization and the Fate of Western Art Music. 2 Units.
An activity based directed group. Attendance of several concert
performances required.

OSPB 40M. An Intro to Making: What is EE. 5 Units.
You get to keep the toys you build. Prerequisite: CS 106A.

OSPB 40N. An Intro to Making: Intro to Flies. 5 Units.
Learn about coding, transforms, and LEDs, a solar charger and an EKG machine
and learn about power, noise, feedback, more circuits, and safety. And
you get to keep the toys you build. Prerequisite: CS 106A.

OSPB 41. Directed Reading on Global Issues/International Relations. 3
Units.
Directed reading/tutorial on a wide range of international relations topics
including China's rise, grand strategy, nuclear proliferation, and climate
change. Students will be expected to demonstrate understanding of key
ideas, core issues, and possible implications of alternative hypotheses.
Choice of topic will determine whether a paper is required or mastery of
subject can be demonstrated through discussion alone.

OSPB 44. Berlin and its Artists. 4 Units.
Visual environment of Berlin, shaped and reshaped by artists who in
turn were transformed by the city. Links between their biographies
and Berlin. Retracing artists' lives to unveil contemporary background
and characteristic circumstances under which their work was created.
Images of Berlin through the eyes of those who contributed to shaping
it - from Schlüter to Liebermann to Eliasson. Visits to museums and
locations related to the life and work of the artists complement the
theoretical discussions. Introduction to the art of drawing, using
sketchbooks as a tool for exploring the artworks in Berlin and for
understanding what moved the artist to create them.
OSPBER 46. Gardens of Earthly Delight: Berlin's Culture of Landscape and Public Space. 1-2 Unit.
This course examines the cultural geography of Germany's social spaces as sites for the development of the personal, social, and political experiences of a German cultural identity. Focusing on literary forms, landscape art, and garden history in Berlin and its environs, we consider the roles of landscape and garden design and how they represent the cultural and social ideology of their times. Activities include readings and field trips. Additional writing for students who choose the 2 unit option.

OSPBER 50M. Introductory Science of Materials. 4 Units.
Topics include: the relationship between atomic structure and macroscopic properties of man-made natural materials, mechanical and thermodynamic behavior of surgical implants including alloys, ceramics, and polymers; and materials selection for biotechnology applications such as contact lenses, artificial joints, and cardiovascular stents. No prerequisite.

OSPBER 60. Cityscape as History: Architecture and Urban Design in Berlin. 5 Units.
Diversity of Berlin's architecture and urban design resulting from its historical background. Architect Ludwig Mies van der Rohe and his artistic ancestors. Role of the cultural exchange between Germany and the U.S. Changing nature of the city from the 19th century to the present.

OSPBER 66. Theory from the Bleachers: Reading German Sports and Culture. 3 Units.
German culture past and present through the lens of sports. Intellectual, societal, and historical-political contexts. Comparisons to Britain, France, and the U.S. The concepts of Körperkultur, Leistung, Show, Verein, and Haltung. Fair play, the relation of team and individual, production and deconstruction of sports heroes and heroines, and sports nationalism. Sources include sports narrations and images, attendance at sports events, and English and German texts. Taught in English.

OSPBER 68. Protestant Reformation. 4 Units.
New forms of Christian religious thought and practice that emerged in Western Europe in the early to mid-sixteenth century and decisively shaped the course of Western history. Religious status quo and other forms of religious dissent that challenged late medieval Christendom; proposals for reform exemplified by Martin Luther, Andreas Karlstadt, Thomas Müntzer; impact of the changes in religion and the conflicts over religion for society more broadly.

OSPBER 70. The Long Way to the West: German History from the 18th Century to the Present. 4-5 Units.
Battles still current within Germany's collective memory. Sources include the narrative resources of museums, and experts on the German history in Berlin and Potsdam. Field trips.

OSPBER 71. EU in Crisis. 4-5 Units.
Challenges confronting Europe as a whole and the EU in particular: impact of the sovereign debt crisis of the Eurozone, mass migration, external and internal security challenges, as well as political and social needs for reform. How the EU and its members respond and if the opportunities of these crises are constructively used for reform or wasted (Crisis = Danger + Opportunity). Analyze institutions, interests and competing narratives to explain the current situation in Europe. Excursion to Athens or similar to get a non-German perspective on the crises.

OSPBER 72. Economics and the City: Evidence from the Division and Reunification of Germany. 5 Units.
Introduction to Urban Economics, from both theoretical and empirical perspectives. Emphasis on the use of "natural experiments" used by social scientists to learn about the economics of cities without the ability to conduct randomized control trials. These principles applied in the context of Berlin, whose remarkable division and reunification can teach us about the forces that cause cities to exist and the role that they play in the wider economy.

OSPBER 73. Independent Study Projects Concerning German Economics Policy. 1-3 Unit.
Current topics in economic policy, as relevant, or applied, to Germany. Possible topics to include: government policy to foster economic growth and fight recessions; inequality and the role of the tax system in redistributing income; social insurance; international trade and finance; immigration; industrial policy; innovation policy; environmental policy; and government regulation of key sectors of the economy.

OSPBER 99. German Language Specials. 1-5 Unit.
May be repeated for credit.

OSPBER 101A. Contemporary Theater. 5 Units.
Texts of plays supplemented by theoretical texts or reviews. Weekly theater visits, a tour of backstage facilities, and discussions with actors, directors, or other theater professionals. In German. Prerequisite: completion of GERLANG 3 or equivalent.

OSPBER 115X. The German Economy: Past and Present. 4-5 Units.
The unsteady history of the German economy in the Wilhelmine Empire, the Weimar Republic, the Third Reich, the post WWII divided and united Germany. Special attention on the economic policy of the Third Reich and the present role of Germany in the world economy.

OSPBER 126X. A People's Union? Money, Markets, and Identity in the EU. 4-5 Units.
The institutional architecture of the EU and its current agenda. Weaknesses, strengths, and relations with partners and neighbors. Discussions with European students. Field trips; guest speakers.

OSPBER 161X. The German Economy in the Age of Globalization. 4-5 Units.
Germany's role in the world economy: trade, international financial markets, position within the European Union; economic relations with Eastern Europe, Russia, the Third World, and the U.S. International aspects of German economic and environmental policies. The globalization of the world's economy and Germany's competitiveness as a location for production, services, and R&D, focusing on the German car industry.

OSPBER 174. Sports, Culture, and Gender in Comparative Perspective. 5 Units.
Theory and history of mass spectator sports and their role in modern societies. Comparisons with U.S., Britain, and France; the peculiarities of sports in German culture. Body and competition cultures, with emphasis on the entry of women into sports, the modification of body ideals, and the formation and negotiation of gender identities in and through sports. The relationship between sports and politics, including the 1936 Berlin Olympic Games. In German. Prerequisite: completion of GERLANG 3 or equivalent.

OSPBER 198D. Humboldt Universität: Humanities 2. 1-3 Unit.
Course may be repeated for credit.

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

OSPBER 198H. Freie Universität: Humanities 3. 1-5 Unit.
Course may be repeated for credit.

OSPBER 198K. Weissensee Art University 1. 1-4 Unit.
Course may be repeated for credit.

OSPBER 198L. Weissensee Art University 2. 1-4 Unit.
Course may be repeated for credit.

OSPBER 198M. Weissensee Art University 3. 1-4 Unit.
Course may be repeated for credit.

OSPBER 198N. Künste Universität 1. 1-4 Unit.
Course may be repeated for credit.

OSPBER 198P. Künste Universität 2. 1-4 Unit.
Course may be repeated for credit.

OSPBER 199A. Directed Reading A. 2-4 Units.
Course may be repeated for credit.

OSPBER 199B. Directed Reading B. 2-3 Units.
Course may be repeated for credit.
and gender identity politics by representative authors. South Africa and in considering solutions to inequality. Theories of racial interrogation of gender politics as well as structural mechanisms, such as entertainment media as a source of information about politics. Role of an

OSPCPTWN 21. Activism and Intersectionality in SA Music & Media. 3 Units.

Activism as it relates to debates about race, gender and intersectionality in South African music, mass and social media. How the discipline of Media Studies can contribute to scholarship on the quality of public discourse about transformation in the country. Exploration of entertainment media as a source of information about politics. Role of an interrogation of gender politics as well as structural mechanisms, such as macroeconomic policy in addressing social justice in post-apartheid South Africa and in considering solutions to inequality. Theories of racial and gender identity politics by representative authors.

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

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

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

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

OSPCPTWN 28. Multilingual Diversity and Bi-/Multilingual Education: Beginnings, Transitions and Futures. 3 Units.

Sociolinguistic history that gave shape to multilingual education in South Africa. Colonial and apartheid roots of S. Africa's bi-/multilingual education system. How bi-/multilingual education took shape at the transition of the new S. Africa between 1990 and 1994, the formulation of language policies and the implementation of bi-/multilingual education. Role of new multilingual speech practices, role of popular culture in young multilingual speakers' lives, and how young multilingual speakers deal with issues of race and gender.

OSPCPTWN 30. Engaging Cape Town. 2 Units.

Engaged scholarship course inviting students to think critically about core concepts in engaged scholarship. Focus on issues of identity and diversity. Students are called upon to evaluate (and modulate) their time in Cape Town in relation to these concepts. Drawing on their own experiences, identity politics, prescribed reading material, applied reading material and their engagement with informal learning spaces in Cape Town, students will interrogate how their identities and those of fellow South Africans are produced and reproduced.

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

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

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

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

OSPCPTWN 43. Public and Community Health in Sub-Saharan Africa. 4 Units.
Introduction to concept of public health as compared with clinical medicine. Within a public health context, the broad distribution of health problems in sub-Saharan Africa as compared with U.S. and Europe. In light of South Africa's status as a new democracy, changes that have occurred in health legislation, policy, and service arenas in past 16 years. Topics include: sector health care delivery, current distribution of infectious and chronic diseases, and issues related to sexual and reproductive health in South Africa. Site visits to public sector health services and health related NGOs.

OSPCPTWN 50. Independent Study Conservation & Resources in Sub-Saharan Africa. 2-3 Units.
Independent research and writing on topics related to conservation and resources in Sub-Saharan Africa. Potential topics include climate change and adaption to South Africa, community-based conservation in Sub-Saharan Africa (examining conservation experiments such as the Lewa Conservancy and the Northern Rangeland Trust in Kenya), the provision of energy in South Africa, and citizen rights to healthy environment in African nations.

OSPCPTWN 57. Directed Study in Health Systems and Policy. 1-3 Unit.
Directed study projects focusing on some aspect of health systems and policy in the Southern African context. Example topics include analysis of: local HIV control policies; the South African health care system; health care delivery patterns; investments in health infrastructure as an enabler of health care delivery; health systems strengthening and concomitant improvements in population health; and social networks and influences in disease risk. Students will be expected to write an in-depth term paper that carefully analyzes the problem under consideration. Analyses that include the development of mathematical or analytical models are encouraged.

OSPCPTWN 63. Socio-Ecological Systems. 3 Units.
The global dynamics of biodiversity and ecosystem resilience using the mountains, farmlands and informal settlements as a living classroom. Critical ecosystem services that underpin the well-being of all societal groups and how these ecosystem services can be managed or restored to build resilience and support transitions in complex, interconnected social-ecological systems. Scientific focus on humanity’s dependence on biodiversity and ecosystems as the third leg of sustainability science research, in addition to climate change and resource depletion. Deep ecology perspectives that value all life irrespective of its human utility as well as consideration of the non-quantifiable benefits of humanity’s connection to nature. Limited enrollment.

OSPCPTWN 70. Youth Citizenship and Community Engagement. 3 Units.
Critical thinking about core concepts in community engagement such as community, self, and identity. The course aims to cultivate a critical consciousness about the meaning of charity, caring, social justice and the aims of engagement with communities to enhance self awareness, awareness of others who are different, awareness of social issues, and an ethic of care where students can be change agents. The meaning of youth citizenship as it relates to engagement with communities will be explored.

