STANFORD GLOBAL STUDIES

The Stanford Global Studies Division (SGS) is a hub for internationally focused research and teaching on campus. SGS prepares Stanford students for the world through an interdisciplinary education that cultivates knowledge of different cultures, and deepens our understanding of the global affairs through innovative research. Stanford Global Studies is comprised of 14 centers and programs, which are described below.

Global Studies Minor

The Global Studies minor (https://sgs.stanford.edu/programs-centers/global-studies-minor/) is available to Stanford undergraduates from any major, and is designed to provide students with the opportunity to pursue interdisciplinary study in one of six specializations, including in-depth language study, while integrating this knowledge into a larger vision of global affairs:

- African Studies (https://africanstudies.stanford.edu/study/academic-programs/undergraduate-minor/)
- European Studies (http://tec.fsi.stanford.edu/node/219264/)
- Iranian Studies (https://iranian-studies.stanford.edu/students/minor/)
- Islamic Studies (https://islamicstudies.stanford.edu/)
- Latin American Studies (https://clas.stanford.edu/academics/undergraduate-minor/)
- South Asian Studies (https://southasia.stanford.edu/)

Students who have participated or plan to participate in the Bing Overseas Studies Program (BOSP) are especially encouraged to enroll as most units earned through the BOSP program satisfy the Global Studies minor.

All students are required to complete 28 units, including a 3 unit gateway course GLOBAL 101 Critical Issues in Global Affairs. The remaining 25 units are unique to each specialization. For questions, contact Dr. Katherine Kühns at kkuhns@stanford.edu.

To declare the Global Studies minor, students must:

1. Set up an appointment with the appropriate specialization adviser (see appropriate specialization page for contact information).

Center for African Studies

Director: James Ferguson
Office: 127 Encina Commons
Web Site: http://africanstudies.stanford.edu (http://africanstudies.stanford.edu/)

The Center for African Studies (CAS) coordinates an interdisciplinary program in African Studies for undergraduates and graduate students. The program seeks to enrich understanding of the interactions among the social, economic, cultural, historical, linguistic, genetic, geopolitical, ecological, and biomedical factors that shape and have shaped African societies. CAS offers a certificate and a specialization in African Studies as part of the Global Studies minor (https://africanstudies.stanford.edu/study/academic-programs/undergraduate-minor/). For further information, see the 'African Studies (http://exploredegrees.stanford.edu/schoolofhumanitiesandsciences/africanstudies/)’ section of this bulletin.

Center for East Asian Studies

Director: Dafna Zur
Office: Knight Building, 521 Memorial Way
Web Site: http://ceas.stanford.edu (http://ceas.stanford.edu/)

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

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

France-Stanford Center for Interdisciplinary Studies

Director: Amalia Kessler
Office: Building 260, Room 122
Web Site: http://francestanford.stanford.edu (http://francestanford.stanford.edu/)

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

Global Studies Internship Program

Web Site: https://global-internships.stanford.edu

The Stanford Global Studies Division offers highly qualified Stanford students an opportunity to extend classroom knowledge of the world to immersive cultural and working experiences every summer through the Global Studies Internship Program. Currently enrolled freshmen, sophomores, juniors, seniors, and coterms at Stanford in all majors are eligible to apply, including students who are undeclared. For more information, visit http://global-internships.stanford.edu/.

WSD HANDA Center for Human Rights and International Justice

Director: David Cohen
Office: Encina Hall West, Room W208
Web Site: https://handacenter.stanford.edu

The WSD HANDA Center equips a new generation of leaders with the knowledge and skills necessary to protect and promote human rights and dignity for all. Reflecting a deep commitment to international justice and the rule of law, the center collaborates with partners across Stanford University and beyond on innovative programs that foster critical inquiry in the classroom and in the world. The center offers an undergraduate minor. For further information, see the 'Human Rights (http://exploredegrees.stanford.edu/schoolofhumanitiesandsciences/humanrights/#text)’ section of this bulletin.
Program in International Relations
Director: Kenneth Schultz
Office: Encina Hall West, Room W216
Web Site: http://internationalrelations.stanford.edu

International Relations (IR) is an interdisciplinary undergraduate major focusing on changing political, economic, and cultural relations within the international system in the modern era. The IR program also offers an interdisciplinary minor (http://exploredegrees.stanford.edu/schoolofhumanitiesandsciences/internationalrelations/undergradminor) and honors program. For further information, see the "International Relations (http://exploredegrees.stanford.edu/schoolofhumanitiesandsciences/internationalrelations/)" section of this bulletin.

Hamid and Christina Moghadam Program in Iranian Studies
Director: Abbas Milani
Office: 615 Crothers Way
Web Site: http://iranian-studies.stanford.edu

The Hamid and Christina Moghadam Program in Iranian Studies at Stanford University provides an interdisciplinary and multidisciplinary platform for the study of modern Iranian history, culture, politics, society, and economy. The program combines pedagogy, policy analysis, and research on all aspects of Iran as a civilization, one of the oldest in the world. The program offers research support, internships, a range of events and initiatives, and a specialization in Iranian Studies as part of the Global Studies minor (https://iranian-studies.stanford.edu/students/minor/).

Sohaiab and Sara Abbasi Program in Islamic Studies
Director: Lisa Blaydes
Office: Encina Commons 124D, 615 Crothers Way
Web Site: http://islamicstudies.stanford.edu

The mission of the Sohaib and Sara Abbasi Program in Islamic Studies is to serve as a forum for interdisciplinary research and teaching in Islamic studies, complemented by seminars, colloquia and public lectures. The program seeks to illuminate Islamic history from its beginnings to the 21st century, the religion of Islam in its many aspects, and the diversity of Muslim cultures and societies, past and present, not only in the Middle East but also including South and Southeast Asia, Africa, Europe, and America. In addition to geographical breadth, the program promotes scholarship from both the humanities and the social sciences. The program offers student grants for research and language training and a specialization in Islamic Studies as part of the Global Studies minor (https://islamicstudies.stanford.edu/study/undergraduate-minor/).

Taube Center For Jewish Studies
Director: Ari Kelman
Office: Building 360, Room 362H
Web Site: http://jewishstudies.stanford.edu

The interdisciplinary Taube Center for Jewish Studies coordinates and promotes the study of all aspects of Jewish life. The center offers an undergraduate minor and an interdisciplinary major through the Center for Comparative Studies in Race and Ethnicity (https://ccsre.stanford.edu/academics/undergraduate-program/). For further information, see the "Jewish Studies (http://exploredegrees.stanford.edu/schoolofhumanitiesandsciences/jewishstudies/)" section of this bulletin.

Center for Latin American Studies
Director: Alberto Díaz-Cayeros
Office: Bolivar House
Web Site: http://las.stanford.edu

The Stanford Center for Latin American Studies supports research and teaching on Latin America by the faculty and students of Stanford in all fields of study. The center offers a master's degree, in addition to a specialization in Latin American Studies as part of the Global Studies minor (https://clas.stanford.edu/academics/undergraduate-minor/). For further information, see the "Center for Latin American Studies (http://exploredegrees.stanford.edu/schoolofhumanitiesandsciences/latinamericanstudies/)" section of this bulletin.

Mediterranean Studies Forum
Director: Lisa Blaydes
Office: Encina Commons 124D, 615 Crothers Way
Web Site: http://mediterraneanstudies.stanford.edu

The Mediterranean Studies Forum encourages scholars to explore the interplay among societies, cultures, and communities around the Mediterranean Basin from the Middle Ages to the present. The forum also studies the relations of the Mediterranean with other regions and areas of the world. The central goal of the forum is to contribute to interfield and interdisciplinary dialogue among scholars of these areas through lectures, colloquia, workshops, conferences, and publications. Particular programming fields include Turkish Studies and Sephardic Studies.

Center for Russian, East European and Eurasian Studies
Director: Amir Weiner
Office: 615 Crothers Way
Web Site: http://creees.stanford.edu

The Center for Russian, East European and Eurasian Studies (CREEES) is Stanford University’s hub for the interdisciplinary study of a vast region stretching from the former Berlin Wall to the Bering Strait. CREEES is home to a one year master’s degree, and supports undergraduates and graduate students throughout campus, especially in regards to funding for research and language study. CREEES also hosts renowned visiting scholars, lecture series, conferences, and public events. For further information, see the "Center for Russian, East European and Eurasian Studies (http://exploredegrees.stanford.edu/schoolofhumanitiesandsciences/russianeasteuropeanandeurasianstudies/)" section of this bulletin.

Center for South Asia
Director: Jisha Menon
Office: 615 Crothers Way
Web Site: http://southasia.stanford.edu

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

Director: Anna Gryzmal-Busse
Office: Encina Hall Central C243
Web Site: https://tec.fsi.stanford.edu/

The Europe Center is a multidisciplinary institute committed to the examination of European society, culture, politics, diplomacy, and security. The program also offers a specialization in European Studies as part of the Global Studies minor (http://tec.fsi.stanford.edu/node/219264/).

Minor in Global Studies

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

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

Today, Global Studies examine regions and cultures within the larger context of globalization. It applies more branches of knowledge, from human biology and earth sciences to music and management engineering, to better understand the character of regions, their respective developmental trajectories, and the way those trajectories fit into a larger global context.

All students are required to complete 28 units, including a 3 unit gateway course GLOBAL 101 Critical Issues in Global Affairs. The remaining 25 units are unique to each specialization. Students participating in the Bing Overseas Studies Program are especially encouraged to enroll.

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

Admission

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

1. Set up an appointment with the appropriate specialization adviser (see appropriate specialization page for contact information).

COVID-19-Related Degree Requirement Changes

For information on how the Global Studies with African Studies Specialization minor requirements have been affected by the pandemic, see the 'COVID-19 Policies tab (p. 8)' in the 'Stanford Global Studies' section of this bulletin. For University-wide policy changes related to the pandemic, see the 'COVID-19 and Academic Continuity' section of this bulletin.

Minor in Global Studies with African Studies Specialization

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

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

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

Declaring the Global Studies Minor with African Studies Specialization

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

1. Set up an appointment with Laura Hubbard, <lhubbard@stanford.edu>, Associate Director for the Center for African Studies.

Learning Outcomes

The SGS minor specialization in African Studies enables students to:

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

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

Requirements

A total of 28 units which include the following:

1. GLOBAL 101 Critical Issues in Global Affairs (3 units)
2. A minimum of 25 units of Africa-related courses. Students may not double-count courses for completing major and minor requirements. Coursework must be letter-graded, except where letter grades are not offered.
3. At least one quarter’s exposure to a sub-Saharan African language. The Center for African Studies (http://exploredegrees.stanford.edu/schoolofhumanitiesandsciences/africanstudies/) and the Special Languages Program of the Language Center (http://exploredegrees.stanford.edu/schoolofhumanitiesandsciences languagecenter/) can arrange instruction in any of several languages spoken in West, East, Central, and Southern Africa.
4. One entry level course that covers more than one region of Africa.
5. A designated focus of study, either disciplinary or regional, through a three course concentration developed with the minor adviser.
6. Students may work with the subplan advisor to develop a capstone project to count towards the unit fulfillment of the minor. Projects may include (but are not limited to):
1. Research with units through directed reading under the supervision of the subplan advisor.
   