OSPCPTWN 75. Giving Voice to the Now: Studies in the South African Present. 3 Units.
How to make sense of present-day South Africa, its various forms of cultural expression, and what its common project might be. Through analysis of literature and film, explore the pluralities, intersections and crossings that come together to make up the complex state of being one inhabits in South Africa. Imagining spatial structures (cities, campuses) as imagined forms invested with meaning by the people who occupy them. How spaces (and South Africa itself may be thought of as a space) are affected by people, and vice versa.

OSPCPTWN 76. (South) Africa Rising: Implications for Conflict, Democracy, and Human Rights. 5 Units.
International political impacts of (South) Africa's emergence, including how the country's extraordinary wealth and stability (despite its ongoing challenges) translates into a unique role in shaping the trajectory of the continent. Key question: whether Africa will remain a place where autocratic rulers are insulated from external pressure and left alone to commit abuses in their own countries, or whether they will face pressure from their neighbors and the region acting collectively to change their ways. South African perspectives from Cape Town scholars and activists. Field trips to meet directly with South African government officials.

OSPCPTWN 77. Independent Study: Topics in South African Politics and Development. 2-4 Units.
Independent study with weekly meetings. Possible topics include: (1) addressing inequality, including the government’s programs to address inequality, the political opposition to the ANC’s economic approach, and the fundamental questions of land and asset ownership; (2) challenges to South African democracy, including the various political opposition parties, how the ANC is fairing as compared to other founding parties in comparative perspective, and the challenges of the legislative and judicial branches in reigning in the ANC’s excesses; (3) crime and insecurity, including the magnitude of the challenge and how government and the society are responding and; (4) truth and reconciliation, including race and ethnic politics and the impact of South Africa’s truth and reconciliation commission.

OSPCPTWN 78. Postcolonial Modernist Art Movements in Africa. 3 Units.
Introduction to the complexities and contradictions of ‘modernity’ and ‘modernism(s)’ in postcolonial Africa. With a focus on ideology-driven interdisciplinary artistic movements in Senegal, Nigeria, Congo, Egypt, Ethiopia and South Africa, examine various schools of thought that were part of modern consciousness that characterised the independence decades. Role that art centres, workshops, collectives and mission schools played in histories of European expansion and colonialism. Debates regarding notions of ‘appropriation,’ ‘natural synthesis’ and ‘assimilation’ interpreted in the context of postcolonial theory. Different modes of production and methodological approaches.

OSPCPTWN 80. Business in Africa. 2 Units.
Economic reforms leading to a rapidly improving business environment in many countries across the continent. Policy-related reforms and strategies adopted by African governments designed to ensure that their economies are more business-friendly. Economic changes coinciding with, and bolstered by, political reforms adopted by several African countries. Effect of improved political conditions on business across most African states, with most of the civil wars and inter-state conflicts having ended.

OSPCPTWN 81. Facing the Past: History, Memory, and Politics in Post-Conflict Societies. 5 Units.
A survey of the emerging field of retrospective justice through a series of topical readings and case studies. Topics include: history of "genocide," both as practice and as legal category; war crimes tribunals; truth commissions; the politics of official apologies; monetary reparations programs; and the art, architecture, and politics of public memorials. Specific cases range from the Holocaust and its aftermath to the ongoing debate in the United States over reparations for slavery, but focusing in particular on South Africa's complex, contested transition from apartheid to democracy.

OSPCPTWN 82A. Independent Study: South Africa's Truth and Reconciliation Commission. 2-4 Units.
An opportunity to delve into the origins, history, and legacy of the Truth and Reconciliation Commission. Sources include contemporary journalistic accounts, subsequent scholarly analyses, and, most important, the voluminous archive of the TRC itself, including the Commission’s final report, transcripts of hearings, and victims’ statements.
Reading and research on medieval and/or Renaissance literature. 1-2 Unit.

France to establish the Tuscan vernacular as a literary medium worthy of the cultural environment of Florence transformed the courtly literature of the tradition of Western European literature. How the political and social contexts of Florence shaped the production of medieval and Renaissance literature. Interpretation of authentic materials, written and oral presentations, and plenty of conversational practice.

OSPCPTWN 82B. IS: South African Literature. 2-4 Units.
Drawing on works of fiction plumbing the depths of South Africa’s violent past and present, an opportunity for students to devise their own pathway through this extraordinarily rich literary tradition. Possible readings include: Solomon Plaatje, Mhudi; Alan Paton, Cry the Beloved Country; Zoe Wicomb, David’s Story and/or You Can’t Get Lost in Cape Town; Njabulo Ndebele, Fools and Other Stories; Nadine Gordimer, A World of Strangers and/or The Conservationist; Herman Charles Bosman, Unto Dust; and Can Temba, The Will to Die.

OSPCPTWN 199A. Directed Reading A. 2-4 Units.
Course may be repeated for credit.

OSPCPTWN 199B. Directed Reading B. 1-5 Unit.
Course may be repeated for credit.

Stanford Program in Florence Courses

OSPFLOR 1A. Accelerated First-Year Italian, Part 1. 5 Units.
Accelerated sequence that completes first-year Italian in two rather than three quarters. For students with previous knowledge of Italian or with a strong background in another Romance language. Prerequisite: advanced-level proficiency in another Romance language. Prerequisite: Placement.

OSPFLOR 1F. First-Year Italian, First Quarter. 5 Units.
All-in-Italian communicative and interactive approach. Emphasis is on the development of appropriate discourse in contemporary cultural contexts. Interpretation of authentic materials, written and oral presentations, and plenty of conversational practice. Language lab, multimedia, and online activities.

OSPFLOR 2A. Accelerated First-Year Italian, Part 2. 5 Units.
Continuation of ITALLANG 1A. Accelerated sequence that completes first-year Italian in two rather than three quarters. For students with previous knowledge of Italian or with a strong background in another Romance language. Prerequisite: Placement Test, ITALLANG 1A or consent of instructor. Fulfills the University language requirement.

OSPFLOR 2F. First-Year Italian, Second Quarter. 5 Units.
Continuation of ITALLANG 1. All-in-Italian communicative and interactive approach. Emphasis is on the development of appropriate discourse in contemporary cultural contexts. Interpretation of authentic materials, written and oral presentations, and plenty of conversational practice. Language lab, multimedia, and online activities. Prerequisite: Placement Test, ITALLANG 2.

OSPFLOR 3F. First-Year Italian, Third Quarter. 5 Units.
Continuation of ITALLANG 2. All-in-Italian communicative and interactive approach. Emphasis is on the development of appropriate discourse in contemporary cultural contexts. Interpretation of authentic materials, written and oral presentations, and plenty of conversational practice. Language lab, multimedia, and online activities. Prerequisite: Placement Test, ITALLANG 2 or consent of instructor. Fulfills the University language requirement.

OSPFLOR 8. Migration and Cultural Diversity in Contemporary Italy. 5 Units.
Exploration of the media as an arena where Italian national and individual identities (of both migrants and natives) are being redefined in an age of globalization, massive migration flows and increasing social diversity. Over the last thirty years, Italy has been transformed from a country of exclusive emigration into a country where recent immigration is becoming one of the most controversial issues faced by Italian society and the political system today.

OSPFLOR 11. Film, Food and the Italian Identity. 4 Units.
Food in Italian cinema staged as an allegory of Italy’s social, political and cultural milieu. Intersections between food, history and culture as they are reflected in and shaped by Italian cinema from the early 1900s until today. Topics include: farmer’s tradition during Fascism; lack of food during WWII and its aftermath; the Economic Miracle; food and the Americanization of Italy; La Dolce Vita; the Italian family; ethnicity, globalization and the re-discovery of regional culinary identity in contemporary Italy. Impact of cinema in both reflecting and defining the relationship between food and culture.

OSPFLOR 15. An Introduction to Contemporary Italy. 2 Units.
Today’s Italy through a series of thematic lectures covering a wide range of subjects, from politics to contemporary art and from sexual mores to the Mafia. Nature of contemporary Italian society, insights into the economic challenges facing Italy, as well as to deciphering Italian politics, and the elements required to make sense of what can be read, seen and heard in the Italian media. Assessing modern Italian culture in terms of the society that has produced it.

OSPFLOR 19. Florence for Foodies: Discovering the Italian Culinary Tradition. 1 Unit.
Factors that shape modern Italian cuisine such as historical heritage, foreign influences, and the “Mediterranean diet.” Explore the Italian culinary tradition as well as its more modern face, open to innovation and to technology. Four cooking classes, tastings, on-site visits, and meetings with guest speakers who are experts in their fields.

OSPFLOR 21F. Accelerated Second-Year Italian, Part A. 5 Units.
Review of grammatical structures; grammar in its communicative context. Listening, speaking, reading, and writing skills practiced and developed through authentic material such as songs, newspaper articles, video clips, and literature. Insight into the Italian culture and cross-cultural understanding. Prerequisite: one year of college Italian if completed within two quarters of arriving in Florence, or ITALLANG 21.

OSPFLOR 22F. Accelerated Second-Year Italian Part B. 5 Units.
Grammatical structures, listening, reading, writing, speaking skills, and insight into the Italian culture through authentic materials. Intermediate to advanced grammar. Content-based course, using songs, video, and literature, to provide cultural background for academic courses. Prerequisite: ITALLANG 21 within two quarters of arriving in Florence or ITALLANG 21A or OSPFLOR 21F.
OSPFLOR 26. The Politics of the European Crisis: from the Maastricht Treaty to the Greek Crunch. 5 Units.
The course will discuss and analyze the European Crisis, which started in Greece in 2009 and is still going on. The main objective is to help students develop a critical comprehension of the inner functioning of the European Union's economics, politics and institutions, so as to understand the reasons for the crisis and the solutions undertaken. This course is divided into three main parts. The first part will explore the ways in which the crisis has affected the functioning of the European institutions, in particular how it has changed the role of the European Parliament, of the European Commission and of the European Council. By analyzing the European financial crisis we will be able to understand the specific institutional framework of the European Union and how it differs from the U.S. The second part of this course will examine the ways in which Europe has addressed the crisis through its policies (fiscal, monetary and banking policies), and how they have consequently evolved. A comparative analysis with the United States will show the complexity entailed in having one monetary policy and nineteen distinct national budgets. The third part of the class will come to grips with the bail-out programs implemented in five European countries (Greece, Ireland, Portugal, Spain and Cyprus). We will consider both successful examples such as Spain and Ireland, and more problematic ones, such as Greece and Portugal. The rise of populist parties, in Greece and in many European countries, is addressed as one of the key challenges in Europe. The course concludes by looking at the next steps in the progress of European integration: how far away (and how difficult) is the creation of a true Political Union in Europe, similar to the United States? Are the 28 Member States ready to give up more sovereignty? And if so, in which areas? If further steps are not accomplished, what are the risks of moving backwards? What are the risks of a potential disruption of the Euro? Should the U.S. be more engaged with the current European situation in light of the broader geopolitical risks?

OSPFLOR 28. Between Art and Science: the Evolution of Techniques from Antiquity to Leonardo da Vinci. 4 Units.
Revival of technical activity that began in the late fourteenth century, notably in Italy, and lasted, through the fifteenth century. New perspective on the Renaissance through focus on the careers and the most significant achievements of the "artist-engineers" active before Leonardo.

OSPFLOR 31F. Advanced Oral Communication: Italian. 3 Units.
Refine language skills and develop insight into Italian culture using authentic materials. Group work and individual meetings with instructor. Minimum enrollment required. Prerequisite: ITALLANG 22A, 23 or placement.

OSPFLOR 32. Critical Strategies in Contemporary Photographic Practice: Florence Through a Lens. 4 Units.
Technical knowledge and the evolved analytical and conceptual skills required to begin producing complex, reflexive, innovative and challenging photographic work. Workings of the camera, classical rules of aesthetic creation and the nature of light. History of the medium and its relationship to society as a whole. Ethical issues at the heart of photographic practice; examination of the scientific and philosophical foundations of photography itself.