   • Research may take place at Stanford or during a relevant study abroad program, and options may include regional fieldwork, creative arts projects, short films, etc.

2. Advanced language study beyond the subplan minimum requirement with units through directed reading under the supervision of the subplan advisor.
   
   • Intensive language training may take place at Stanford, off-campus, or overseas.

Students may propose other projects related to their subplan.

Course List
For a representative, rather than comprehensive, list of courses that count towards the minor, see the Related Courses (p. 8) tab in this section of the Bulletin. Other courses may also fulfill the requirements; students should consult their African Studies minor adviser concerning which courses might fulfill minor requirements.

COVID-19-Related Degree Requirement Changes
For information on how the Global Studies with European Studies specialization minor requirements have been affected by the pandemic, see the ‘COVID-19 Policies tab (p. 8)’ in the ‘Stanford Global Studies’ section of this bulletin. For University-wide policy changes related to the pandemic, see the ‘COVID-19 and Academic Continuity’ (http://exploredegrees.stanford.edu/covid-19-policy-changes/) section of this bulletin.

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

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

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

1. Set up an appointment with minor advisers, Anna Grzymala-Busse (amgbusse@stanford.edu), Faculty Director for The Europe Center, or Christophe Crombez (crombez@stanford.edu) to discuss your academic plan.

Learning Outcomes
The SGS minor specialization in European Studies enables students to:

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

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

Requirements
1. Completion of 28 units that include the following:
   
   a. GLOBAL 101 Critical Issues in Global Affairs (3 units)
   b. INTNLREL 122 Introduction to European Studies (5 units)
   c. 5 unit survey course on European history or culture. The list of course alternatives that fulfill this requirement this year are:
      • DLCL 100 CAPITALS: How Cities Shape Cultures, States, and People
      • HISTORY 106B Global Human Geography: Europe and Americas
      • HISTORY 132 Ordinary Lives: A Social History of the Everyday in Early Modern Europe
      • HISTORY 230D Europe in the World, 1789-Present
   d. 15 additional units on a coherent theme of interest developed with the minor adviser. This combination of courses can be on any thematic subject with an interdisciplinary and comparative focus on Europe. See the Related Courses tab below for example courses.
   e. At least 13 of the 28 units need to be completed on the Stanford campus.
   f. Coursework must be letter-graded work, except where letter grades are not offered.

2. Advanced proficiency in a modern European language achieved by one of the following:
   
   a. Completion of six quarters of college-level study of a modern European language.
   b. Completion of a course taught in a modern European language at the 100-level or higher and with a letter grade of ‘B’ or higher. This may be a course on a European language or literature, or other subject as long as it fulfills the above criteria. (This course may fulfill both the minor foreign language requirement and the minor 28 unit minimum requirement.)
   c. Achieve the advanced proficiency level on the ACTFL scale in a test administered by the Stanford Language Center. (http://exploredegrees.stanford.edu/schoolofhumanitiesandsciences/languagecenter/)

3. Students may work with the subplan advisor to develop a capstone project to count towards the unit fulfillment of the minor. Projects may include (but are not limited to):

1. Research with units through directed reading under the supervision of the subplan advisor.
   
   • Research may take place at Stanford or during a relevant study abroad program, and options may include regional fieldwork, creative arts projects, short films, etc.

2. Advanced language study beyond the subplan minimum requirement with units through directed reading under the supervision of the subplan advisor.
   
   • Intensive language training may take place at Stanford, off-campus, or overseas.

Students may propose other projects related to their subplan.

Course List
For a representative, rather than comprehensive, list of courses that count towards the minor, see the Related Courses (p. 9) tab in this section of the Bulletin. Other courses may also fulfill the requirements; students should consult their European Studies minor adviser concerning which courses might fulfill minor requirements.
COVID-19-Related Degree Requirement Changes
For information on how the Global Studies with Iranian Studies 
Specialization minor requirements have been affected by the pandemic, see the 'COVID-19 Policies tab (p. 8)' in the 'Stanford Global Studies' 
section of this bulletin. For University-wide policy changes related to 
the pandemic, see the 'COVID-19 and Academic Continuity (http:// 
exploreddegrees.stanford.edu/covid-19-policy-changes/)’ section of this 
bulletin.

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

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

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

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

1. Set up an appointment with Roma Parhad 
   (rparhad@stanford.edu), Associate Director for the Iranian Studies 
Program.

Declare the Global Studies minor and subplan in Axess (http:// 
axess.stanford.edu).

Learning Outcomes
The SGS minor specialization in Iranian Studies enables students to:

1. Develop critical knowledge and skills in Iranian Studies.

2. Organize their interest in Iranian Studies into a coherent course of 
study through directed mentorship and participation in an intellectual 
community.

3. Enhance students’ ability to understand and participate in an 
increasingly global world.

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

Requirements
A total of 28 units which include the following:

1. GLOBAL 101 Critical Issues in Global Affairs (3 units)

2. One area-specific entry course that deals with Iran and the Middle 
   East. If a student wants to take a course on a subject matter not 
directly related to Iran, the consent of the Director of Iranian Studies 
is required.

3. A minimum of 25 units of qualifying courses. 15 units must be from 
   the list of core courses. The remaining 10 units can be chosen from 
the list of approved elective courses.

• Coursework must be letter-graded work, except where letter 
grades are not offered.

• Students may not double-count courses for completing major and 
minor requirements.

4. Completion of two quarters of Persian language, or proven proficiency 
in the language.

5. Students may work with the subplan advisor to develop a capstone 
project to count towards the unit fulfillment of the minor. Projects 
may include (but are not limited to):

1. Research with units through directed reading under the supervision of 
   the subplan advisor:
   • Research may take place at Stanford or during a relevant 
     study abroad program, and options may include regional 
     fieldwork, creative arts projects, short films, etc.

2. Advanced language study beyond the subplan minimum 
   requirement with units through directed reading under the 
   supervision of the subplan advisor:
   • Intensive language training may take place at Stanford, 
     off-campus, or overseas.

Students may propose other projects related to their subplan.

Course List
For a representative, rather than comprehensive, list of courses that 
count towards the minor, see the Related Courses (p. 10) tab in this 
section of the Bulletin. Other courses may also fulfill the requirements; 
students should consult their Iranian Studies minor adviser concerning 
which courses might fulfill minor requirements.

COVID-19-Related Degree Requirement Changes
For information on how the Global Studies with Islamic Studies 
Specialization minor requirements have been affected by the pandemic, see the 'COVID-19 Policies tab (p. 8)' in the 'Stanford Global Studies' 
section of this bulletin. For University-wide policy changes related to 
the pandemic, see the 'COVID-19 and Academic Continuity (http:// 
exploreddegrees.stanford.edu/covid-19-policy-changes/)’ section of this 
bulletin.

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

Students consult with their minor adviser to develop individual programs.
Declaring the Global Studies Minor with Islamic Studies Specialization

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

1. Set up an appointment with Colin Hamill <chamill@stanford.edu>, Associate Director for the Islamic Studies Program to discuss your academic plan.

Learning Outcomes

The SGS minor specialization in Islamic Studies enables students to:

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

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

Requirements

1. Completion of 28 units that includes GLOBAL 101 Critical Issues in Global Affairs (3 units)
2. A minimum of 25 units of Islamic studies-related courses. Coursework must be letter-graded, except where letter grades are not offered.
3. At least one course must be an area-specific entry course focusing on the Islamic world. The following courses may be used to fulfill this requirement:
   - GLOBAL 134 The Birth of Islam: Authority, Community, and Resistance (3-5 units)
   - GLOBAL 133 The Medieval Middle East: Crusaders, Turks, and Mongols (3-5 units)
   - MUSIC 186E Sounds of Islam (3 units)
   - PHIL 101A History of Philosophy from Al-Kindi to Averroes (3-5 units)
   - POLISCI 149S Islam, Iran, and the West (5 units)
   - POLISCI 149T Middle Eastern Politics (5 units)
4. At least one course must be from each of the following areas:
   - Islamic Arts, Literatures, and Cultures
   - Islam, History, and Politics
   - Religion of Islam
5. Completion of three courses in a relevant language such as Arabic, Persian, Turkish, Ottoman Turkish, Urdu, Pashto, Kazakh, or Swahili.
6. Students may work with the subplan advisor to develop a capstone project to count towards the unit fulfillment of the minor. Projects may include (but are not limited to):
   1. Research with units through directed reading under the supervision of the subplan advisor.
      - Research may take place at Stanford or during a relevant study abroad program, and options may include regional fieldwork, creative arts projects, short films, etc.
   2. Advanced language study beyond the subplan minimum requirement with units through directed reading under the supervision of the subplan advisor.

   • Intensive language training may take place at Stanford, off-campus, or overseas.

Students may propose other projects related to their subplan.

Course List

For a representative, rather than comprehensive, list of courses that count towards the minor, see the Related Courses (p. 11) tab in this section of the Bulletin. Other courses may also fulfill the requirements; students should consult their Islamic Studies minor adviser concerning which courses might fulfill minor requirements.

COVID-19-Related Degree Requirement Changes

For information on how the Global Studies with Latin American Studies Specialization minor requirements have been affected by the pandemic, see the 'COVID-19 Policies tab (p. 8)' in the 'Stanford Global Studies' section of this bulletin. For University-wide policy changes related to the pandemic, see the 'COVID-19 and Academic Continuity (http://exploredegrees.stanford.edu/covid-19-policy-changes/)’ section of this bulletin.

Minor in Global Studies with Latin American Studies Specialization

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

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

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

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

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

Declaring the Global Studies Minor with Latin American Studies Specialization

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

1. Set up an appointment with the CLAS associate director to discuss your academic plan.

Requirements

1. Students may not double-count courses for completing major and minor requirements. Completion of 28 units as follows:
COVID-19-Related Degree Requirement Changes

For information on how the Global Studies with South Asian Studies Specialization minor requirements have been affected by the pandemic, see the 'COVID-19 Policies tab (p. 8)' in the 'Stanford Global Studies' section of this bulletin. For University-wide policy changes related to the pandemic, see the 'COVID-19 and Academic Continuity' (http://exploredegrees.stanford.edu/covid-19-policy-changes/) section of this bulletin.
Students may propose other projects related to their subplan.

Course List
For a representative, rather than comprehensive, list of courses that count towards the minor, see the Related Courses (p. 15) tab in this section of the Bulletin. Other courses may also fulfill the requirements; students should consult their South Asian Studies minor adviser concerning which courses might fulfill minor requirements.

COVID-19 Policies
On July 30, the Academic Senate adopted grading policies effective for all undergraduate and graduate programs, excepting the professional Graduate School of Business, School of Law, and the School of Medicine M.D. Program. For a complete list of those and other academic policies relating to the pandemic, see the 'COVID-19 and Academic Continuity (http://exploredegrees.stanford.edu/covid-19-policy-changes/templettemplateabtext)' section of this bulletin.