OSPFLOR 34. The Virgin Mother, Goddess of Beauty, Grand Duchess, and the Lady: Women in Florentine Art. 4 Units.
Influence and position of women in the history of Florence as revealed in its art. Sculptural, pictorial, and architectural sources from a social, historical, and art historical point of view. Themes: the virgin mother (middle ages); the goddess of beauty (Botticelli to mannerism); the grand duchess (late Renaissance, Baroque); the lady, the woman (19th-20th centuries).

OSPFLOR 36. Democratic Streets: City Life, Urban Diversity, Self-made Urbanism. 4 Units.
The role that public space plays in the city. The expressive concept of "democratic streets" and the features that city streets and squares should have in terms of diversity and openness. Lectures and field trips explore the public space as an intertwining of bodies, stones, buildings, and interactions in the city fabric. Three main issues to place the concept of democratic streets in the field of urban planning: city life, urban diversity and self-made urbanism.

OSPFLOR 41. The Florentine Sketchbook: A Visual Arts Practicum. 4 Units.
The ever-changing and multifaceted scene of contemporary art through visual and sensorial stimulation. How art is thought of and produced in Italy today. Hands-on experience. Sketching and exercises on-site at museums and exhibits, plus workshops on techniques. Limited enrollment.

OSPFLOR 42. Academic Internship. 1-5 Unit.
Mentored internships in banking, education, the fine arts, health, media, not-for-profit organizations, publishing, and retail. May be repeated for credit.

OSPFLOR 46. Images of Evil in Criminal Justice. 5 Units.
Iconographic component of criminal law; reasons and functions of the visual representation of criminal wrongdoing. Historical roots of "evil typecasting,” consideration of its variations with respect to common law and civil law systems. Fundamental features of the two legal systems. Sources, actors, enforcement mechanisms of the criminal law compared; study of cases in the area of murder, sex offences, organized crime and terrorism. Different techniques of image typecasting highlighted and discussed. International criminal law, which takes the burden to describe, typecast and punish forms of "enormous, disproportionate evil," such as genocide and other mass atrocities.

OSPFLOR 48. Sharing Beauty in Florence: Collectors, Collections and the Shaping of the Western Museum Tradition. 4 Units.
The city’s art and theories of how art should be presented. The history and typology of world-class collections. Social, economic, political, and aesthetic issues in museum planning and management. Collections include the Medici, English and American collectors of the Victorian era, and modern corporate and public patrons.

OSPFLOR 49. On-Screen Battles: Filmic Portrayals of Fascism and World War II. 5 Units.
Structural and ideological attributes of narrative cinema, and theories of visual and cinematic representation. How film directors have translated history into stories, and war journals into visual images. Topics: the role of fascism in the development of Italian cinema and its phenomenology in film texts; cinema as a way of producing and reproducing constructions of history; film narratives as fictive metaphors of Italian cultural identity; film image, ideology, and politics of style.

OSPFLOR 50M. Introductory Science of Materials. 4 Units.
Topics include: the relationship between atomic structure and macroscopic properties of man-made and natural materials; mechanical and thermodynamic behavior of surgical implants including alloys, ceramics, and polymers; and materials selection for biotechnology applications such as contact lenses, artificial joints, and cardiovascular stents. No prerequisite.

OSPFLOR 54. High Renaissance and Mannerism: the Great Italian Masters of the 15th and 16th Centuries. 4 Units.
The development of 15th- and early 16th-century art in Florence and Rome. Epochal changes in the art of Michelangelo and Raphael in the service of Pope Julius II. The impact of Roman High Renaissance art on masters such as Fra Bartolomeo and Andrea del Sarto. The tragic circumstances surrounding the early mannera: Pontormo and Rosso Fiorentino and the transformation of early Mannerism into the elegant style of the Medicean court. Contemporary developments in Venice.
OSPFLOR 55. Academy of Fine Arts: Studio Art. 1-5 Unit.
Courses through the Academia delle Belle Arti. Details upon arrival.
Minimum Autumn and Winter Quarter enrollment required; 1-3 units in Autumn. May be repeated for credit.

OSPFLOR 56. University of Florence Courses. 1-5 Unit.
May be repeated for credit.

OSPFLOR 58. Space as History: Social Vision and Urban Change. 4 Units.
A thousand years of intentional change in Florence. Phases include programmatic enlargement of ecclesiastical structures begun in the 11th century; aggressive expansion of religious and civic space in the 13th and 14th centuries; aggrandizement of private and public buildings in the 15th century; transformation of Florence into a princely capital from the 16th through the 18th centuries; traumatic remaking of the city's historic core in the 19th century; and development of new residential areas on the outskirts and in neighboring towns in the 20th and 21st centuries.

OSPFLOR 60. Italian Design from the Renaissance to the Present Day. 3 Units.
History, engineering, aesthetic and design of Italian products, marketing and culture. Rise of Italian design, architecture, art and engineering in the Renaissance period and the roots behind the global reputation of Italian design in the 21st century. Range of iconic Italian products and their design including machined goods and transportation, fashion and leather goods, ceramics and crafts, and food goods. Projects researching the history, design, engineering, and marketing aspects of a successful Italian product; discussion of the geographic, cultural and political factors in the product success; supply chain from raw materials to consumers and eventual disposal. Field trips to local manufacturing facilities.

OSPFLOR 61. Independent Study Topics in Visual Culture Exchange. 1-3 Unit.
Independent study should focus on local influences of Italian industry and scope should be defined in conjunction with faculty. Example topics: Life and times of Leonardo: profile his influence on art, history, architecture and engineering Politics, trade and craftsmanship: the life and times of DOCG certifications (could focus on a particular industry or the process in general).

OSPFLOR 62. The History and Science of Hematology: "Blood is the Mirror of the Soul". 3 Units.
Beginning with a historical perspective of medicine and its evolution from a descriptive science during the Italian Renaissance, trace the milestones of Hematology as a distinct medical discipline, followed by more recent, revolutionary advances in both benign and malignant hematologic diseases. Learning goals include: art of scientific discovery through hypothesis development; critical reading of scientific literature; impact of societal influences on disease perception and treatment; core ethical aspects of both science and medicine.

OSPFLOR 67. The Celluloid Gaze: Gender, Identity and Sexuality in Cinema. 4 Units.
Film in the social construction of gender through the representation of the feminine, the female, and women. Female subjects, gaze, and identity through a historical, technical, and narrative frame. Emphasis is on gender, identity, and sexuality with references to feminist film theory from the early 70s to current methodologies based on semiotics, psychoanalysis, and cultural studies. Advantages and limitations of methods for textual analysis and the theories which inform them.

OSPFLOR 69. Abstract Art: Creativity, Self-Expression and Depicting the Unimaginable. 4 Units.
Overview of the birth and evolution of abstract art with visual background necessary to produce works of art free of a realistic representation. Movements and trends in abstract art; experimentation with different media and techniques.

OSPFLOR 71. A Studio with a View: Drawing, Painting and Informing your Aesthetic in Florence. 4 Units.
Recent trends in art, current Italian artistic production, differences and the dialogue among visual arts. Events, schools, and movements of the 20th century. Theoretical background and practical training in various media. Work at the Stanford Center and on site at museums, exhibits, and out in the city armed with a sketchbook and camera. Emphasis is on drawing as the key to the visual arts. Workshops to master the techniques introduced. Limited enrollment.

OSPFLOR 73. Independent Study in Medicine. 1-2 Unit.
Tutorial format allowing students to choose a topic of interest in the field of Hematology and explore in-depth the scientific, cultural, and ethical issues of the topic. Examples could include genetic modification of the human genome, palliative/hospice care, economics of cancer therapeutics. Meet one-on-one with the faculty member to formulate a topic, discuss appropriate source material, and critically edit an essay designed for publication as an opinion paper.

OSPFLOR 75. Florence in the Renaissance: Family, Youth and Marriage in the Fourteenth and Fifteenth Centuries. 5 Units.
Using a series of texts written by 14th and 15th century Florentines, look at the urban values of the city's citizens. Topics include: thinking about urban space; social relations; the values attached to politics, money, family, religion. How meanings of words such as "state", "government", and "family" might have changed over time.

OSPFLOR 78. The Impossible Experiment: Politics and Policies of the New European Union. 5 Units.
Institutional design of EU, forthcoming changes, and comparison of the old and new designs. Interactions between the EU, member states, organized interests, and public opinion. Major policies of the EU that affect economics such as competition or cohesion policies, market deregulation, and single currency. Consequences of the expansion eastwards. The role of institutions as a set of constraints and opportunities for the economic actors; relationships between political developments and economic change in the context of regional integration; lessons for other parts of the world.

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

OSPFLOR 111Y. From Giotto to Michelangelo: The Birth and Flowering of Renaissance Art in Florence. 4 Units.
Lectures, site visits, and readings reconstruct the circumstances that favored the flowering of architecture, sculpture, and painting in Florence and Italy, late 13th to early 16th century. Emphasis is on the classical roots; the particular relationship with nature; the commitment to human expressiveness; and rootedness in the real-world experience, translated in sculpture and painting as powerful plasticity, perspective space, and interest in movement and emotion.

OSPFLOR 115Y. Building the Cathedral and the Town Hall: Constructing and Deconstructing Symbols of a Civilization. 4 Units.
The history, history of art, and symbolism of the two principal monuments of Florence: the cathedral and the town hall. Common meaning and ideological differences between the religious and civic symbols of Florence's history from the time of Giotto and the first Guelf republic to Bronzino and Giovanni da Bologna and the Grand Duchy.

OSPFLOR 199A. Directed Reading A. 1-4 Unit.
Course may be repeated for credit.
OSPISTAN 10. Beginning Turkish. 3 Units.
Alphabet and sound systems of Turkish. Basic numbers, colors and days of the week; simple sentence forms; locative form; present continuous tense and past tense; simple adjectives, possessive pronouns, compound nouns, and case endings.

OSPISTAN 20. Intermediate Turkish. 3 Units.
General present tense; conditionals; imperative; while and when as prepositions; relative clauses.

OSPISTAN 30. Advanced Turkish. 3 Units.
Focus on reading and listening using authentic materials; work on grammar, speaking and vocabulary to support readings and listenings. Past perfect tense; DIS as emphatic or terminator participle; obligation forms; conjunctions; conditionals: past and hypotheticals; causative form.

OSPISTAN 62. Business Policy and Strategy in a Global Environment. 4 Units.
Management problems form the perspective of the entire enterprise in a domestic and international setting; strategy formulation, environmental analysis and strategy implementation applied to actual companies. Course relies heavily on cases and on presentations to business leaders.

OSPISTAN 64. Travels in the Ottoman History with Evliya Çelebi. 4 Units.
Studies by modern historians related to Ottoman history compared to writings of Evliya Çelebi.

OSPISTAN 72. Religion, Secularism and Democracy in the World. 4 Units.
Why religion and religious politics (and their counterparts, secularity and secular politics) have become increasingly important aspects of national and international politics, and how this affects, and will affect democracy, development, and secularism in the world. General and comparative perspective with emphasis on Muslim politics, Muslim majority countries and Turkey. Cultural, ideological, institutional and political meanings of secularism, the commonalities and differences between secularism and laicism. Relationships between religious and secular forms of politics, democracy and development, social policy and international relations in Turkey and the rest of the world.

OSPISTAN 74. Dreaming of a Cosmopolitan Sea: The Mediterranean in History. 4 Units.
Relations and interconnectedness between the different Mediterranean cultures from the Early Modern period to the end of WWII. Ways in which historians and anthropologists have used the Mediterranean as a privileged terrain to rethink the communication, circulation and exchanges between the Christian and Muslim worlds, often represented as antagonistic. Other forms of tension such as wars between empires, privateering, the exploitation of captive labor force, slave trade and the wars of colonial conquest. Ways in which interactions of economic, commercial and political interests contributed to the formation of multi-religious states and favored religious syncretism and linguistic and cultural hybridizations.

OSPISTAN 75. Films on Istanbul and Istanbul in Films. 4 Units.
Istanbul as a unique cinematic backdrop, as a subject and a mirage. Cultural and historical significance of Istanbul through the art of cinema. Basic rules of film analysis and application to discussions. How to read a film.

Kyoto Center Courses
OSPKYOCT 103A. Third-Year Japanese I. 12 Units.
Preparation for function beyond basic level in a Japanese-speaking environment by developing and enhancing communicative competence through: review of basic grammar; new grammar; reading short essays and articles with help of dictionary; short writing and speaking assignments using formal style to describe, explain, and discuss sociocultural topics; enhancing listening comprehension.

OSPKYOCT 103B. Third-Year Japanese II. 12 Units.
Preparation for function beyond basic level in a Japanese-speaking environment by developing and enhancing communicative competence through: review of basic grammar; new grammar; reading short essays and articles with help of dictionary; short writing and speaking assignments using formal style to describe, explain, and discuss sociocultural topics; enhancing listening comprehension.

OSPKYOCT 104A. Fourth-Year Japanese I. 12 Units.
Emphasis on applications of correct grammar and strengthening academic communication skills through: reading longer essays, articles, and novels with some dictionary work; reading and writing assignments in paragraph format using formal style to describe, explain and discuss sociocultural topics; developing listening comprehension.

OSPKYOCT 104B. Fourth-Year Japanese II. 12 Units.
Emphasis on applications of correct grammar and strengthening academic communication skills through: reading longer essays, articles, and novels with some dictionary work; reading and writing assignments in paragraph format using formal style to describe, explain and discuss sociocultural topics; developing listening comprehension.

OSPKYOCT 105A. Fifth-Year Japanese I. 12 Units.
For students with advanced proficiency. Goals include advanced command of grammar, composition, and stylistics. Emphasis is on academic Japanese preparing students to audit classes at a Japanese university.

OSPKYOCT 105B. Fifth-Year Japanese II. 12 Units.
For students with advanced proficiency. Goals include advanced command of grammar, composition, and stylistics. Emphasis is on academic Japanese preparing students to audit classes at a Japanese university.

OSPKYOCT 128. Families and Work in Post-war Japan. 6 Units.
Factors that promoted both change and continuity in the social division of labor between the interdependent spheres of work and family. How cultural strategies for organizing contemporary Japanese social life were conditioned 1) by rapid industrialization and growth and 2) by later economic stasis. Class, gender, and regional variations; role of social psychology in Japanese responses to work-family conflicts.

OSPKYOCT 131. International Business Strategies in Japan and Asia. 6 Units.
Regional as opposed to national approaches for business strategies. Interconnectedness of the region’s economies and businesses. International business strategies with particular relevance to Japan and Asia, key players in Asian business; how to utilize knowledge of Japan in greater Asian international business context.

OSPKYOCT 146. Postwar Japanese Cinema and Visual Culture. 6 Units.
Films of Japanese directors Ozu Yasujirō, Mizoguchi Kenji and Kurosawa Akira from the late 1940s and 1950s and their focus on the human condition and the perception of truth, history, beauty, death in the postwar period. Connections to other visual media such as painting, photography, and printmaking.
OSPKYOT 180. The Arts of Japan. 6 Units.
Introduction to the major artistic traditions of Japan, from the Neolithic period to the present. How arts developed in and through history and how art and architecture were used for philosophical, religious, and material ends. Topics include: places of Shinto and impact of Buddhism; narrative illustration; changing roles of aristocratic, monastic, shogunal and merchant patronage.

Stanford Program in Kyoto Courses
OSPKYOTO 3K. First-Year Japanese Language, Culture, and Communication, Third Quarter. 5 Units.
(Formerly OSPKYOTO 9K). Continuation of 2K. First-year sequence enables students to converse, write, and read essays on topics such as personal history, experiences, familiar people. Fulfills University Foreign Language Requirement. Prerequisite: JAPANLNG 2 or OSPKYOTO 2K if taken 2012-13 or later (JAPANLNG 8 if taken 2011-13 or earlier).

OSPKYOTO 5A. Independent Study in Japan’s Energy Crisis. 1 Unit.

OSPKYOTO 5B. Independent Study in News Shaping Japan Today. 1 Unit.

OSPKYOCT 13. Contemporary Religion in Japan’s Ancient Capital: Sustaining and Recasting Tradition. 4 Units.
Japanese attitudes to religion and popular forms of religiosity. Syncretic nature of beliefs and practices drawn on a variety of interwoven concepts, beliefs, customs and religious activities of native Japanese, Korean, Chinese, and Indian origins as background. Topics include: pursuit of worldly benefits, religion and healing, fortune-telling, ascetic practices, pilgrimage, festivals (matsuri), new religions and their image, impact of the internet, response of religion in times of crisis.

OSPKYOTO 21K. Second-Year Japanese Language, Culture, and Communication, First Quarter. 5 Units.
(Formerly OSPKYOTO 17K.) Goal is to further develop and enhance spoken and written Japanese in order to handle advanced concepts such as comparison and contrast of the two cultures, descriptions of incidents, and social issues. 800 kanji, 1,400 new words, and higher-level grammatical constructions. Readings include authentic materials such as newspaper articles, and essays. Prerequisite: JAPANLNG 3 if taken 2012-13 or later (JAPANLNG 7 if taken 2011-12 or earlier).

OSPKYOTO 23K. Second-Year Japanese Language, Culture, and Communication, Third Quarter. 5 Units.
Formerly OSPKYOTO 19K). Goal is to further develop and enhance spoken and written Japanese in order to handle advanced concepts such as comparison and contrast of the two cultures, descriptions of incidents, and social issues. 800 kanji, 1,400 new words, and higher-level grammatical constructions. Readings include authentic materials such as newspaper articles, and essays. Prerequisite: JAPANLNG 22 or OSPKYOTO 22K if taken 2012-13 or later (JAPANLNG 18 if taken 2011-12 or earlier).

OSPKYOTO 27. Japanese Popular Culture. 4 Units.
Introduction to forms and categories of Japanese popular culture including: Japanese movies and television, animation and manga, magazines, newspapers and other printed materials, characters and product brands, sports and other entertainment industries, music and idols, fashion, food and drink, consumer goods, shopping malls and other places for consumption. Using a cultural studies framework, analyze these various forms of popular culture considering the following: different groups in society; historical variability; industry, government and media interests; and advertising policies.

OSPKYOTO 29. The Culinary Arts of Japan. 2 Units.
Focusing on Kyoto’s culinary heritage, introduction to the principle ingredients and methods used in Japanese cuisine. Field trips to select local producers and purveyors organized around related food groups including tea and wagashi; dashi; tofu, miso and shoyu; seasonal vegetables and seafood; tsukemono and rice. Visits to shops and artisan workshops specializing in culinary tools such as cutlery, kitchen utensils and tableware are also scheduled, as is a final hands-on cooking lesson with one of Kyoto’s leading chefs. Enrollment limited.

OSPKYOTO 34. Gender and Work in the US and Japan. 3 Units.
Sources, extent, and consequences of workplace gender inequality in the United States and Japan. Gender disparities in labor force participation, wages, promotions and the types of jobs men and women hold. How societal norms against maternal employment affect women’s labor force participation and, consequently, economic growth at a societal level. Employment across different types of jobs, including women in science and engineering fields. Current social and organizational policies designed to reduce gender inequality and spur economic growth. Japan’s plan for stimulating the Japanese economy through government policies to persuade Japanese women to join and stay in the paid workforce compared to approaches in the US, which have largely come from the corporate sector.

OSPKYOTO 36. Independent Study on Sociology of Work in Japan. 1-3 Unit.
Independent study offered on a wide range of topics related to understanding modern issues in the Japanese workplace, including policies affecting immigration, changing attitudes among younger workers, the experiences of LGBT workers, efforts to promote entrepreneurship. Students propose a topic to the instructor who will help craft a reading list and appropriate on-site field trips. All projects will involve interviewing Japanese citizens about their workplace experiences and/or attitudes. Projects may be completed in small groups. Students and instructor will meet weekly; outside work will be tailored to student interest.

OSPKYOTO 38. From Chashitsu to Muji: a Creative Introduction to the Roots of Contemporary Japanese Design. 4 Units.
The chashitsu (Japanese tea house) and other Japanese traditional buildings in the sukiya style as keys to understanding the guiding principles of Japanese design and social aesthetics as they have evolved to the present day. Combination of the practical, creative and experiential, allowing students to engage with the subject of sensory design in the timeless Japanese context. Visits to Japanese traditional buildings to learn about and experience their spatial, material and sensory qualities from a historical, cultural, design and non-visual perspective. Enrollment limited.

OSPKYOTO 40M. An Intro to Making: What is EE. 5 Units.
Is a hands-on class where students learn to make stuff. Through the process of building, you are introduced to the basic areas of EE. Students build a “useless box” and learn about circuits, feedback, and programming hardware, a light display for your desk and bike and learn about coding, transforms, and LEDs, a solar charger and an EKG machine and learn about power, noise, feedback, more circuits, and safety. And you get to keep the toys you build. Prerequisite: CS 106A.

OSPKYOTO 73. The Arc of Innovation: Japan’s Cutting Edge. 4 Units.
In Kyoto, both the old and the new coexist together in remarkable harmony. This is true for many aspects of Kyoto life, not least of which is its industries. The aim of this course is to allow students to explore how many of Kyoto’s modern, high tech companies originated from traditional firms, and how they leverage their heritage (philosophies, mindset, culture, practices) for their modern day innovation.
OSPKYOTO 103K. Third-Year Japanese Language, Culture, and Communication, Third Quarter. 5 Units.
(Formerly OSPKYOTO 119K). Continuation of 118K. Goal is to express thoughts and opinions in paragraph length in spoken and written forms. Materials include current Japanese media and literature for native speakers of Japanese. Cultural and social topics related to Japan and its people. Prerequisite: JAPANLNG 102 or OSPKYOTO 102K if taken 2012-13 or later (JAPANLNG 118 if taken 2011-12 or earlier).

OSPKYOTO 199. Directed Reading. 1-4 Unit.
Course may be repeated for credit.

OSPKYOTO 199A. Directed Reading A. 1-4 Unit.
May be repeated for credit.

OSPKYOTO 199B. Directed Reading B. 1-4 Unit.
May be repeated for credit.

OSPKYOTO 210K. Advanced Japanese. 5 Units.

Stanford Program in Madrid Courses

OSPMADRD 8A. Cities and Creativity: Cultural and Architectural Interpretations of Madrid. 4 Units.
Architecture and the city, with a focus on recent currents in the progress of both, such as sustainability, environmentalism and the relationship with nature. Topics underpinned by discussion of theory, and illustrated by a study of the city of Madrid: an example of a hybrid architectural/planning experiential environment that looks to the future with an ambition for modernization.

OSPMADRD 8B. Debating Design: Spanish and International Fashion. 2 Units.
Culture and society in Spain as viewed through the lens of the fashion industry. Social changes, trends, and the evolution of life styles. Industrial, commercial and media involvement in the internationalization of the industry.

OSPMADRD 8C. Appreciating Spanish Music. 2 Units.
Unique aspects of Spanish art music. Participation in concert outings and field trips for live performances of studied repertoire. No previous knowledge of music required.

OSPMADRD 12M. Accelerated Second-Year Spanish I. 5 Units.
Intensive sequence integrating language, culture, and geo/sociopolitics of Spain. Emphasis is on achieving advanced proficiency in oral and written discourse, including formal and informal situations, presentational language, and appropriate forms in academic and professional contexts. Prerequisite: one year of college Spanish or 11 or 21B more than two quarters (six months) prior to arriving in Madrid.

OSPMADRD 13M. Accelerated Second-Year Spanish II. 5 Units.
Intensive sequence integrating language, culture, and geo/sociopolitics of Spain. Emphasis is on achieving advanced proficiency in oral and written discourse, including formal and informal situations, presentational language, and appropriate forms in academic and professional contexts. Prerequisite: 11 or 21B within two quarters (six months) of arriving in Madrid or 12 or 22B.

OSPMADRD 14. Introduction to Spanish Culture. 2 Units.
Required for all Madrid students. Lectures and activities covering a wide selection of culturally and academically significant topics to understand Spain, as well as its international context. Requirements include orientation, study trip, and language pledge compliance.