The Senate decided that all undergraduate and graduate courses offered for a letter grade must also offer students the option of taking the course for a "credit" or "no credit" grade and recommended that deans, departments, and programs consider adopting local policies to count courses taken for a "credit" or "satisfactory" grade toward the fulfillment of degree-program requirements and/or alter program requirements as appropriate.

Stanford Global Minor Requirements
Grading
Stanford Global Studies counts all courses taken in academic year 2020-21 with a grade of 'CR' (credit) or 'S' (satisfactory) towards satisfaction of undergraduate degree requirements that otherwise require a letter grade.

SGS Division Director
Jeremy Weinstein (https://profiles.stanford.edu/jeremy-weinstein/) (Political Science)

SGS Directors
Center for African Studies: James Ferguson (https://www.stanford.edu/dept/anthropology/cgi-bin/web/?q=node/42/) (Anthropology)
Center for East Asian Studies: Dafna Zur (https://profiles.stanford.edu/dfafna-zur/) (East Asian Languages and Cultures)
France-Stanford Center: Amalia Kessler (https://law.stanford.edu/directory/amelia-d-kessler/) (Law)
Program in International Relations: Kenneth Schultz (https://politicalscience.stanford.edu/people/kenneth-schultz/) (Political Science)
Hamid and Christina Moghadam Program In Iranian Studies: Abbas Milani (https://iranian-studies.stanford.edu/people/abbas-milani/) (Hoover Institution)
Sohaib and Sara Abbasi Program in Islamic Studies: Lisa Blaydes (https://politicalscience.stanford.edu/people/lisa-blaydes/) (Political Science)
Taube Center For Jewish Studies: Ari Kelman (http://jewishstudies.stanford.edu/faculty/ari-y-kelman/) (Graduate School of Education)
Center for Latin American Studies: Alberto Diaz-Cayeros (https://profiles.stanford.edu/aldo-diaz-cayeros/) (Freeman Spogli Institute for International Studies)
Mediterranean Studies Forum: Lisa Blaydes (https://politicalscience.stanford.edu/people/lisa-blaydes/) (Political Science)
Center for Russian, East European and Eurasian Studies: Amir Weiner (https://history.stanford.edu/people/amir-weiner/) (History)
The Center for South Asia: Jisha Menon (https://profiles.stanford.edu/jisha-menon/) (Theater and Performance Studies)
The Europe Center: Anna Gryzmala-Busse (https://politicalscience.stanford.edu/people/anna-grzymala-busse/) (Political Science)

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

African Studies Specialization
The following is a current selection of courses related to African Studies. Students should consult with their minor adviser to determine the applicability of any course to the minor in Stanford Global Studies, African Studies specialization.

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<td>AFRICAST 111</td>
<td>Education for All? The Global and Local in Public Policy Making in Africa</td>
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<td>AFRICAST 112</td>
<td>AIDS, Literacy, and Land: Foreign Aid and Development in Africa</td>
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<td>AFRICAST 113V</td>
<td>Freedom in Chains: Black Slavery in the Atlantic, 1400s-1800s</td>
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<td>AFRICAST 132</td>
<td>Literature and Society in Africa and the Caribbean</td>
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<tr>
<td>AFRICAST 135</td>
<td>Designing Research-Based Interventions to Solve Global Health Problems</td>
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### Related Courses From Other Departments

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<td>Challenging the Status Quo: Social Entrepreneurs Advancing Democracy, Development and Justice</td>
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<td>AFRICAST 195</td>
<td>Shifting Frames</td>
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<td>AFRICAST 300</td>
<td>Contemporary Issues in African Studies</td>
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**European Studies Specialization**

The following is a current selection of courses related to European Studies. Students should consult with their minor adviser to determine the applicability of any course to the minor in Stanford Global Studies, European Studies specialization.

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<td>ARTHIST 102</td>
<td>Introduction to Greek Art II: The Classical Period</td>
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<td>ARTHIST 108</td>
<td>Virginity and Power: Mary in the Middle Ages</td>
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<td>Introduction to Italian Renaissance, 1420-1580</td>
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<td>ARTHIST 114</td>
<td>Mystical Naturalism: Van Eyck, Dürer, and the Northern Renaissance</td>
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<td>Picturing the Papacy, 1300-1850</td>
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<td>ARTHIST 118</td>
<td>Titian, Veronese, Tintoretto</td>
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<td>The Age of Naturalism, Painting in Europe1830-1874</td>
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<td>ARTHIST 142</td>
<td>Architecture Since 1900</td>
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<td>ARTHIST 147</td>
<td>Modernism and Modernity</td>
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<td>ARTHIST 203</td>
<td>Artists, Athletes, Courtesans and Crooks</td>
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<td>ARTHIST 210</td>
<td>Giotto</td>
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<td>Renaissance Print Culture: Art in the Cantor Arts Center</td>
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<td>Vladimir Nabokov: Displacement and the Liberated Eye</td>
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<td>COMPLIT 181</td>
<td>Philosophy and Literature</td>
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<td>DLCL 100</td>
<td>CAPITALS: How Cities Shape Cultures, States, and People</td>
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<td>ENGLISH 81</td>
<td>Philosophy and Literature</td>
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<td>Philosophy and Literature</td>
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<td>FRENCH 205</td>
<td>Songs of Love and War. Gender, Crusade, Politics</td>
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<td>The Renaissance Body in French Literature and Medicine</td>
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<td>GERMAN 267</td>
<td>Prospects for Transatlantic Relations: What Holds the West Together?</td>
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<td>Critical Issues in Global Affairs</td>
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<td>The Problem of Modern Europe</td>
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<td>HISTORY 30C</td>
<td>Culture and Society in Reformation England</td>
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<td>Jews in the Contemporary World: The Jewish Present and Past in Film, Television and Popular Culture</td>
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<td>Global Human Geography: Europe and Americas</td>
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<td>Ordinary Lives: A Social History of the Everyday in Early Modern Europe</td>
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<td>Europe, 1945-2002</td>
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<td>The Scientific Revolution</td>
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<td>Jews in the Contemporary World</td>
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<td>HISTORY 222</td>
<td>Crime and Punishment in Early Modern Europe and Russia</td>
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<td>Europe in the World, 1789-Present</td>
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<td>Catholic Politics in Europe, 1789-1992</td>
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<td>Colonialism and Empire in Modern Europe</td>
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<td>Europe in the World, 1789-Present</td>
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<td>ILAC 130</td>
<td>Introduction to Iberia: Cultural Perspectives</td>
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<td>ILAC 136</td>
<td>Modern Iberian Literatures</td>
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<td>Medieval and Early Modern Iberian Literatures</td>
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<td>OSPMADRD 57</td>
<td>Health Care: A Contrastive Analysis between Spain and the U.S.</td>
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<td>Society and Cultural Change: The Case of Spain</td>
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<td>Sefarad: The Jewish Community in Spain</td>
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<td>OSPOXFRD 41</td>
<td>Western Thought: Origins of Twentieth Century Semiotics</td>
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<td>OSPOXFRD 72</td>
<td>Oxford Fantasists</td>
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<td>OSPOXFRD 93</td>
<td>Collecting the World</td>
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<td>OSPOXFRD 117W</td>
<td>Gender and Social Change in Modern Britain</td>
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<td>Introduction to French Society</td>
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<td>The Avant Garde in France through Literature, Art, and Theater</td>
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<td>OSPPARIS 32</td>
<td>French History and Politics: Understanding the Present through the Past</td>
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<td>The Ceilings of Paris</td>
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<td>OSPPARIS 92</td>
<td>Building Paris: Its History, Architecture, and Urban Design</td>
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<td>PHIL 81</td>
<td>Philosophy and Literature</td>
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<td>POLISCI 140P</td>
<td>Populism and the Erosion of Democracy</td>
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<td>REES 100</td>
<td>Current Issues in Russian, East European, and Eurasian Studies</td>
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<td>SLAVIC 181</td>
<td>Philosophy and Literature</td>
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<tr>
<td>SOC 309</td>
<td>Nations and Nationalism</td>
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**Iranian Studies Specialization**

The following is a current selection of courses related to Iranian Studies. Students should consult with their minor adviser to determine the applicability of any course to the minor in Stanford Global Studies, Iranian Studies specialization.

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<td>AFRICAAM 94</td>
<td>Public Space in Iran: Murals, Graffiti, Performance</td>
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<td>AMELLANG 144A</td>
<td>First-Year Modern Persian, First Quarter</td>
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<td>AMELLANG 144B</td>
<td>First-Year Modern Persian, Second Quarter</td>
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<td>AMELLANG 144C</td>
<td>First-Year Modern Persian, Third Quarter</td>
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<td>AMELLANG 145A</td>
<td>Second-Year Modern Persian, First Quarter</td>
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<td>Second-Year Modern Persian, Second Quarter</td>
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<td>Second-Year Modern Persian, Third Quarter</td>
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<td>AMELLANG 146C</td>
<td>Third-Year Persian, Third Quarter</td>
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<td>CLASSICS 81</td>
<td>Ancient Empires: Near East</td>
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<td>COMPLIT 134A</td>
<td>Classics of Persian Literature</td>
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<td>COMPLIT 184</td>
<td>READING RUMI</td>
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<td>COMPLIT 194</td>
<td>Independent Research</td>
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<td>COMPLIT 234</td>
<td>Classics of Persian Literature</td>
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<td>COMPLIT 243</td>
<td>The Age of Beloveds: Inflections of Desire in Persian and Ottoman Literature</td>
<td>3-5</td>
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<td>COMPLIT 243A</td>
<td>From Idol to Equal: Changing Images of Love in 20th-Century Persian and Turkish Literature</td>
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<td>COMPLIT 244</td>
<td>Modern Persian Poetry</td>
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### Islamic Studies Specialization

The following is a current selection of courses related to Islamic Studies. Students should consult with their minor adviser to determine the applicability of any course to the minor in Stanford Global Studies, Islamic Studies specialization.