OSPMADRD 15. Flamenco Dance. 1 Unit.
Practical instruction. The rhythms and styles of flamenco and the expression of feelings proper to this art form which synthesizes song, music, and dance. Zapateado (footwork), bracéo (arm positions and movement technique), and choreographies, including Rumba flamenco and Sevillanas. Enrollment limited. May be repeated for credit.

OSPMADRD 22. Spain on Stage: La cartela de 2014. 5 Units.
Students attend theater and analyze works currently in performance in Madrid, including canonical plays, and performances at smaller historical and alternative theaters. History of Spanish theater; background on the plays. Skills and strategies for reading dramatic works as literature and analyzing scenic languages of performance.

OSPMADRD 42. A European Model of Democracy: The Case of Spain. 4 Units.
Current Spanish political system, its main judicial and political institutions, outstanding actors and the political process of the last decade. Historic antecedents; immediate precedents; and the current political system and life. Relation between the elements that constitute a political system; results of the process of democratization; integration to the EU.

OSPMADRD 43. The Jacobean Star Way and Europe: Society, Politics and Culture. 5 Units.
The Saint James’ Way as a tool to understand historic dynamics from a global perspective. Its effect on the structures that form a political and institutional system, and its society, economy, and ideology. Enrollment limited; instructor approval required.

OSPMADRD 45. Women in Art: Case Study in the Madrid Museums. 4 Units.
Viewing the collections at the Prado Museum through study and analysis of the representations of women. Contemporary literary texts and images that situate paintings in the historical, social, and political conditions that produced the works.

OSPMADRD 46. Drawing with Four Spanish Masters: Goya, Velazquez, Picasso and Dali. 3 Units.
Approaches, techniques, and processes in drawing. Visits to Madrid museums to study paintings and drawings by Goya, Velázquez, Picasso, and Dali and to explore the experience of drawing. Subject matter: the figure, still life, interiors, landscape, and non-representational drawing. No previous experience required. Enrollment limited.

OSPMADRD 48. Migration and Multiculturality in Spain. 4 Units.
Dimensions of recent migratory phenomena in Spain. Changes in past decades from a country of emigration to one of immigration, and vice versa. North Africa, Latin America, and Eastern Europe on the one side and the rest of Europe on the other. Social concern and public debate resulting from these changes.

OSPMADRD 54. Contemporary Spanish Economy and the European Union. 4 Units.
Concepts and methods for analysis of a country’s economy with focus on Spain and the EU. Spain’s growth and structural change; evolution of Spain’s production sectors, agriculture, industry, and services; institutional factors such as the labor market and public sector; Spain’s economic international relations, in particular, development of the EU, institutional framework, economic and monetary union, policies related to the European economic integration process, and U.S.-EU relationship.

OSPMADRD 55. Latin Americans in Spain: Cultural Identities, Social Practices, and Migratory Experience. 4 Units.
Shift in recent decades from Spain being a country of emigration to one attractive for immigration, especially for people coming from Latin America. Transnational processes of interculturality, integration and assimilation as illustrated by the different ways that immigrant Spaniards relate to Spanish society in Spain.

OSPMADRD 57. Health Care: A Contrastive Analysis between Spain and the U.S.. 4 Units.
History of health care and evolution of the concept of universal health care based on need not wealth. Contrast with system in U.S. Is there a right to health care and if so, what does it encompass? The Spanish health care system; its major successes and shortcomings. Issues and challenges from an interdisciplinary perspective combining scientific facts with moral, political, and legal philosophy.
OSPMADRD 60. Integration into Spanish Society: Service Learning and Professional Opportunities. 4 Units.
Engagement with the real world of Madrid through public service work with NGOs and public service professions such as teaching. Depending on availability, topics relevant to present-day Spain may include: the national health plan, educational system, immigration, prostitution, refugees, youth, and fair trade. Fieldwork, lectures, and research paper. Limited enrollment. May be repeated for credit. Prerequisite: completion of SPANLANG 11 or 21B or placement.

OSPMADRD 61. Society and Cultural Change: The Case of Spain. 4 Units.
Complexity of socio-cultural change in Spain during the last three decades. Topics include: cultural diversity in Iberian world; social structure; family in Mediterranean cultures; ages and generations; political parties and ideologies; communication and consumption; religion; and leisure activities.

OSPMADRD 62. Spanish California: Historical Issues. 4 Units.
Spanish exploration and colonization of California from the 16th century to the end of the Spanish colonial period in 1821. Themes include: geographical explorations in the context of European colonial expansion; demographic evolution of Native American inhabitants and immigrant population; general social and economic development of the colony; controversies surrounding the mission system; role of the Pacific coasts of North America in the Spanish enlightenment and in strategies for imperial defense and development in the revolutionary era of the late 18th and early 19th centuries.

OSPMADRD 71. Sociology of Communication. 5 Units.
Understanding the sociocultural diversity of communication in Spain with the help of theoretical and practical tools. How communication happens through language and other means; significance of images in today's world; vision of the world produced by media; problems of social communication from perspective of reception. Offered at the Universidad Complutense with an additional tutorial for Stanford students.

OSPMADRD 72. Issues in Bioethics Across Cultures. 4 Units.
Ethical dilemmas concerning the autonomy and dignity of human beings and other living creatures; principles of justice that rule different realms of private and public life. Interdisciplinary approach to assessing these challenges, combining scientific facts, health care issues, and moral philosophy. Sources include landmark bioethics papers.

OSPMADRD 74. Islam in Spain and Europe: 1300 Years of Contact. 4 Units.
Primary problems and conflicts in the contemporary Islamic world and its relations with the West, as well as the relationship between Spain and Islam throughout history. Special attention to the history of al-Andalus, an Islamic state in the Iberian Peninsula during the Middle Ages, evaluating the importance of its legacy in Europe and in contemporary Spain. Spain's leading role in relations between Europe and the Mediterranean Islamic states from the Modern Era to the present day.

OSPMADRD 75. Sefarad: The Jewish Community in Spain. 4 Units.
The legacy of Sefarad, the Jewish community in Spain. Historical evolution of the Sephardic community, under both Muslim and Christian rule, including the culmination of Anti-Semitism in 1492 with the expulsion of the Jews. Cultural contribution of the Hebrew communities in their condition as a social minority, both in al-Andalus, the peninsular Islamic State, and in the peninsular Christian kingdoms.

OSPMADRD 79. Earth and Water Resources' Sustainability in Spain. 3-4 Units.
Interdisciplinary focus on the relationship between earth systems and human activities. Nature and distribution of natural resources, their uses and exploitation, environmental impacts associated with exploitation, and sustainable development initiatives, including the restoration and rehabilitation of the land affected by extraction activities. Water management: understanding of the resource and its location; the development of efficient tools; an associated regulatory apparatus; and economics.

OSPMADRD 80. Word, Image and Power. 4 Units.
Relationships and uses of oral discourse, art, and iconography in politics in different countries through history. Case studies from ancient Egypt, the Greek Paideia, Cesar Augustus, medieval Europe, Spanish modern empire, French revolutionary discourse, and proletarian national identity in Russia and China.

OSPMADRD 83. Narrating the Nation: National and Post-National Spanish and Latin American Literature. 4 Units.
Basic themes and issues required to understand the connections between literature and nationalism in modern Spain and Latin America: main political and philosophical concepts and theories about national identity; narrative, stylistic and conceptual strategies that conform the rhetoric of nationalism, as well as those that try to lead to a postnational paradigm. Textual and discourse analysis of Spanish and Latin American journalistic and literary works related to nationalism and postnationalism, with attention paid to real historic and political contexts. Readings in Spanish.

OSPMADRD 84. Madrid Through My Eyes: A Theoretical/Practical Documentary Film Workshop. 4 Units.
Theoretical and practical view of Spanish language documentary cinema; potential of this type of film making as a form of personal expression. Tools for understanding and analyzing this type of cinema. Creative and analytical reflection on student's Madrid experience; develop individual visual discourse to portray life in the city by filming a short documentary.

OSPMADRD 86. Literature and Philosophy of Travel. 4 Units.

OSPMADRD 87. A History of European Conservatism. 3-5 Units.
Origins and trajectories of conservative thought in Europe: how it emerged in response to, and in fact as a critique of, the ambitions of the French Revolution and the project of Enlightenment more generally. Readings in the history of conservative thought in Europe paired with texts (mostly speeches and editorials) by current or recent leaders who can be understood, or understood themselves, as in some way conservative (Rajoy, Sarcozy, Merkel, Cameron, Ratzinger). Trace lineage of current political ideas on the European right while charting the covert transformations undergone by a line of thinking that first emerged as a rejection of transformation.

OSPMADRD 90. Universal Jurisdiction and Human Rights in Spain. 3-4 Units.
Origins and development of the idea of universal jurisdiction over human rights violations ¿ the idea that any nation has the authority under international law to intervene in situations of grave human rights abuses. Law, philosophy, and politics of universal jurisdiction. Intellectual development of the idea of universal jurisdiction and humanitarian intervention in the writings of the "School of Salamanca"; concepts of universal jurisdiction and the Transatlantic slave trade in the 19th century; international trials of Nazi war criminals; arrest of Pinochet in London on a Spanish warrant for the crime of torture in the 1990s. Field trips to Salamanca and Museo del Prado.

OSPMADRD 91. Topics in Human Rights. 2-4 Units.
The following topics are available for individual study: 1. Human rights and terrorism in contemporary Europe; 2. Human rights and historical memory; 3. The European Court of Human Rights and other regional systems for the protection of human rights; 4. The International Criminal Court and global politics; 5. The history of international human rights law.

OSPMADRD 102M. Composition and Writing Workshop for Students in Madrid. 3-5 Units.
Advanced. Writing as craft and process, emphasizing brainstorming, planning, outlining, drafting, revising, style, diction, and editing. Students choose topics related to their studies. Prerequisite: 13, 23B, or equivalent placement.

OSPMADRD 199A. Directed Reading. 1-5 Unit.

Stanford Program in Oxford Courses

OSPOXFRD 11. The European City. 5 Units.
The long and complex growth of European cities over the last millennium, looking mainly at their physical development but looking also at their economic, social and political evolution. Focus on Oxford, whose history goes back for more than a millennium, but also look for comparative purposes at Florence, Paris and Berlin. Topics to be covered in detail include urban architecture and planning, the provision of housing and public facilities, and the ways in which old cities have responded to the changing needs of the contemporary world. Enrollment limited.

OSPOXFRD 17. Novels of Sensation: Gothic, Detective Story, Prohibition, and Transgression in Victorian Fiction. 5 Units.
Literary and moral value of transgressive sub-genres of the novel; what they reveal about Victorian society’s anxiety over prohibited elements in the domestic and public spheres. Sources include gothic and detective novels.

OSPOXFRD 18. Making Public Policy: An Introduction to Political Philosophy, Politics, and Economics. 4-5 Units.
UK and U.S. What should society look like? How should incomes be distributed? How should it be taxed? How much inequality is acceptable? The overlap of economics with practical politics through political philosophy behind government decisions; how public policy ought to be formulated. Issues include poverty, environmental policy, trade and globalization, and transport.

Historical roots of Oxford Philosophy, both in Oxford and in Cambridge, including such traditions as Common Sense Philosophy and Logical Positivism. Analysis of the movement itself with its influences on Behaviorism, and its major players, including readings by Ayer, Ryle and others. Analysis of the legacies of Oxford Philosophy, which continue to this day, including Identity Theory and Functionalism, as well as more recent movements. What better place is there to study Oxford philosophy than in Oxford itself?

OSPOXFRD 22. British Politics Past and Present. 4-5 Units.
The political system of the United Kingdom; contemporary scholarly debates about UK politics and the UK constitution; and critical analysis of these debates and of current issues in UK politics (including constitutional reform), using contemporary political science and political theory.

OSPOXFRD 24. British and American Constitutional Systems in Comparative Perspective. 4-5 Units.
Introduction to the study of constitutions and constitutional systems of government. The workings of the British and American systems of government. Comparative study of the most important constitutional issues facing Britain and the U.S. such as how suspected terrorists should be treated in a time of war. How to think about fundamental constitutional questions.

OSPOXFRD 33. Independent Study on Philosophy of Mind. 1-4 Unit.
Topics in Philosophy of Mind, which might include Behaviorism, Identity Theory, Functionalism, Representationalism, Mental Content, Consciousness, Connectionism, or other topics with approval of the Instructor.

OSPOXFRD 41. Western Thought: Origins of Twentieth Century Semiotics. 5 Units.
History of semiotic exploration, its contributions to literary critical theory, Marxist critique and feminist critique, in development of twentieth century thought. Close look at principle authors and circumstances that engendered their writings. Questions about the relationship between thought and environment, and between ideology and action raised by looking at the way twentieth century events influenced thinkers to consider the purposes of language in society, in identity, and in authority.

OSPOXFRD 45. British Economic Policy since World War II. 5 Units.
Development of British economic policy making from 1945, focusing on political economy including: ideological motives of governments; political business cycle; and the influence of changing intellectual fashions. Policy areas: attitude to the pound; control of the business cycle; and the role of the state in the economy. Prerequisite: ECON 50.

OSPOXFRD 54. Empire and Emancipation: British Imperialism in Africa, c. 1880-1960. 5 Units.
African experiences of British imperialism in the late nineteenth and early twentieth century, engaging with colonial thought, missionary encounters, rebellion and resistance, nationalism, pan-Africanism and decolonization. Central themes of imperial history in various parts of the continent; introduction to historical methodologies with the opportunity to explore pertinent archives and museums.

OSPOXFRD 57. The Rise of the Woman Writer 1660-1860. 5 Units.
Emergence and rise of the professional woman writer from playwright and Royalist spy Aphra Behn (1640-89) to novelist and proto-feminist Charlotte Bronte (1816-55). How women writers dealt with criticism for writing publicly, placing each author and text in its historical and literary context. Range of poets, playwrights, and novelists including Eliza Haywood, Frances Burney, and Mary Elizabeth Braddon. Topics: gender roles and proto-feminism, the public versus the private sphere, sexuality, courtship and marriage.

OSPOXFRD 60. Shakespeare and his Contemporaries. 5 Units.
Study of Shakespeare’s work alongside that of his contemporaries. Characteristics of his art as well as insight into this period of British history. Visits to performances of plays.

OSPOXFRD 68. Modern Architecture and the Utopian Vision. 5 Units.
Modern architecture’s crucial part in shaping our daily environment. Examine both the practical and the visionary origins of the Modern Movement in architecture in 20th-century Europe and America and examine its development down to the present day. Visits to see some of the recent Oxford buildings and to reflect on how architects have responded to the needs of one of the world’s top universities as it undergoes rapid change and growth. Taught by one of the founders of the Oxford-based firm that carried out the award-winning refurbishment and expansion of Stanford House, Oxford, in 2014-15.

OSPOXFRD 93. Collecting the World. 5 Units.
The art, science, and culture of the creation, transmission and collection of valuable, useful and informative objects and texts before the twentieth century, and the associated theories, purposes, and methods for collecting ‘worldly’ goods and other valuables. Means by which local academic practices engaged with global developments in the arts and sciences through examination of primarily early modern material and intellectual culture in and around Oxfordshire. Assessments of quality, meaning, usage, cultural significance and the reception of material ‘treasures’ in the storage rooms, vaults, and on display in museums, galleries, and libraries.

OSPOXFRD 95. Global Islam and the British Empire. 5 Units.
Oxford as the intellectual hub of Britain’s lengthy engagement with Islam and Muslim societies and as a window onto the history and contemporary politics of empire, religion, race, gender, migration, and citizenship. How European scholars came to “know” Islam through material culture, archaeology, manuscripts, and art. British colonial rule in South Asia, the Middle East, and Africa through examination of artifacts and textual sources in museums, libraries, and archives of Oxford and London. Politics of Islam in British society since the dissolution of the empire. How competing claims about migration, gender, race, secularism, geopolitics, militancy, cosmopolitanism, and ‘Britishness’ have framed debates about Islam and Muslims in Britain, Europe, and the world today.

OSPOXFRD 96. Modern Afghanistan. 3-5 Units.
This independent study course will explore the history and contemporary politics of Afghanistan.
OSPOXFRD 117W. Gender and Social Change in Modern Britain. 4-5 Units.
Changes in the social institutions, attitudes, and values in Britain over the past 20 years with specific reference to shifts in gender relations. Demographic, economic and social factors; review of theoretical ideas. Men’s and women’s shifting roles in a fast-moving society.

OSPOXFRD 195A. Tutorial in Anthropology. 6-7 Units.

OSPOXFRD 195B. Tutorial in Biology. 6-7 Units.

OSPOXFRD 195C. Tutorial in Classics. 6-7 Units.

OSPOXFRD 195E. Tutorial in Drama. 6-7 Units.

OSPOXFRD 195F. Tutorial in Economics. 6-7 Units.

OSPOXFRD 195G. Tutorial in Economic History. 6-7 Units.

OSPOXFRD 195J. Tutorial in Jurisprudence. 6-7 Units.

OSPOXFRD 195L. Tutorial in Health Care. 6-7 Units.
May be repeated for credit.

OSPOXFRD 195M. Tutorial in History of Science. 6-7 Units.

OSPOXFRD 195N. Tutorial in Human Biology. 6-7 Units.

OSPOXFRD 195P. Tutorial: Interdisciplinary. 6-7 Units.

OSPOXFRD 195R. Tutorial in International Relations. 6-7 Units.

OSPOXFRD 195S. Tutorial in Computer Studies. 6-7 Units.

OSPOXFRD 195T. Tutorial in Literature. 6-7 Units.

OSPOXFRD 195U. Tutorial in Music. 6-7 Units.

OSPOXFRD 195V. Tutorial in Philosophy. 6-7 Units.

OSPOXFRD 195W. Tutorial in Physics. 6-7 Units.

OSPOXFRD 195Z. Tutorial in Political Science. 6-7 Units.

OSPOXFRD 196A. Tutorial in Psychology. 6-7 Units.

OSPOXFRD 196B. Tutorial in Religion. 6-7 Units.
Course may be repeated for credit.

OSPOXFRD 196C. Tutorial in Sociology. 6-7 Units.
Course may be repeated for credit.

OSPOXFRD 196E. Tutorial in History. 6-7 Units.
Course may be repeated for credit.

OSPOXFRD 196F. Tutorial in History of Art. 6-7 Units.
Course may be repeated for credit.

OSPOXFRD 196G. Tutorial in Chemistry. 6-7 Units.
Course may be repeated for credit.

OSPOXFRD 196J. Tutorial in Interdisciplinary Area Studies. 6-7 Units.
Course may be repeated for credit.

OSPOXFRD 196K. Tutorial in Zoology. 6-7 Units.
Course may be repeated for credit.

OSPOXFRD 196M. Tutorial in Public Policy. 6-7 Units.
Course may be repeated for credit.

OSPOXFRD 196N. Tutorial in Mathematics. 6-7 Units.
Course may be repeated for credit.

OSPOXFRD 196Q. Tutorial in Computer Science. 6-7 Units.
May be repeated for credit.

OSPOXFRD 196R. Tutorial in Geography. 6-7 Units.
May be repeated for credit.

OSPOXFRD 196T. Tutorial in English Literature. 6-7 Units.
Course may be repeated for credit.

OSPOXFRD 196U. Tutorial in Music. 6-7 Units.
May be repeated for credit.

OSPOXFRD 196V. Tutorial in Philosophy. 6-7 Units.
May be repeated for credit.

OSPOXFRD 196Z. Tutorial in Political Science. 6-7 Units.
May be repeated for credit.

OSPOXFRD 197A. Tutorial in Anthropology. 6-7 Units.
Course may be repeated for credit.

OSPOXFRD 197B. Tutorial in Biology. 6-7 Units.
Course may be repeated for credit.

OSPOXFRD 197C. Tutorial in Classics. 6-7 Units.
Course may be repeated for credit.

OSPOXFRD 197E. Tutorial in Drama. 6-7 Units.
Course may be repeated for credit.

OSPOXFRD 197J. Tutorial in Jurisprudence. 6-7 Units.
Course may be repeated for credit.

OSPOXFRD 197L. Tutorial in Health Care. 6-7 Units.
Course may be repeated for credit.

OSPOXFRD 197M. Tutorial in History of Science. 6-7 Units.
Course may be repeated for credit.

OSPOXFRD 197N. Tutorial in Human Biology. 6-7 Units.
Course may be repeated for credit.

OSPOXFRD 197P. Tutorial: Interdisciplinary. 6-7 Units.
Course may be repeated for credit.

OSPOXFRD 197R. Tutorial in International Relations. 6-7 Units.
Course may be repeated for credit.

OSPOXFRD 197S. Tutorial in Computer Studies. 6-7 Units.

OSPOXFRD 197T. Tutorial in English Literature. 6-7 Units.
Course may be repeated for credit.

OSPOXFRD 197U. Tutorial in Music. 6-7 Units.
May be repeated for credit.

OSPOXFRD 197V. Tutorial in Philosophy. 6-7 Units.
May be repeated for credit.

OSPOXFRD 197Z. Tutorial in Political Science. 6-7 Units.
May be repeated for credit.

OSPOXFRD 198A. Tutorial in Psychology. 6-7 Units.
May be repeated for credit.

OSPOXFRD 198B. Tutorial in Religion. 6-7 Units.
May be repeated for credit.

OSPOXFRD 198C. Tutorial in Sociology. 6-7 Units.
May be repeated for credit.

OSPOXFRD 198E. Tutorial in History. 6-7 Units.
May be repeated for credit.

OSPOXFRD 198F. Tutorial in History of Art. 6-7 Units.
May be repeated for credit.

OSPOXFRD 198K. Tutorial in Zoology. 6-7 Units.
May be repeated for credit.

OSPOXFRD 198M. Tutorial in Public Policy. 6-7 Units.
May be repeated for credit.
OSPOXFRD 198N. Tutorial in Mathematics. 6-7 Units.
May be repeated for credit.

OSPOXFRD 199A. Directed Reading A. 2-4 Units.
Course may be repeated for credit.

OSPOXFRD 199B. Directed Reading B. 2-5 Units.
Course may be repeated for credit.

OSPOXFRD 199D. Directed Reading. 1-3 Unit.
Course may be repeated for credit.

Stanford Program in Paris Courses

OSPPARIS 1P. Accelerated First-Year French, Part 1. 5 Units.
Completes first-year language sequence in two rather than three quarters.
All-in-French communicative and interactive approach. Emphasis on the development of French in a contemporary cultural context. Interpretation of diversified materials, written and oral presentations.

OSPPARIS 2P. Accelerated First-Year French, Part 2. 5 Units.
Continuation of FRENLANG 1A. Completes first-year language sequence in two rather than three quarters. All-in-French communicative and interactive approach. Emphasis is on the development of French in a contemporary cultural context. Interpretation of diversified materials, written and oral presentations. Prerequisite: French 1A.

OSPPARIS 10A. Engineering Research Internship. 6 Units.
For Paris Program students with academic experience in electronics, telecommunications or signal and image processing. Under direct guidance of researchers at Institut Supérieur d'Électronique de Paris (ISEP), and where applicable, in collaboration with other French and international graduate students, contribute to the ISEP's ongoing research projects.

OSPPARIS 10F. Journalism Internship. 6 Units.
Rue89 is a French online news website founded by former journalists of the French daily, Libération. The site is composed of young journalists, and is very well known in France. It received the Online Journalism award in 2012 in the category of Non-English sites. Rue89 is open to all students, including the arts, architecture, politics, engineering, marketing and PR, media and journalism, health and psychological services, IT, NGO's, research, and hospitality administration.

OSPPARIS 11. Special Internship. 1-6 Unit.
Often initiated by special contacts between students and professionals in France. Involvement may be based more on field work, and activity, rather than on fulfilling traditional academic requirements. Prerequisites: Written permission from the program director.

OSPPARIS 12. Paris Photography Workshop. 3 Units.
Exploration of Paris through camera and lab techniques. Both theoretical and practical aspects of creative photography. Extensive field work. Students must bring camera or phone with camera. Enrollment limited. Taught in English.