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tr>
<td>AFRICAAM 94</td>
<td>Public Space in Iran: Murals, Graffiti, Performance</td>
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<td>AMELANG 126</td>
<td>Reflection on the Other: The Arab Israeli Conflict in Literature and Film</td>
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<td>ANTHRO 132</td>
<td>Religion and Politics in the Muslim World</td>
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<td>World Heritage in Global Conflict</td>
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<td>Decolonizing the Western Canon: Introduction to Art and Architecture from Prehistory to Medieval</td>
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<td>Hagia Sophia</td>
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<td>The Art of Medieval Spain: Muslims, Christians, Jews</td>
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<td>Art, Ekphrasis, and Music in Byzantium and Islam</td>
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<td>ARTHIST 408</td>
<td>Hagia Sophia</td>
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<td>The Art of Medieval Spain: Muslims, Christians, Jews</td>
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<td>Theories of the Image: Byzantium, Islam and the Latin West</td>
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<td>Film Series: Understanding Turkey Through Film</td>
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<td>Poems, Poetry, Worlds</td>
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<td>Reflection on the Other: The Arab Israeli Conflict in Literature and Film</td>
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<td>The Age of Beloveds: Inflections of Desire in Persian and Ottoman Literature</td>
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<td>COMPLIT 243A</td>
<td>From Idol to Equal: Changing Images of Love in 20th-Century Persian and Turkish Literature</td>
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<td>Advanced Readings in Arabic Literature and Science II</td>
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<td>Modern Persian Poetry</td>
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<td>COMPLIT 249A</td>
<td>The Iranian Cinema: Image and Meaning</td>
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<td>Iranian Cinema in Diaspora</td>
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<td>Contemporary Iranian Theater</td>
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<td>Contemporary Iranian Theater</td>
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<td>COMPLIT 252B</td>
<td>Great Arabic Prose</td>
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<td>Camus</td>
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<td>The Algerian Wars</td>
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<td>Medieval and Early Modern Iberian Literatures</td>
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<td>Senior Seminar: The Iberian Pastoral</td>
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<td>Reflection on the Other: The Arab Israeli Conflicts in Literature and Film</td>
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<td>Musical Cultures of the World</td>
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<td>Sounds of Islam</td>
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<td>Spiritual Sound of Central Asia: Introduction to the Music of Central Asia</td>
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<td>Islam in Spain and Europe: 1300 Years of Contact</td>
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<td>PHIL 101A</td>
<td>History of Philosophy from Al-Kindi to Averroes</td>
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<td>World Drama and Performance</td>
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<tr>
<td>TAPS 157P</td>
<td>Performing Arabs and Others in Theory and Practice</td>
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<td>TAPS 160M</td>
<td>Introduction to Representations of the Middle East in Dance, Performance, &amp; Popular Culture</td>
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<td>World Drama and Performance</td>
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**Islamic History**

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<td>Gender in the Arab and Middle Eastern City</td>
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<td>Making Palestine Visible</td>
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<td>Islam, Race and Revolution: A Pan-American Approach</td>
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<td>Comparative Partitions: Religion, Identity, and the Nation-State</td>
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<td>GLOBAL 133</td>
<td>The Medieval Middle East: Crusaders, Turks, and Mongols</td>
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<td>The Birth of Islam: Authority, Community, and Resistance</td>
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<td>Modern Britain and the British Empire</td>
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<td>Africa in the 20th Century</td>
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<td>Formation of the Contemporary Middle East</td>
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<td>Refugees of Palestine and Syria: History, Identity, and Politics of Exile in the Middle East</td>
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<td>The Islamic Republics: Politics and Society in Iran, Afghanistan and Pakistan</td>
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<td>Southeast Asia: From Antiquity to the Modern Era</td>
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<td>History of the International System since 1914</td>
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**HISTORY 181B** | Formation of the Contemporary Middle East | 5      |
**HISTORY 182G** | Making Palestine Visible            | 3-5    |
**HISTORY 187** | The Islamic Republics: Politics and Society in Iran, Afghanistan and Pakistan | 5 |
**HISTORY 201A** | The Global Drug Wars                | 4-5    |
**HISTORY 210** | The History of Occupation, 1914-2010                                        | 4-5    |
**HISTORY 284** | The Ottoman Empire: Conquest, Coexistence, and Coffee                      | 4-5    |
**HISTORY 284F** | Empires, Markets and Networks: Early Modern Islamic World Between Europe and China, 1400-1900 | 4-5 |
**HISTORY 301A** | The Global Drug Wars                | 4-5    |
**HISTORY 334B** | African Encounters with Colonialism                                        | 4-5    |
**HISTORY 351** | Economic and Social History of the Modern Middle East                      | 4-5    |
**HISTORY 384** | The Ottoman Empire: Conquest, Coexistence, and Coffee                      | 4-5    |
**HISTORY 384F** | Empires, Markets and Networks: Early Modern Islamic World Between Europe and China, 1400-1900 | 4-5 |
**ILAC 278A** | Senior Seminar: The Iberian Pastoral                                       | 3-5    |
**POLISCI 149S** | Islam, Iran, and the West                                                    | 5      |
**POLISCI 215A** | Special Topics: State-Society Relations in the Contemporary Arab World-Key Concepts and Debates | 5 |
**PSYC 86Q** | Psychology of Xenophobia                                                      | 3      |
**TAPS 157S** | Edward Said, or Scholar vs Empire                                           | 3-4    |

**Islamic Politics**

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<td>Refugees in the Twenty-first Century</td>
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<td>U.S. Relations with Iran</td>
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<td>POLISCI 149S</td>
<td>Islam, Iran, and the West</td>
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<td>Middle Eastern Politics</td>
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<td>POLISCI 222</td>
<td>The Political Psychology of Intolerance</td>
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<td>POLISCI 245R</td>
<td>Politics in Modern Iran</td>
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<td>Paths to the Modern World: The West in Comparative Perspective</td>
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**Languages**

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### Latin American Studies Specialization

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

### Culture and Society

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<td>Asylum: Knowledge, Politics, and Population</td>
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<td>Religion and Science in the Amazon and Elsewhere</td>
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<td>ANTHRO 206A</td>
<td>Incas and their Ancestors: Peruvian Archaeology</td>
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<td>Biology, Culture and Social Justice in Latin America: Perspectives from Forensic Anthropology</td>
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<td>Curander@s, remedios y espiritualidad: Chican@/Latin@ healing practices</td>
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<td>Crossing the Atlantic: Race and Identity in the African Diaspora</td>
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<td>Global Human Geography: Europe and Americas</td>
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<td>Mexico Since 1876: The Road to Ayotzinapa</td>
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<td>Film and History of Latin American Revolutions and Counterrevolutions</td>
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<td>Colonial Mexico: Images and Power</td>
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<td>HISTORY 274E</td>
<td>Urban Poverty and Inequality in Latin America</td>
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<td>Latin American Development: Economy and Society, 1800-2014</td>
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<td>Potatoes, Coca, and Tamales: Food in Latin American History</td>
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<td>Immigration Debates in America, Past and Present</td>
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<td>Graduate Colloquium: Explorations in Latin American History and Historiography</td>
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<td>Mexico: From Colony to Nation or the History of an Impossible Republic?</td>
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<td>Advanced Spanish Service-Learning: Migration, Asylum, and Human Rights at the Border</td>
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<td>Borges and Translation</td>
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<td>Radical Poetry: The Avant-garde in Latin America and Spain</td>
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<td>Coming of Age in Latin America</td>
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<td>Spanish Literature and Language through Comics</td>
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<td>Introduction to Latin America: Cultural Perspectives</td>
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<td>Migration in 21st Century Latin American Film</td>
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<td>Medieval and Early Modern Iberian Literatures</td>
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<td>Modern Latin American Literature</td>
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<td>Crónicas: Soccer, Pop Icons, Shipwrecks, and Populism</td>
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<td>Climate Change and Latin American Naturecultures</td>
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<td>ILAC 268</td>
<td>INDIGENISMOS REVISITED</td>
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<td>ILAC 272</td>
<td>New Brazilian Cinema</td>
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<td>Senior Seminar: Horror, Gothic, and Fantasy in Spanish</td>
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<td>One World or Many? Representing Distance, Time, and Place in Iberian Expansion</td>
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<td>Latin Americans in Spain: Cultural Identities, Social Practices, and Migratory Experience</td>
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South Asian Studies Specialization

The following is a current selection of courses related to South Asian Studies. Students should consult with their minor advisor to determine the applicability of any course to the minor in Stanford Global Studies, South Asian Studies specialization.

**Units**

| AMELANG 144A | First-Year Modern Persian, First Quarter | 5
| AMELANG 144B | First-Year Modern Persian, Second Quarter | 5
| AMELANG 144C | First-Year Modern Persian, Third Quarter | 5
| AMELANG 146A | Third-Year Persian, First Quarter | 4
| AMELANG 146B | Third-Year Persian, Second Quarter | 4
| AMELANG 146C | Third-Year Persian, Third Quarter | 4
| ANTHRO 126 | Urban Culture in Global Perspective | 5
| HISTORY 39 | Modern Britain and the British Empire | 3
| HISTORY 139 | Modern Britain and the British Empire | 5
| RELIGST 114 | Yoga: Ancient and Modern | 4
| RELIGST 124 | Sufi Islam | 4
| SPECLANG 152A | First-Year Hindi, First Quarter | 5
| SPECLANG 152B | First-Year Hindi, Second Quarter | 5
| SPECLANG 152C | First-Year Hindi, Third Quarter | 5
| SPECLANG 153A | Second-Year Hindi, First Quarter | 4
| SPECLANG 153B | Second-Year Hindi, Second Quarter | 4
| SPECLANG 153C | Second-Year Hindi, Third Quarter | 4
| SPECLANG 154A | Third-Year Hindi, First Quarter | 4
| SPECLANG 154B | Third-Year Hindi, Second Quarter | 4
| SPECLANG 154C | Third-Year Hindi, Third Quarter | 4
| SPECLANG 183A | First-Year Sanskrit, First Quarter | 4
| SPECLANG 183B | First-Year Sanskrit, Second Quarter | 4
| SPECLANG 183C | First-Year Sanskrit, Third Quarter | 4
| SPECLANG 218A | Beginning Urdu, First Quarter | 5
| SPECLANG 218B | Beginning Urdu, Second Quarter | 4
| SPECLANG 218C | Beginning Urdu, Third Quarter | 4
| SPECLANG 219A | Intermediate Urdu, First Quarter | 4
| SPECLANG 219B | Intermediate Urdu, Second Quarter | 4
| SPECLANG 229A | Beginning Pashto, First Quarter | 5
| SPECLANG 229B | Beginning Pashto, Second Quarter | 5
| TAPS 157 | World Drama and Performance | 4
| TIBETLNG 3 | First Year Tibetan, Third Quarter | 4
| TIBETLNG 23 | Intermediate/Advance Tibetan, Third Quarter | 4
| URBANST 114 | Urban Culture in Global Perspective | 5

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African Studies Courses

**AFRICAST 58. Egypt in the Age of Heresy. 3-5 Units.**

Perhaps the most controversial era in ancient Egyptian history, the Amarna period (c.1350-1334 BCE) was marked by great sociocultural transformation, notably the introduction of a new ‘religion’ (often considered the world’s first form of monotheism), the construction of a new royal city, and radical departures in artistic and architectural styles. This course will introduce archaeological and textual sources of ancient Egypt, investigating topics such as theological promotion, projections of power, social structure, urban design, interregional diplomacy, and historical legacy during the inception, height, and aftermath of this highly enigmatic period. Students with or without prior background are equally encouraged.

Same as: AFRICAAM 58A, ARCHLGY 58, CLASSICS 58

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AFRICAST 111. Education for All? The Global and Local in Public Policy Making in Africa. 3-5 Units.
Policy making in Africa and the intersection of policy processes and their political and economic dimensions. The failure to implement agreements by international institutions, national governments, and nongovernmental organizations to promote education. Case studies of crowded and poorly equipped schools, overburdened and underprepared teachers, and underfunded education systems. Same as: AFRICAAM 211, AFRICAST 211

AFRICAST 112. AIDS, Literacy, and Land: Foreign Aid and Development in Africa. 3-5 Units.
Foreign aid can help Africa, say the advocates. Certainly not, say the critics. Is foreign aid a solution? or a problem? Should there be more aid, less aid, or none at all? Africa has developed imaginative and innovative approaches in many sectors. At the same time, many African countries have become increasingly dependent on foreign aid. How do foreign aid and local initiatives intersect? We will examine several contentious issues in contemporary Africa, exploring roots, contested analyses, and proposed solutions, examining foreign aid and the aid relationship. As African communities and countries work to shape their future, what are the foreign roles, and what are their consequences?. Same as: AFRICAAM 111, AFRICAST 212

AFRICAST 113V. Freedom in Chains: Black Slavery in the Atlantic, 1400s-1800s. 3-5 Units.
This course will focus on the history of slavery in the British, French, Spanish, Portuguese and Dutch Atlantic world(s), from the late 1400s to the 1800s. Its main focus will be on the experiences of enslaved Africans and their descendants. Between the sixteenth and nineteenth centuries, the Europeans forcibly embarked over 10 million Africans to the Americas. Drawing on methodologies used by historians, archaeologists and anthropologists, the course will reconstruct the daily lives and the socio-economic, cultural and political histories of these captives. We will seek to hear their voices by investigating a variety of historical testimonies and recent scholarship. The course will examine slavery in the context of broader trends in Atlantic World studies, a field that has grown considerably in recent years, providing new ways of understanding historical developments across national boundaries. We will seek to identify commonalities and differences across time periods and regions and the reasons for those differences. Covered topics will include slave ship voyages, labor, agency, the creation of new identities (creolization), religion, race, gender, resistance, legacies, and memory. Same as: AFRICAAM 113V, CSRE 113V, HISTORY 205D

AFRICAST 114N. Desert Biogeography of Namibia Prefield Seminar. 3 Units.
Desert environments make up a third of the land areas on Earth, ranging from the hottest to the coldest environments. Aridity leads to the development of unique adaptations among the organisms that inhabit them. Climate change and other processes of desertification as well as increasing human demand for habitable and cultivatable areas have resulting in increasing need to better understand these systems. Namibia is a model system for studying these processes and includes the Sossuvlei (Sand Sea) World Heritage Site. This seminar will prepare students for their overseas field experience in Namibia. The seminar will provide an introduction to desert biogeography and culture, using Namibia as a case study. During the seminar, students will each give two presentations on aspects of desert biogeography and ecology, specific organisms and their adaptations to arid environments, cultural adaptations of indigenous peoples and immigrants, ecological threats and conservation efforts, and/or national and international policy towards deserts. Additional assignments include a comprehensive dossier and a final exam. Students will also carry out background research for the presentations they will be giving during the field seminar where access to the internet and to other scholarly resources will be limited. In addition, we will cover logistics, health and safety, cultural sensitivity, geography, and politics. We will deal with post-field issues such as reverse culture shock, and ways in which participants can consolidate and build up their abroad experiences after they return to campus. Same as: EARTHSYS 115N

AFRICAST 119. Novel Perspectives on South Africa. 2-3 Units.
21st-century South Africa continues its literary effervescence. In this class we’ll sample some recent novels and related writings to tease out the issues shaping the country (and to some degree the continent) at present. Is ‘South African literature’ a meaningful category today? What are the most significant features we can identify in new writings and how do they relate to contemporary social dynamics? The course will appeal to anyone interested in present-day Cape Town or Johannesburg, including students who have spent a term in BOSP-Cape Town or plan to do so in future. Both undergraduate and graduate students are welcome. 2-3 units. Course may be repeated for credit.nnAll students will write short analyses from the prescribed texts. Students taking the course for three units will write an extended essay on a topic agreed with the instructor.
Same as: AFRICAAM 119, AFRICAAM 219, AFRICAST 219, CSRE 119

AFRICAST 122F. Histories of Race in Science and Medicine at Home and Abroad. 4 Units.
This course has as its primary objective, the historical study of the intersection of race, science and medicine in the US and abroad with an emphasis on Africa and its Diasporas in the US. By drawing on literature from history, science and technology studies, sociology and other related disciplines, the course will consider the sociological and cultural concept of race and its usefulness as an analytical category. The course will explore how the study of race became its own ‘science’ in the late-Enlightenment era, the history of eugenics—a science of race aimed at the ostensible betterment of the overall population through the systematic killing or ‘letting die’ of humanity’s ‘undesirable’ parts, discuss how the ideology of pseudo-scientific racism underpinned the health policies of the French and British Empires in Africa, explore the fraught relationship between race and medicine in the US, discuss how biological notions of race have quietly slipped back into scientific projects in the 21st century and explore how various social justice advocates and scholars have resisted the scientific racisms of the present and future and/or proposed new paths towards a more equitable and accessible science. Same as: AFRICAAM 122F, CSRE 122F, HISTORY 248D
AFRICAST 127. African Art and Politics, c. 1900 - Present. 4 Units.
This course explores the relationship between art and politics in twentieth century Africa. Artistic production and consumption is considered in the context of various major political shifts, from the experience of colonialism to the struggle against Apartheid. Each week we will look closely at different works of art and examine how artists and designers responded to such challenges as independence, modernization and globalization. We will look at painting, sculpture, religious art, public and performance art, photography and film. How western perceptions and understanding of African art have shifted, and how museums have framed African art throughout the twentieth century will remain important points of discussion throughout the course.
Same as: ARTHIST 127A

AFRICAST 132. Literature and Society in Africa and the Caribbean. 4 Units.
This course explores texts and films from Francophone Africa and the Caribbean in the 20th and 21st centuries. The course will explore the connections between Sub-Saharan Africa, the Maghreb and the Caribbean through both foundational and contemporary works while considering their engagement with the historical and political contexts in which they were produced. This course will also serve to improve students' speaking and writing skills in French while sharpening their knowledge of the linguistic and conceptual tools needed to conduct literary analysis. The diverse topics discussed in the course will include national and cultural identity, race and class, gender and sexuality, orality and textuality, transnationalism and migration, colonialism and decolonization, history and memory, and the politics of language. Readings include the works of writers and filmmakers such as Djibril Tamsir Niane, Léopold Senghor, Aimé Césaire, Albert Memmi, Patrick Chamoiseau, Leonora Miano, Leila Slimani, Dani Laferrière and Ousmane Sembène. Taught in French. Students are highly encouraged to complete FRENLANG 124 or to successfully test above this level through the Language Center. This course fulfills the Writing in the Major (WIM) requirement.
Same as: AFRICAAAM 133, COMPLIT 133A, COMPLIT 233A, CSRE 133E, FRENCH 133, JEWISHST 143

AFRICAST 135. Designing Research-Based Interventions to Solve Global Health Problems. 3-4 Units.
The excitement around social innovation and entrepreneurship has spawned numerous startups focused on tackling world problems, particularly in the fields of education and health. The best social ventures are launched with careful consideration paid to research, design, and efficacy. This course offers students insights into understanding how to effectively develop, evaluate, and scale social ventures. Using TeachAids (an award-winning nonprofit educational technology social venture used in 82 countries) as a primary case study, students will be given an in-depth look into how the entity was founded and scaled globally. Guest speakers will include world-class experts and entrepreneurs in Philanthropy, Medicine, Communications, Education, and Technology. Open to both undergraduate and graduate students.
Same as: AFRICAST 235, EDUC 135, EDUC 335, EPI 235, HUMBIO 26, MED 235

AFRICAST 142. Challenging the Status Quo: Social Entrepreneurs Advancing Democracy, Development and Justice. 3-5 Units.
This seminar is part of a broader program on Social Entrepreneurship at CDDRL in partnership with the Haas Center for Public Service. It will use practice to better inform theory. Working with three visiting social entrepreneurs from developing and developed country contexts students will use case studies of successful and failed social change strategies to explore relationships between social entrepreneurship, gender, democracy, development and justice. It interrogates current definitions of democracy and development and explores how they can become more inclusive of marginalized populations. This is a service learning class in which students will learn by working on projects that support the social entrepreneurs’ efforts to promote social change. Students should register for either 3 OR 5 units only. Students enrolled in the full 5 units will have a service-learning component along with the course. Students enrolled for 3 units will not complete the service-learning component. Limited enrollment. Attendance at the first class is mandatory in order to participate in service learning.
Same as: AFRICAST 242, CSRE 142C, INTNLREL 142

AFRICAST 146M. New Keywords in African Sound. 3-4 Units.
This course identifies and considers new keywords for the study of contemporary African music and sound. Each week we will foster discussion around a keyword and a constellation of case studies. The sonic practices we will encounter range from South African house music to Ghanaian honk horns; from Congolese rumba bands to Tunisian trance singers; from listening to the radio in a Tanzanian homestead to making hip hop music videos on the Kenyan coast. By exploring the unexpected interconnections between contemporary African musical communities, we will discuss new keywords arising in current scholarship, including technologies like the amplifier and the hard drive, spaces like the studio and the city, and analytics like pleasure and hotness. We will also engage with established concepts for the study of postcolonial African cultures, including nationalism, cosmopolitanism, globalization, diaspora, and Pan-Africanism. This is a seminar-based course open to graduate students, upper level undergraduate students, and other students with consent of the instructor. Proficiency in music is not required. WIM at 4 units only.
Same as: AFRICAAAM 146D, CSRE 146D, MUSIC 146M, MUSIC 246M

AFRICAST 151. AIDS in Africa. 3 Units.
Medical, social, and political aspects of the HIV epidemic in sub-Saharan Africa including: biology, transmission, diagnosis, and treatment of HIV; mother-to-child transmission and breastfeeding; vaccines; community and activist responses to the HIV epidemic; economics of HIV treatment; governance and health; ethics in research and program implementation.

AFRICAST 195. Shifting Frames. 1-2 Unit.
This is a student driven, dialogue based, and intellectual community focused course. We will explore and challenge the taken-for-granted framing of key African issues and debates. Engagement with discussion leaders drawing on their own research and case studies from across the African continent will guide us across shifting terrain. This course centers the scholarship and voices of African students. Topics include: Afropolitanism, Brain Drain/ Gain, Education, Leadership, Global Health, AI Application in Africa, Economic Development, Industrial Policy, LGBTQI Rights, Gender and Sexuality.

AFRICAST 199. Independent Study or Directed Reading. 1-5 Unit.
May be repeated for credit.

AFRICAST 211. Education for All? The Global and Local in Public Policy Making in Africa. 3-5 Units.
Policy making in Africa and the intersection of policy processes and their political and economic dimensions. The failure to implement agreements by international institutions, national governments, and nongovernmental organizations to promote education. Case studies of crowded and poorly equipped schools, overburdened and underprepared teachers, and underfunded education systems.
Same as: AFRICAAM 211, AFRICAST 111
AFRICAST 212. AIDS, Literacy, and Land: Foreign Aid and Development in Africa. 3-5 Units.