OSPPARIS 12C. French Through Songs Workshop. 3 Units.
French culture and language through songs. Classics of French songs as well as their composers and singers. Working in teams, learn lyrics through games, quizzes and riddles. Phonetics, vocalization and breathing exercises in preparation for final production. Enrollment limited; minimum of five for the course to be offered.

OSPPARIS 12D. Public Speaking in French Workshop: Phonetics, Rhythm and Confidence. 3 Units.
Reading texts such as poems, theater scenes and speeches aloud in French. Analysis of ideas, words, punctuation and rhythm of texts. Importance of gestures and body language while speaking. Optional public presentation at end of quarter. Enrollment limited, but minimum enrollment of five for course to be offered.

OSPPARIS 14. Media Internship. 3 Units.
Case studies and independent research as groundwork for comparative analysis of media on both sides of the Atlantic. Nature of media in the U.S and in France. Media as a means for understanding culture.

OSPPARIS 15. Hospital Internship. 3 Units.
Observation of medical services in Paris hospitals. How hospital teams work in France; how medical decisions are made; how patients are treated by nurses and doctors.

OSPPARIS 16A. French Schooling Internship. 2-3 Units.
Working with French schoolchildren in one of three settings: a neighborhood support association in the outskirts of Paris; or two after-school support association in the city. Commitment for a minimum of three hours a week on site plus meetings with internship instructor and a final paper. Number of placements depends on the needs of the sponsoring institutions. Previous work with children advised.

OSPPARIS 19. Arranged Internship 1. 3-6 Units.
Two-quarter stay required unless student places into French 23P or above upon arrival. Internships can be arranged in a number of areas including the arts, architecture, politics, engineering, marketing and PR, media and journalism, health and psychological services, IT, NGO’s, research, and hospitality administration.

OSPPARIS 21. France in a Time of War: Understanding the Paris Terrorist Attacks and their Aftermath. 3-4 Units.
Following two terrorist attacks in the heart of Paris in January 2015, more than 4 million people marched to uphold France's «Republican values» and freedom of expression. How can we understand the unfathomable? Can the social sciences help us understand the context, causes and consequences of these events for France's model of secular democracy? Materials include newsreels, films, novels, and essays. Readings in English and French. Discussion in English.

OSPPARIS 22P. Intermediate French I. 5 Units.
Prerequisite: one year of college French if completed within two quarters of arriving in Paris, or FRENLANG 21C.

OSPPARIS 23P. Intermediate French II. 5 Units.
Prerequisite: FRENLANG 21C within two quarters of arriving in Paris, or FRENLANG 22C or OSPPARIS 22P.

OSPPARIS 24. Introduction to French Society. 2 Units.
Required for Paris program participants. Exploration of meaningful aspects of French society and culture through lectures on history of France, participation in on-site cultural projects with French students, and a series of special encounters, venues and activities through the quarter. May be repeated for credit.

OSPPARIS 30. The Avant Garde in France through Literature, Art, and Theater. 4 Units.
Multiple artistic trends and esthetic theories from Baudelaire to the Nouveau Roman, from the Surrealists to Oulipo, from the theater of cruelty to the theater of the absurd, from the Impressionists to Yves Klein. Interdisciplinary approach to reflect on the meaning of avant garde and modernity in general, and on the question of why revolutionary artists in France remained in search of institutional recognition, nonetheless.

OSPPARIS 31. The Art of Eating in France. 2 Units.
Institutions and discourses of French gastronomy from the birth of cookbooks in the 17th century to the rise of the restaurant in the 18th century and the emergence of food writing in the 19th century. Eating in France as participation in ritual, encounter with regionaL tradition, engagement with history and consumption of art. Outings and food samplings to help forge links between history, place and taste.
OSPPARIS 32. French Politics in Cross-National Perspective. 5 Units.
Key aspects of French politics including the constitutional framework, institutions, political parties and ideology, elections, political cultures, religion and politics, political elites and public policy-making, grass-root citizen participation, decentralization and local politics, and the major issues that structure and inform public debate, including attitudes and policies vis-à-vis the US.

OSPPARIS 34. Franco-American Encounters: Paris-New York in the 20th Century. 4 Units.
Double vision of American artists and intellectuals of Paris, as well as their French counterparts of New York, throughout the 20th century. Exploration of Franco-American relations through two very problematic itineraries. Superposing the two will create a rich and complex image of the interaction between the two cultures. Migration of American artists and intellectuals to Paris in the 1920s and of French artists and intellectuals to New York during the Second World War. Through study of films, texts and images, view the two cities through eyes of immigrants, both temporary and permanent. Major figures such as Hemingway, Josephine Baker, and Louis-Ferdinand Céline.

OSPPARIS 36. French Writing Workshop. 3 Units.
Offered upon request for students who have completed an Advanced French course. Focus on French writing style, enabling students to understand and master the subtleties of French writing.

OSPPARIS 40M. An Intro to Making: What is EE. 5 Units.
Is a hands-on class where students learn to make stuff. Through the process of building, you are introduced to the basic areas of EE. Students build a "useless box" and learn about circuits, feedback, and programming hardware, a light display for your desk and bike and learn about coding, transforms, and LEDs, a solar charger and an EKG machine and learn about power, noise, feedback, more circuits, and safety. And you get to keep the toys you build. Prerequisite: CS 106A.

OSPPARIS 41. EAP: Perspective, Volume, and Design. 2 Units.
Mastering the techniques of spatial representation and developing a good visualization of volume. Offered by a major studio arts school in Paris, the "Ecole d'Arts Plastiques" (EAP). Preference for Art Practice, Art History, Product Design, Architecture or STS majors or minors with good language skills. In French. May be repeated for credit.

OSPPARIS 41E. EAP: Sculpture. 2 Units.
Control of volume through use of materials such as clay or plaster in order to master three dimensioned representations. Offered by a major studio arts school in Paris, the "Ecole d'Arts Plastiques" (EAP). Preference for Art Practice, Art History, Product Design, Architecture or STS majors or minors with good language skills. In French. May be repeated for credit.

OSPPARIS 42. EAP: Drawing with Live Models. 2 Units.
Solid foundation in drawing; concepts of proportions, composition and analysis through observation. Perception of space, movement and forms. Techniques include: graphite, charcoal, chalk, pastel, watercolor, monotype, markers. Offered by a major studio arts school in Paris, the "Ecole d'Arts Plastiques" (EAP). Preference for Art Practice, Art History, Product Design, Architecture or STS majors or minors with good language skills. In French. May be repeated for credit.

OSPPARIS 43. EAP: Painting and Use of Color. 2 Units.
Different painting techniques for pictorial representation through various themes supporting the development of creativity. Offered by a major studio arts school in Paris, the "Ecole d'Arts Plastiques" (EAP). Preference for Art Practice, Art History, Product Design, Architecture or STS majors or minors with good language skills. In French. May be repeated for credit.

OSPPARIS 44. EAP: Analytical Drawing and Graphic Art. 2 Units.
Focus on observation of a model to be copied. Analysis of one aspect of a general structure while using various materials and techniques in a limited amount of time. Offered by a major studio arts school in Paris, the "Ecole d'Arts Plastiques" (EAP). Preference for Art Practice, Art History, Product Design, Architecture or STS majors or minors with good language skills. In French. May be repeated for credit.

OSPPARIS 44E. EAP: Computer Art. 2 Units.
Learn and develop efficient technique of modern graphic design. Offered by a major studio arts school in Paris, the "Ecole d'Arts Plastiques" (EAP). Preference for Art Practice, Art History, Product Design, Architecture or STS majors or minors with good language skills. In French. May be repeated for credit.

OSPPARIS 50M. Introductory Science of Materials. 4 Units.
Topics include: the relationship between atomic structure and macroscopic properties of man-made and natural materials; mechanical and thermodynamic behavior of surgical implants including alloys, ceramics, and polymers; and materials selection for biotechnology applications such as contact lenses, artificial joints, and cardiovascular stents. No prerequisite.

OSPPARIS 54. The Artist's World: The Workshop, Patronage and Public in 19th and 20th Century France. 4 Units.
Synergy between artists, their workshops, patrons, models and the public in 19th and 20th century France. Weekly sessions in museums, artists' studios, and special venues within and around Paris, attempting to understand the world of the artist, and how, in many cases, this world became not only a place of refuge, but a metaphor of the artistic creation itself.

OSPPARIS 72. The Ceilings of Paris. 4 Units.
Seventeenth century transformation of the ceilings of Paris, religious, private and public. Itinerary of this transformation from artists', initial drawings to their finished work. In conjunction with an exhibition in the Louvre on this topic, study the original drawings as well as the venues in and around Paris. Sites vary from the most illustrious (Versailles) to the lesser known (Hôtel Lauzun). Reflection on the changing religious, social and political aspirations as represented in these new artistic forms.

OSPPARIS 73. Enology and Viticulture in France. 1 Unit.
A review of wine making practices and a tasting survey of the major wine producing regions of France: Champagne, Burgundy, Rhone, Bordeaux, Loire . . . and the typical grapes and wine of each region.

OSPPARIS 81. France During the Second World War: Between History and Memory. 5 Units.
French politics and society from the causes of the collapse of the French Third Republic and the emergence of the French State at Vichy. The political and cultural measures of this regime in the shadow of Nazi Germany. Anti-Jewish laws and action; deportations by Vichy, the Germans, the French Fascists, and reactions to the fate of the Jews. Visions of the Resistance, the combat for liberation, and WW II in the collective memory of France.

OSPPARIS 86. Measuring Well-Being and Sustainability in Today's World. 5 Units.
Explore well-being and sustainability through the lens of the new indicators that are being developed in all corners of social sciences and at the frontier with natural and physical science. Lab to learn how to build an indicator of well-being or sustainability. Historical perspective on well-being and sustainability thinking since Aristotle; overview of standard economic indicators and their limits. Well-being indicators focusing on health, education, happiness, trust, inequality and governance. New research in sustainability indicators. How building new indicators changes policy at the global, national and local level.
OSPPARIS 87. Understanding Neurodegenerative Disease. 3 Units.
Neurodegenerative diseases are a modern epidemic. Although many of these diseases were described more than 100 years ago, they remain untreatable. Why do these diseases preferentially affect older people? What are the underlying molecular and cellular mechanisms? How can this knowledge be exploited to develop treatments? Seminar with discussions based on readings from the primary medical and scientific literature with emphasis on amyotrophic lateral sclerosis (ALS), AKA Charcot disease, after the legendary 19th century Parisian neurologist who first described it. Field trips will explore Paris, rich history of medical and scientific discovery and interactions with local clinicians and researchers.

OSPPARIS 91. Globalization and Its Effect on France and the European Union. 5 Units.
Economic and political impact of globalization on France and the EU and influence of France and the EU on the process of globalization. Issues of sovereignty and national identity for France; protection from versus integration into the network of globalization.

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

OSPPARIS 93. Paris: City of Film. 4 Units.
Survey of French cinema, focusing on the relationship between the city of Paris and the history and culture of French films. Films depicting Paris as a location and setting. Mythology of Paris constructed onscreen as an introduction to the diversity of urban geography and the unique forms of public space. Films include the silent era; the 1930s period of poetic realism; the Nouvelle Vague’s portraits of Paris in the era of postwar prosperity; and the city’s changing ethnic composition in the contemporary era of globalization. Field trips to historic movie houses such as Le Grand Rex, Studio 28, and Le Campo Espace Tati, as well as the Cinémathèque française.

OSPPARIS 94. Topics in French Cinema. 1-3 Unit.
Independent study offered on topics in French film history, criticism, and theory. Students propose a topic to the instructor who will help craft a reading list and appropriate on-site field trip or archives. Students and instructor will meet weekly; outside work will be tailored to student interest.

OSPPARIS 95. Climate Change Economics and Policy. 5 Units.
Analysis of economic sources of the problem of global climate change, and identification and evaluation of a range of actual or potential public policies to address the problem. Consideration of both international and national efforts to confront climate change, with particular focus on developments in Europe and the US. Prerequisite: Economics 1.