Foreign aid can help Africa, say the advocates. Certainly not, say the critics. Is foreign aid a solution? or a problem? Should there be more aid, less aid, or none at all? Africa has developed imaginative and innovative approaches in many sectors. At the same time, many African countries have become increasingly dependent on foreign aid. How do foreign aid and local initiatives intersect? We will examine some contentious issues in contemporary Africa, exploring roots, contested analyses, and proposed solutions, examining foreign aid and the aid relationship. As African communities and countries work to shape their future, what are the foreign roles, and what are their consequences?

Same as: AFRICAAM 111, AFRICAST 112

AFRICAST 219. Novel Perspectives on South Africa. 2-3 Units.

21st-century South Africa continues its literary effervescence. In this class we'll sample some recent novels and related writings to tease out the issues shaping the country (and to some degree the continent) at present. Is 'South African literature' a meaningful category today? What are the most significant features we can identify in new writings and how do they relate to contemporary social dynamics? The course will appeal to anyone interested in present-day Cape Town or Johannesburg, including students who have spent a term in BOSP-Cape Town or plan to do so in future. Both undergraduate and graduate students are welcome. 2-3 units. Course may be repeated for credit.nn

AFRICAST 220E. Renaissance Africa. 3-5 Units.

Literature and Portuguese expansion into Africa during the sixteenth century. Emphasis on forms of exchange between Portuguese and Africans in Morocco, Angola/Congo, South Africa, the Swahili Coast, and Ethiopia. Readings in Portuguese and English. Taught in English.

Same as: COMPLIT 220, ILAC 220E, ILAC 320E

AFRICAST 224. Memory and Heritage in South Africa Syllabus. 1 Unit.

The focus of this course is to provide a forum in which students examine the role of memory and heritage in South Africa. The course will include visiting speakers, discussion and other activities. The complex relationship between memory and heritage in South Africa will provide the basis for a series of broad conversations about citizenship, national reconciliation, memorialization, justice, modernity and heritage ethics.

AFRICAST 235. Designing Research-Based Interventions to Solve Global Health Problems. 3-4 Units.

The excitement around social innovation and entrepreneurship has spawned numerous startups focused on tackling world problems, particularly in the fields of education and health. The best social ventures are launched with careful consideration paid to research, design, and efficacy. This course offers students insights into understanding how to effectively develop, evaluate, and scale social ventures. Using TeachAids (an award-winning nonprofit educational technology social venture used in 82 countries) as a primary case study, students will be given an in-depth look into how the entity was founded and scaled globally. Guest speakers will include world-class experts and entrepreneurs in Philanthropy, Medicine, Communications, Education, and Technology. Open to both undergraduate and graduate students.

Same as: AFRICAST 135, EDUC 135, EDUC 335, EPI 235, HUMBIO 26, MED 235

AFRICAST 242. Challenging the Status Quo: Social Entrepreneurs Advancing Democracy, Development and Justice. 3-5 Units.

This seminar is part of a broader program on Social Entrepreneurship at CDDRL in partnership with the Haas Center for Public Service. It will use practice to better inform theory. Working with three visiting social entrepreneurs from developing and developed country contexts students will use case studies of successful and failed social change strategies to explore relationships between social entrepreneurship, gender, democracy, development and justice. It interrogates current definitions of democracy and development and explores how they can become more inclusive of marginalized populations. This is a service learning class in which students will learn by working on projects that support the social entrepreneurs’ efforts to promote social change. Students should register for either 3 OR 5 units only. Students enrolled in the full 5 units will have a service-learning component along with the course. Students enrolled for 3 units will not complete the service-learning component. Limited enrollment. Attendance at the first class is mandatory in order to participate in service learning.

Same as: AFRICAST 142, CSRE 142C, INTNLREL 142

AFRICAST 248. Religion, Radicalization and Media in Africa since 1945. 4-5 Units.

What are the paths to religious radicalization, and what role have media-new and old-played in these conversion journeys? We examine how Pentecostal Christians and Reformist Muslims in countries such as South Africa, Nigeria, Sudan, and Ethiopia have used multiple media forms—newspapers, cell phones, TV, radio, and the internet—to gain new converts, contest the authority of colonial and post-colonial states, construct transnational communities, and position themselves as key political players.

Same as: AFRICAST 348, HISTORY 348, RELIGST 230X, RELIGST 330X

AFRICAST 249. Bodies, Technologies, and Natures in Africa. 4-5 Units.

This interdisciplinary course explores how modern African histories, bodies, and natures have been entangled with technological activities. Viewing Africans as experts and innovators, we consider how technologies have mediated, represented, or performed power in African societies. Topics include infrastructure, extraction, medicine, weapons, communications, sanitation, and more. Themes woven through the course include citizenship, mobility, labor, bricolage, in/formal economies, and technopolitical geographies, among others. Readings draw from history, anthropology, geography, and social/cultural theory.

Same as: ANTHRO 348B, HISTORY 349

AFRICAST 299. Independent Study or Directed Reading. 1-10 Unit.

Same as: AFRICAST 300. Contemporary Issues in African Studies. 1 Unit.

Guest scholars present analyses of major African themes and topics. Brief response papers required. May be repeated for credit.

AFRICAST 302. Research Workshop. 1 Unit.

Required for African Studies master’s students. Student presentations.

AFRICAST 303E. Infrastructure & Power in the Global South. 4-5 Units.

In the last decade, the field of infrastructure studies has entered into conversation with area studies, post/colonial studies, and other scholarship on the ‘Global South.’ These intersections have produced dramatic new understandings of what ‘infrastructures’ are, and how to analyze them as conduits of social and political power. This course offers a graduate-level introduction to this recent scholarship, drawing primarily on works from history, anthropology, geography, and architecture.

Same as: ANTHRO 303E, HISTORY 303E
AFRICAST 348. Religion, Radicalization and Media in Africa since 1945. 4-5 Units.
What are the paths to religious radicalization, and what role have media-new and old-played in these conversion journeys? We examine how Pentecostal Christians and Reformist Muslims in countries such as South Africa, Nigeria, Sudan, and Ethiopia have used multiple media forms: newspapers, cell phones, TV, radio, and the internet to gain new converts, contest the authority of colonial and post-colonial states, construct transnational communities, and position themselves as key political players.
Same as: AFRICAST 248, HISTORY 248, HISTORY 348, RELIGST 230X, RELIGST 330X

AFRICAST 801. TGR Project. 0 Units.

East Asian Studies Courses

EASTASN 77. Divided Memories & Reconciliation: the formation of wartime historical memory in the Pacific. 4 Units.
Divided Memories will examine the formation of historical memory about World War Two in Asia, looking comparatively at the national memories of China, Japan, Korea, and the United States. It will also study efforts at reconciliation in contemporary Asia. The course will look at the role of textbooks, popular culture, with an emphasis on cinema, and elite opinion on the formation of wartime memory. We will study and discuss controversial issues such as war crimes, forced labor, sexual servitude, and the use of atomic weapons. Class will combine lectures with in class discussion, with short essays or papers.
Same as: EASTASN 277

EASTASN 94. The Rise of China in World Affairs. 3-5 Units.
This course examines the impact and implications of the rise of China in contemporary world politics from a historical and international relations perspective. It reviews China's halting progress into the international system, sketches the evolution of PRC foreign policy since 1949, and analyzes China's developmental priorities and domestic political context as they figure into Beijing's interactions with the world. It sketches American policy toward the PRC, and it assesses alternative approaches to dealing with China on such issues as arms control, nuclear proliferation, regional security arrangements, international trade and investment, human rights, environmental problems, and the Taiwan and Tibet questions.
Same as: EASTASN 294

EASTASN 97. The International Relations of Asia since World War II. 3-5 Units.
Asian international relations since World War II were dominated by the efforts of the newly independent nation-states of Asia, almost all of which had been colonies before the war, to establish and maintain sovereignty in a context of American and Soviet competition for influence in the region. This course traces the major developments of the period, including the Chinese civil war, the U.S. occupation of Japan, the division of Korea and the Korean War, the South and Southeast Asian independence struggles, the American and Soviet alliance systems, the Vietnam War, the strategic realignments that led to the end of the Cold War in Asia, the emergence of Central Asia, and the legacy of issues that the period has posed for the region today.
Same as: EASTASN 297

EASTASN 117. Health and Healthcare Systems in East Asia. 3-5 Units.
China, Japan, and both Koreas. Healthcare economics as applied to East Asian health policy, including economic development, population aging, infectious disease outbreaks (SARS, avian flu), social health insurance, health service delivery, payment incentives, competition, workforce policy, pharmaceutical industry, and regulation. No prior knowledge of economics or healthcare required.
Same as: EASTASN 217

EASTASN 143. Taiwan's Democratic Evolution. 3-5 Units.
This course is an introduction to the contemporary politics of Taiwan. Once a poor, insecure autocracy, today Taiwan has been transformed into a prosperous and stable liberal democracy, albeit one whose long-term security remains imperiled by the rising power of the People’s Republic of China. We will draw on concepts and theories from political science to explore distinct aspects of this ongoing political evolution, including the transition to and consolidation of democracy, origins and trajectory of economic and social development, sources of Taiwanese nationalism, security of the Taiwanese state and its relationship to the PRC and the United States, parties and elections, and public policy processes and challenges.
Same as: EASTASN 243

EASTASN 162. Seminar on the Evolution of the Modern Chinese State, 1550-Present. 3-5 Units.
This seminar will assess the evolving response of the late imperial, early Republican, Nanjing Republic, and the PRC regimes in response to China's changing international setting, to successive revolutions in warfare, and to fundamental economic, social and demographic trends domestically from the 16th century to present. It will assess the capacities of each successive Chinese state to extract resources from society and economy and to mobilize people behind national purposes, to elaborate centralized institutions to pursue national priorities, to marshal military forces for national defense and police forces to sustain domestic order, and to generate popular identities loyal to national authority.
Same as: EASTASN 262

EASTASN 168. Taiwan Security Issues. 3-5 Units.
This course will provide a broad overview of Taiwan's place in the security environment of East Asia, covering the history of US-Taiwan People's Republic of China relations, Taiwan's ambiguous status in the contemporary inter-state system, cross-strait trends including the military balance of power and economic integration, the emergence and evolution of 'sharp power' threats to Taiwan's security, and domestic politics and the quality of Taiwan's democracy. The course will be offered remotely and integrated with the fall 2020 quarter programming of the Project on Taiwan in the Indo-Pacific at the Hoover Institution. It will feature a combination of guest presentations by outside speakers as part of the PTIP's fall conference agenda, online lectures and discussions led by the instructor, and student presentations. Some course events may be open to the public.
Same as: EASTASN 268

This course examines the broader consequences of economic models that rely on innovation-driven growth, e.g. increases in social inequality, tension between globalization and isolationism, and tendencies toward authoritarianism. After an overview of the historical outcomes of previous industrial revolutions, we examine how the above trends are exacerbated in the era of digital transformation, comparing different economic systems (e.g. China, India, Japan, and the U.S.) as realized in their socio-political and cultural contexts. We then discuss approaches toward rebalancing existing systems, including metrics for evaluating economic performance and its impact, in order to satisfy the imperatives of social, environmental, and economic sustainability.
Same as: EASTASN 279
EASTASN 189K. Korea and the World. 3 Units.
This course investigates the theoretical and empirical underpinnings of modern Korea. The course offers a rough mix of history, domestic politics, and foreign relations. It also approaches the empirics of Korea through various theoretical lenses ranging from identity to balance of power to alliance theory to sports diplomacy. We will cover a vast expanse of time, ranging from the Kanghwa treaty to Donald Trump and Kim Jong-un. The course divides into four sections. The first is an understanding of the traditional historical and Cold War context of Korea’s external relations. The second assesses the drivers of Korea’s relations with the region, including Japan, the United States, China, and Russia. The next section is a three-week unit on North Korea. The last section investigates the policy priorities and potential pitfalls in Korea’s path to unification as well as the implications of a united Korea on the balance of power in East Asia. No previous background on Korea is required.
Same as: EASTASN 289K

EASTASN 217. Health and Healthcare Systems in East Asia. 3-5 Units.
China, Japan, and both Koreas. Healthcare economics as applied to East Asian health policy, including economic development, population aging, infectious disease outbreaks (SARS, avian flu), social health insurance, health service delivery, payment incentives, competition, workforce policy, pharmaceutical industry, and regulation. No prior knowledge of economics or healthcare required.
Same as: EASTASN 117

EASTASN 243. Taiwan’s Democratic Evolution. 3-5 Units.
This course is an introduction to the contemporary politics of Taiwan. Once a poor, insecure autocracy, today Taiwan has been transformed into a prosperous and stable liberal democracy, albeit one whose long-term security remains imperiled by the rising power of the People’s Republic of China. We will draw on concepts and theories from political science to explore distinct aspects of this ongoing political evolution, including the transition to and consolidation of democracy, origins and trajectory of economic and social development, sources of Taiwanese nationalism, security of the Taiwanese state and its relationship to the PRC and the United States, parties and elections, and public policy processes and challenges.
Same as: EASTASN 143

EASTASN 262. Seminar on the Evolution of the Modern Chinese State, 1550-Present. 3-5 Units.
This course will assess the evolving response of the late imperial, early Republican, Nanjing Republic, and the PRC regimes in response to China’s changing international setting, to successive revolutions in warfare, and to fundamental economic, social and demographic trends domestically from the 16th century to present. It will assess the capacities of each successive Chinese state to extract resources from society and economy and to mobilize people behind national purposes, to elaborate centralized institutions to pursue national priorities, to marshal military forces for national defense and police forces to sustain domestic order, and to generate popular identities loyal to national authority.
Same as: EASTASN 162

EASTASN 268. Taiwan Security Issues. 3-5 Units.
This course will provide a broad overview of Taiwan's place in the security environment of East Asia, covering the history of US-Taiwan-People's Republic of China relations, Taiwan's ambiguous status in the contemporary inter-state system, cross-Strait trends including the military balance of power and economic integration, the emergence and evolution of 'sharp power' threats to Taiwan's security, and domestic politics and the quality of Taiwan's democracy. The course will be offered remotely and integrated with the fall 2020 quarter programming of the Project on Taiwan in the Indo-Pacific at the Hoover Institution. It will feature a combination of guest presentations by outside speakers as part of the PTIP's fall conference agenda, online lectures and discussions led by the instructor, and student presentations. Some course events may be open to the public.
Same as: EASTASN 168

EASTASN 277. Divided Memories & Reconciliation: the formation of wartime historical memory in the Pacific. 4 Units.
Divided Memories will examine the formation of historical memory about World War Two in Asia, looking comparatively at the national memories of China, Japan, Korea, and the United States. It will also study efforts at reconciliation in contemporary Asia. The course will look at the role of textbooks, popular culture, with an emphasis on cinema, and elite opinion on the formation of wartime memory. We will study and discuss controversial issues such as war crimes, forced labor, sexual servitude, and the use of atomic weapons. Class will combine lectures with in class discussion, with short essays or papers.
Same as: EASTASN 77

This course examines the broader consequences of economic models that rely on innovation-driven growth, e.g. increases in social inequality, tension between globalism and isolationism, and tendencies toward authoritarianism. After an overview of the historical outcomes of previous industrial revolutions, we examine how the above trends are exacerbated in the era of digital transformation, comparing different economic systems (e.g. China, India, Japan, and the U.S.) as realized in their socio-political and cultural contexts. We then discuss approaches toward rebalancing existing systems, including metrics for evaluating economic performance and its impact, in order to satisfy the imperatives of social, environmental, and economic sustainability.
Same as: EASTASN 179

EASTASN 285. The United States, China, & Global Security. 2 Units.
This graduate-level seminar will be taught simultaneously on the campuses of Stanford University and Peking University and will feature a lecture series in which prominent American and Chinese scholars provide presentations that focus on key global security issues. The course content will highlight topics relevant to current U.S.-China relations and their respective roles in Asian and global security. Proposed lecture topics include: an introduction to U.S.-China relations; finance, trade, and investment; cyber security; nonproliferation; maritime security; terrorism; and energy and the environment. Hosted jointly by Stanford University and Peking University, enrollment will be limited to 20 students at each campus and, at Stanford, will be restricted to graduate students and undergraduates with senior standing. Enrollment is competitive, so potential students must complete an application by March 12, 2018 at 5pm: https://web.stanford.edu/dept/CEAS/EASTASN285.fb.
Same as: INTLPOL 285

EASTASN 289K. Korea and the World. 3 Units.
This course investigates the theoretical and empirical underpinnings of modern Korea. The course offers a rough mix of history, domestic politics, and foreign relations. It also approaches the empirics of Korea through various theoretical lenses ranging from identity to balance of power to alliance theory to sports diplomacy. We will cover a vast expanse of time, ranging from the Kanghwa treaty to Donald Trump and Kim Jong-un. The course divides into four sections. The first is an understanding of the traditional historical and Cold War context of Korea’s external relations. The second assesses the drivers of Korea’s relations with the region, including Japan, the United States, China, and Russia. The next section is a three-week unit on North Korea. The last section investigates the policy priorities and potential pitfalls in Korea’s path to unification as well as the implications of a united Korea on the balance of power in East Asia. No previous background on Korea is required.
Same as: EASTASN 189K
EASTASN 294. The Rise of China in World Affairs. 3-5 Units.
This course examines the impact and implications of the rise of China in contemporary world politics from a historical and international relations perspective. It reviews China’s halting progress into the international system, sketches the evolution of PRC foreign policy since 1949, and analyzes China’s developmental priorities and domestic political context as they figure into Beijing’s interactions with the world. It sketches American policy toward the PRC, and it assesses alternative approaches to dealing with China on such issues as arms and nuclear proliferation, regional security arrangements, international trade and investment, human rights, environmental problems, and the Taiwan and Tibet questions.
Same as: EASTASN 94

EASTASN 297. The International Relations of Asia since World War II. 3-5 Units.
Asian international relations since World War II were dominated by the efforts of the newly independent nation-states of Asia, almost all of which had been colonies before the war, to establish and maintain sovereignty in a context of American and Soviet competition for influence in the region. This course traces the major developments of the period, including the Chinese civil war, the U.S. occupation of Japan, the division of Korea and the Korean War, the South and Southeast Asian independence struggles, the American and Soviet alliance systems, the Vietnam War, the strategic realignments that led to the end of the Cold War in Asia, the emergence of Central Asia, and the legacy of issues that the period has posed for the region today.
Same as: EASTASN 97

EASTASN 300. Graduate Directed Reading. 1-5 Unit.
Independent studies under the direction of a faculty member for which academic credit may properly be allowed. For East Asian Studies M.A. students only.

EASTASN 301. Graduate Archival Directed Reading. 1 Unit.
Independent studies under the direction of a faculty member for which academic credit may properly be allowed. Research will require in-person access to archival materials in Hoover Institution, Stanford’s East Asia Library, and/or Branner Map Collections. For East Asian Studies M.A. students only.

EASTASN 330. Core Seminar: Issues and Approaches in East Asian Studies. 1 Unit.
For East Asian Studies M.A. students only.

EASTASN 390. Practicum Internship. 1 Unit.
On-the-job training under the guidance of experienced, on-site supervisors. Meets the requirements for curricular practical training for students on F-1 visas. Students submit a concise report detailing work and this will be enrolled in an additional course.

EASTASN 390C. Practicum Internship. 1 Unit.
For East Asian Studies M.A. students only.

EASTASN 400T. Entrepreneurship in Asian High Tech Industries. 1 Unit.
Distinctive patterns and challenges of entrepreneurship in Asia; update of business and technology issues in the creation and growth of start-up companies in major Asian economies. Distinguished speakers from industry, government, and academia.
Same as: EALC 402T, EE 402T

EASTASN 801. TGR Project. 0 Units.

Courses

International Relations Courses

INTNLREL 5C. Human Trafficking: Historical, Legal, and Medical Perspectives. 3 Units.
(Same as History 105C. History majors and others taking 5 units, enroll in 105C.) Interdisciplinary approach to understanding the extent and complexity of the global phenomenon of human trafficking, especially for forced prostitution, labor exploitation, and organ trade, focusing on human rights violations and remedies. Provides a historical context for the development and spread of human trafficking. Analyzes the current international and domestic legal and policy frameworks to combat trafficking and evaluates their practical implementation. Examines the medical, psychological, and public health issues involved. Uses problem-based learning. Students interested in service learning should consult with the instructor and will enroll in an additional course.
Same as: CSRE 5C, FEMGEN 5C, HISTORY 5C

INTNLREL 33SI. Myths and Realities of U.S.-China Relations. 2 Units.
This course introduces students to the U.S.-China relationship through a weekly speaker series followed by student-led discussions. Speakers from academia and industry will explore topics such as the business environment of China, the politics of the Sino-American dynamic, and technological growth in China. The purpose of the course is to tackle the myths and misconceptions surrounding U.S.-China relations, and build in students a strong foundational understanding of the multiple facets of the bilateral relationship. Students will be exposed to a variety of issues and will be able to explore a topic of interest through a capstone presentation at the end of the course.