OSPPARIS 96. Potential Low-Carbon "Breakthrough" Technologies to Address Climate Change. 2 Units.
Focus on a potential low-carbon technology that could contribute to the transition to a low-carbon economy. This can be a technology that is currently at an early stage and whose costs are currently relatively high. Conduct research leading to a 10-15 page paper that (1) offers detail on the technological or engineering challenges, (2) identifies current costs, prospects for future cost-reductions, and market potential, and (3) evaluates potential public policies to promote the invention, innovation, demonstration and commercialization of the technology involved. Possible technologies include fuel-cellled automobiles, distributed solar-powered electricity, carbon capture and sequestration, and air-capture of carbon dioxide.

Urban change and urban policies in France. Characteristics of the French political, social and administrative model as illustrated by the city of Paris. As the capital, Paris is a concern of the State and has been progressively transformed into a complex and conflictual political arena. As a world city, Paris is undergoing social and economic changes that are shaping the future of the entire metropolitan area. Students will explore these two trends (global and national) throughout the course.

OSPPARIS 98. Global Health Systems: the Future. 5 Units.
Globalization of health the world over and consideration of its development in the future. Need to develop a system that protects the global community rather than compare different systems. Risks, illnesses, epidemics, chronic diseases and crises go beyond countries, frontiers and require countries to cooperate and coordinate their operations with one another. Best practices of each country in the fields of public health policies, medical and information technologies, health economics, social makeup and society, epistemology and ethic. Countries to be studied selected from the following: USA, Canada, Brazil, Germany, UK, Spain, Italy, Czech Republic, France, Russian Federation, South Africa, India, China and Singapore.

OSPPARIS 99. Evolution and Disease. 2 Units.
At the intersection of evolutionary and medical science, examine some "mismatches", afflictions that develop when our Paleolithic bodies, adapted to a radically different existence, confront our 21st century world. Chronic "diseases of aging" such as cancer and cardiovascular disease and mental and physical degeneration as well as increased incidence of obesity, diabetes and allergies. Factors which may contribute to this situation and preventive measures to address some of these issues, as well as ethical considerations arising from possible solutions, such as genetic and physical enhancement.

OSPPARIS 103A. French Lecture Series 1. 1 Unit.
May be repeated for credit.

OSPPARIS 104A. French Lecture Series 2. 1 Unit.
May be repeated for credit.

OSPPARIS 105A. French Lecture Series 3. 1 Unit.
May be repeated for credit.

OSPPARIS 122X. Challenges of Integration in the European Union. 4-5 Units.
European integration is now an economic, social, and political reality. This integration has a history of mutation and a transformation of its very foundation. Topics: the evolution of welfare states, elites, political parties, and systems in Europe; lobbies, trade unions, voluntary associations, social movements, popular protest, citizenship, democracy.

OSPPARIS 124P. Advanced French I. 5 Units.
Complexities of French grammar and precise use of syntactic structures. Introduction to French essay-writing. Intensive Language course is included. Intensive component required of all Paris students; Advanced French I is optional. Prerequisite: FRENLANG 23C or OSPPARIS 23P or equivalent placement.

OSPPARIS 125P. Advanced French II. 5 Units.
Prerequisite: FRENLANG 23C or OSPPARIS 23P or equivalent placement.

OSPPARIS 163. Advanced Biochemistry. 3 Units.
Examine the biochemical bases of fundamental regulatory processes at the protein/enzyme level. Prerequisites: BIO 41 or HUMBIO 2A/3A or permission of instructor.

OSPPARIS 180. Paris Special Topics. 1-6 Unit.
May be repeated for credit.

OSPPARIS 186F. Contemporary African Literature in French. 4 Units.
Focus is on African writers and those of the diaspora, bound together by a common history of slave trade, bondage, colonization, and racism. Their works belong to the past, seeking to save an oral heritage of proverbs, story tales, and epics, but they are also contemporary.
OSPPARIS 195C. Paris University: Health and Science 1. 1-6 Unit. May be repeated for credit.

OSPPARIS 195D. Paris University: Health and Science 2. 1-6 Unit. May be repeated for credit.

OSPPARIS 196C. Paris University: Humanities 1. 1-6 Unit. May be repeated for credit.

OSPPARIS 196D. Paris University: Humanities 2. 1-6 Unit. May be repeated for credit.

OSPPARIS 196E. Paris University: Humanities 3. 1-6 Unit. May be repeated for credit.

OSPPARIS 196F. Paris University: Social Science 2. 1-6 Unit.

OSPPARIS 18A. International Design and Construction Project. 4 Units. Working as part of a French team of designers and engineers, invent a new product and present it to a jury of professors from French institutes. While engineers insure the product functions and designers insure ease of use, Stanford students additionally help assess whether product will be used locally or globally. Winter and Spring enrollment required.

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

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

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

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

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

Stanford Program in Santiago Courses

OSPSANTG 12S. Accelerated Second-Year Spanish, Part I: Chilean Emphasis. 5 Units. Intensive sequence integrating language, culture, and sociopolitics of Chile. Emphasis is on achieving advanced proficiency in oral and written discourse including formal and informal situations, presentational language, and appropriate forms in academic and professional contexts. Prerequisite: one year of college Spanish, or 11 or 21B if taken more than two quarters prior to arriving in Santiago.

OSPSANTG 13S. Accelerated Second-Year Spanish, Part II: Chilean Emphasis. 5 Units. Intensive sequence integrating language, culture, and sociopolitics of Chile. Emphasis is on achieving advanced proficiency in oral and written discourse including formal and informal situations, presentational language, and appropriate forms in academic and professional contexts. Prerequisite: 11 or 21B within two quarters of arriving in Santiago, or 12 or 22B.

OSPSANTG 14. Women Writers of Latin America in the 20th Century. 4-5 Units. Key figures in poetry, narrative fiction, theater, and testimonio, such as Mistral, Garro, Lispector, Poniatowska, Valenzuela, Eltit and Menchú. Close reading technique. Issues raised in literary texts that reflect the evolution of the condition of women in Latin America during the period. Topics include gender differences and relationships, tradition versus transgression, relationship between changes in the status of women and other egalitarian transformations, and women writers and the configuration of literary canons.

OSPSANTG 29. Sustainable Cities: Comparative Transportation Systems in Latin America. 4-5 Units. Energy and environmental challenges resulting from the growing size and complexity in Latin American cities. Key issues: way in which public authorities deal with the dynamics of urban growth and complexity; related environmental and energy issues, particularly related to different public transportation models. Systemic approach as seen in Curtiba, Bogota, Santiago, and Medellin. Analysis centering on different approaches used to tackle these related issues; different institutional strategies.

OSPSANTG 30. Short Latin American Fiction of the 20th Century. 4-5 Units. Introduction to short narrative fiction produced in Latin America during the 20th Century. Key features of the short story genre, as defined by Chekhov in the 19th Century and redefined by Kafka and Borges in the 20th Century. Main literary movements of the period in Latin America, including Regionalism, Social Realism, the Avant-Garde, the Boom of the 1960s and Magical Realism, the Post-Boom, etc. Close reading course with strong emphasis on analysis and discussion of the required texts. Readings placed in the context of the main developments in Latin American history and culture in the period.

OSPSANTG 33. Spanish Language Tutorial. 2 Units. Prerequisite: two years of college Spanish or equivalent placement. May be repeated for credit.

OSPSANTG 40. Academic Internship. 2-3 Units. May be repeated for credit.

OSPSANTG 48. Language and Thought. 3 Units. Languages vary tremendously in how they allow us to express ourselves. In some languages, you have to say when an event happened (past, present, future, etc.), while in others it is obligatory to say how you know about the event (you saw it, you heard about it), or what genders its participants were. In addition, languages just feel different from one another - some feel poetic while others feel brutal. Some things just don't sound right in certain languages, and some translations are harder than others to pull off. But are these differences meaningful? Do differences across languages cause substantive changes in the cognition of their speakers? We'll read some of the burgeoning research literature on these questions and consider how they can be answered with new empirical tools.

OSPSANTG 52. Energy and Climate Cooperation in the Americas: The Role of Chile. 5 Units. Overview of current political dynamics in each of the major fossil fuel producing countries in the Western Hemisphere and impact on local energy exploration and production. Potential for development and integration of markets for renewable energy resources within the Americas, and how this might affect the environment, food prices, and land use. Ways to facilitate hemispheric initiatives to reduce greenhouse gas emissions, focusing on efforts in Chile. Possibilities of reviving the Energy and Climate Partnership of the Americas or ECPA, launched by the Obama administration at the Fifth Summit of the Americas in Trinidad in April 2009.

OSPSANTG 58. Living Chile: A Land of Extremes. 5 Units. Physical, ecological, and human geography of Chile. Perceptions of the Chilean territory and technologies of study. flora, fauna, and human adaptations to regional environments. Guest lectures; field trips; workshops.

OSPSANTG 62. Topics in Chilean History. 4-5 Units. Independent study topics concerning any aspect of Chilean history such as independence and nation building, social and economic development, ideas and culture, dictatorship and democracy. Research paper based on primary and secondary sources.
OSPSANTG 66. Directed Readings in Child Development and the Psychology of Language. 1-3 Unit.
Independent study offered on topics in psychology related to language, child development, and child language development in cross-cultural contexts. Sample questions include: How do children learn to see the world differently when learning different languages? How does language acquisition differ in Spanish-speaking cultures? How does adult language processing differ in other languages compared to English? Weekly meetings to discuss primary scientific articles in the service of developing a new experiment as a final project.

OSPSANTG 68. The Emergence of Nations in Latin America. 4-5 Units.
Major themes of 19th-century Latin American history, including independence from Spain, the emergence of nation states, and the development of a new social, political, and economic order.

OSPSANTG 71. Santiago: Urban Planning, Public Policy, and the Built Environment. 4-5 Units.
Santiago's growth and development over time and in comparison to other mega cities in the world; impact of urban highways on the built environment; shopping malls and the development of new urban sub-centers. Topics: brief history of the city, from 1541 to 1940; urban development since 1940; the 1960 inter-communal Urban Plan; planning and the configuration of modern Santiago; housing policy as an instrument to combat poverty; social housing policy and Santiago's built environment.

OSPSANTG 82. Independent Study in Literature and Pop Music. 2-4 Units.
Students may select from the following topics for independent study. Weekly meetings to discuss progress. 1. The influence of the New Latin American novel - Mario Vargas Llosa, Gabriel García Márquez, Juan Carlos Onetti, and Roberto Bolaño - on contemporary Peninsular writers. 2. The relationship between the Latin American Literature Boom and the city of Barcelona. 3. The companion between Peninsular writers and Latin American writers regarding their societies. 4. The comparison between popular cantautores, singers who compose their own songs, from Spain and Latin America.

OSPSANTG 102S. Composition and Writing Workshop for Students in Santiago. 3-5 Units.
Advanced. Writing as craft and process: brainstorming, planning, outlining, drafting, revising, style, diction, and editing. Non-Spanish majors or minors may choose topics related to their studies. Prerequisite: SPANLANG 13C, 13R, 13S, 23B, or equivalent.

OSPSANTG 116X. Modernization and its Discontents: Chilean Politics at the Turn of the Century. 5 Units.
Chile's strides towards becoming a developed country have engendered high levels of alienation and disaffection among significant sectors of the population. The roots of this apparent paradox of modernization, focusing on newly emerging actors in the Chilean political scene: Mapuche organizations, women's groups, the environmental movement, and new features of the established ones like trade unions and human rights activists.

OSPSANTG 118X. Artistic Expression in Latin America. 5 Units.
Elite, mass-media, and popular cultural changes in Chile under conditions of economic and political liberalization. The reception of cultural meanings from the center of the world social system (U.S., EU, and Japan), reformulation to respond to local conditions, and export in the shape of cultural artifacts. Innovative elements rooted in the regional and local culture.

OSPSANTG 119X. The Chilean Economy: History, International Relations, and Development Strategies. 5 Units.
The Chilean economy in five stages, taking into account: the international economic position of Chile; internal economic structures closely related to the inherited historical conditions and to the changing international economic position of the country; and the economic strategies prevalent during the period and the concrete development policies conducted by government authorities.