INTNLREL 60Q. United Nations Peacekeeping. 3 Units.
Focus is on an examination of United Nations peacekeeping, from its inception in 1956 in the wake of the Suez Crisis, to its increasingly important role as an enforcer of political stability in sub-Saharan Africa. Examines the practice of ‘classic’ peacekeeping as it developed during the Cold War, the rise and fall of ‘second-generation’ peacekeeping, and the reemergence of a muscular form of peacekeeping in sub-Saharan Africa more recently. Topics include the basic history of the United Nations since 1945, the fundamentals of the United Nations Charter, and the historical trajectory of U.N. peacekeeping and the evolving arguments of its proponents and critics over the years.
Same as: PEDS 60Q

INTNLREL 61Q. Food and security. 3 Units.
The course will provide a broad overview of key policy issues concerning agricultural development and food security, and will assess how global governance is addressing the problem of food security. At the same time the course will provide an overview of the field of international security, and examine how governments and international institutions are beginning to include food in discussions of security.
Same as: EARTHSYS 61Q, ESS 61Q
INTNLREL 62Q. Mass Atrocities: Reckoning and Reconciliation. 3 Units.
Imagine you live in a country in which a delusional dictator imprisons untold masses in labor and concentration camps, and kills millions of them. Imagine you live in another country, in which one ethnic group slaughters the other. Imagine you live in yet another country in which a racial white minority terrorizes and violently discriminates against a huge majority of black population. Or, imagine you live in a country in which members of one group engage in an 'ethnic cleansing' of their former neighbors. Now imagine this: Some big political change comes to each of these societies, and the perpetrators lose their power and are finally stopped from committing any more crimes and atrocities. Now comes the time to decide how to bring about justice for the past wrongs. It is also a question of how to come to terms with the terrible past. How to remember it? How to confront it? How to judge the perpetrators? How to identify them? How to punish them appropriately if at all? Also, is it possible to ever reconcile with the former oppressors and enemies? Maybe even to forgive them? If so, under what circumstances? What is necessary for such reconciliation? What if some of the victims were also perpetrators? The scenarios mentioned above are real ones; they happened in Germany, Rwanda, South Africa, Bosnia, and elsewhere. In this IntroSem we will explore the social, political, and legal arrangements societies debated about, negotiated, and used to deal with the atrocities of the past. We will assess their utility in the process of transitional justice. We will scrutinize crimes tribunals and truth commissions, and inquire whether they enabled the victims to gain a sense of justice and fairness. Likewise, we will consider under what conditions those victims might ever be capable of a genuine reconciliation.

INTNLREL 63Q. International Organizations and Accountability. 3 Units.
International organizations (IOs), like the IMF, the World Bank, the United Nations, and others, have been widely criticized as insufficiently accountable. For example, some argue that states are not able to control IOs whose bureaucracies have grown out of control and run amok, while others argue that the real problem is that communities most impacted by IO activities, such as those receiving World Bank loans or UN peacekeeping operations, are least able to influence their activities. Still others contend that the voting rules by which states control IOs are outdated and should be reformed to remedy these problems. Through readings, discussions and case studies, students will learn about a range of international organizations in order to better understand what they do and how they are supposed to be controlled. In addition, we will evaluate the critiques of IO accountability that come from the right and the left, as well as the North, South, East and West, and will analyze different mechanisms of accountability, both formal and informal. Students will have the opportunity to research and present on specific international organizations and accountability mechanisms.

INTNLREL 64Q. Leadership and International Organizations. 3 Units.
What do intergovernmental organizations like the United Nations, the World Food Program, the United Nations High Commission for Refugees actually do? Do these organizations simply act on the interests of the governments that comprise them? Or do they have some autonomy to pursue their own programs, plans, and priorities? Does leadership of these organizations matter for their performance? What dilemmas do the leaders or intergovernmental organizations face as they try to satisfy governments while serving people in need all over the world? This course will get at these questions through examining the lives, careers and choices of leaders of major international organizations over the last thirty years. Reading assignments will include memoirs and biographies of leaders of international organizations, as well as analytical and empirical studies of international organizations. We plan on inviting former and current leaders of international organizations to visit the seminar.

INTNLREL 76. Protagonists in Policy. 1 Unit.
Interested in learning from activists, academics, and politicians about the different ways you can be an agent of change and affect public policy? This course presents a lecture/discussion series in which students will have the opportunity to engage with influential speakers to discover and learn more about timely topics relating to policy, government, and international affairs. Speakers will be selected in cooperation with the Policy Dinners Committee, a branch of Stanford in Government. Same as: POLISCI 76

INTNLREL 82. The Ending of World War I: Three Perspectives. 2 Units.
This course is required for those students who will be taking the BOSP Overseas Seminar, The Ending of the First World War and the Shaping of the 20th Century. Enrollment is limited to students who will be taking the overseas seminar, or are waitlisted for the seminar. This course has three learning goals: 1.) to provide historical background on the war and the events and processes leading up to the ending of the war; 2.) to help students formulate possible research topics for the Overseas Seminar; and 3.) to acquaint the students with archival research in preparation for their time in London. The course will be taught from the perspectives of military history, political science, and literature. Each week we will meet to discuss the reading material.

INTNLREL 101Z. Introduction to International Relations. 4 Units.
Approaches to the study of conflict and cooperation in world affairs. Applications to war, terrorism, trade policy, the environment, and world poverty. Debates about the ethics of war and the global distribution of wealth. Same as: POLISCI 101Z

INTNLREL 102. History of the International System since 1914. 5 Units.
After defining the characteristics of the international system at the beginning of the twentieth century, this course reviews the primary developments in its functioning in the century that followed. Topics include the major wars and peace settlements; the emergence of Nazism and Communism; the Cold War; decolonization; and globalization. The role of international institutions and international society will also be a focus as will the challenges of climate change, inequality, migration, and terrorism. Same as: HISTORY 102

INTNLREL 103F. The Changing Face of War: Introduction to Military History. 3-5 Units.
Introduces students to the rich history of military affairs and, at the same time, examines the ways in which we think of change and continuity in military history. How did war evolve from ancient times, both in styles of warfare and perceptions of war? What is the nature of the relationship between war and society? Is there such a thing as a Western way of war? What role does technology play in transforming military affairs? What is a military revolution and can it be manufactured or induced? Chronologically following the evolution of warfare from Ancient Greece to present day so-called new wars, we will continuously investigate how the interdependencies between technological advances, social change, philosophical debates and economic pressures both shaped and were influenced by war. Students satisfying the WiM requirement for the major in International Relations, must enroll in INTNLREL 103F course listing. Same as: HISTORY 3F, HISTORY 103F
INTNLREL 105C. Human Trafficking: Historical, Legal, and Medical Perspectives. 5 Units.
(Same as HISTORY 5C. History majors and others taking 5 units, enroll in 105C.) Interdisciplinary approach to understanding the extent and complexity of the global phenomenon of human trafficking, especially for forced prostitution, labor exploitation, and organ trade, focusing on human rights violations and remedies. Provides a historical context for the development and spread of human trafficking. Analyzes the current international and domestic legal and policy frameworks to combat trafficking and evaluates their practical implementation. Examines the medical, psychological, and public health issues involved. Uses problem-based learning. Students interested in service learning should consult with the instructor and will enroll in an additional course.
Same as: CSRE 105C, FEMGEN 105C, HISTORY 105C, HUMRTS 112

INTNLREL 110C. America and the World Economy. 5 Units.
Examination of contemporary U.S. foreign economic policy. Areas studied: the changing role of the dollar; mechanism of international monetary management; recent crises in world markets including those in Europe and Asia; role of IMF, World Bank and WTO in stabilizing world economy; trade politics and policies; the effects of the globalization of business on future U.S. prosperity. Political Science majors taking this course for WIM credit should enroll in POLISCI 110C.
Same as: POLISCI 110C, POLISCI 110X

INTNLREL 110D. War and Peace in American Foreign Policy. 3-5 Units.
The causes of war in American foreign policy. Issues: international and domestic sources of war and peace; war and the American political system; war, intervention, and peace making in the post-Cold War period. Political Science majors taking this course to fulfill the WIM requirement should enroll in POLISCI 110D for 5 units. International Relations majors taking this course should enroll in INTNLREL 110D for 5 units. SCPD students should enroll for 3 units.
Same as: AMSTUD 110D, POLISCI 110D, POLISCI 110Y

INTNLREL 114D. Democracy, Development, and the Rule of Law. 3-5 Units.
This course explores the different dimensions of development - economic, social, and political - as well as the way that modern institutions (the state, market systems, the rule of law, and democratic accountability) developed and interacted with other factors across different societies around the world. The class will feature additional special guest lectures by Francis Fukuyama, Larry Diamond, Michael McFaul, Anna Grzymala-Busse, and other faculty and researchers affiliated with the Center on Democracy, Development, and the Rule of Law. Undergraduate students should enroll in this course for 5 units. Graduate students should enroll for 3 units.
Same as: INTLREL 230, POLISCI 114D, POLISCI 314D

INTNLREL 118S. Political Economy of International Trade and Investment. 5 Units.
How domestic and international politics influence the economic relations between countries. Why do governments promote or oppose globalization? Why do countries cooperate economically in some situations but not others? Why do countries adopt bad economic policies? Focus on the politics of international trade and investment. Course approaches each topic by examining alternative theoretical approaches and evaluate these theories using historical and contemporary evidence from many geographical regions around the world. Prerequisites: ECON 1A, ECON 1B, and a statistics course.
Same as: POLISCI 218S

INTNLREL 122. Introduction to European Studies. 5 Units.
This course offers an introduction to major topics in the study of historical and contemporary Europe. We focus on European politics, economics and culture. First, we study what makes Europe special, and how its distinct identity has been influenced by its history. Next, we analyze Europe’s politics. We study parliamentary government and proportional representation electoral systems, and how they affect policy. Subsequently, we examine the challenges the European economy faces. We further study the European Union and transatlantic relations.
Same as: POLISCI 213E

INTNLREL 123. The Future of the European Union: Challenges and Opportunities. 5 Units.
First, this course analyzes the EU’s greatest challenge, preserving the monetary union, and discusses the political and economic reforms needed to achieve that goal. In this context the course also studies the fiscal and budgetary policies of the EU. Second, the course discusses the EU’s role in global politics, its desire to play a more prominent role, and the ways to reach that objective. Third, the course analyzes the EU’s institutional challenges in its efforts to enhance its democratic character.

INTNLREL 124. Immigration Issues in Europe. 4-5 Units.
This course will consider responses to mass migration in Europe and its contribution to a radicalized political landscape. Sampling immigrant integration policies from Germany, Sweden, Denmark, France, Britain, Hungary, Poland, and Italy will help us examine public discourse on cultural and civic assimilation of mostly Muslim immigrants. Issues such as security and counterterrorism, as well as obstacles to cooperation with countries outside the EU (Turkey, Libya), will be included.

INTNLREL 135A. International Environmental Law and Policy: Oceans and Climate Change. 4-5 Units.
This seminar offers an introduction to International Environmental Law, with a strong emphasis on oceans and climate change, its underlying principles, how it is developed and implemented, and the challenges of enforcing it. We will focus on oceans and climate change, exploring the United Nations Law of the Sea Convention (UNCLOS) and the United Nations Framework Convention for Climate Change (UNFCCC). We will explain why these agreements are described as umbrella conventions, and how new conventions like the Paris Agreement fit within them. There will be guest speakers, a negotiation simulation, and a legal design sprint focused on re-imagining International Environmental Law.

INTNLREL 135R. Introduction to Global Justice. 4 Units.
This course explores the normative demands and definitions of justice that transcend the nation-state and its borders, through the lenses of political justice, economic justice, and human rights. What are our duties (if any) towards those who live in other countries? Should we be held morally responsible for their suffering? What if we have contributed to it? Should we be asked to remedy it? At what cost? These are some of the questions driving the course. Although rooted in political theory and philosophy, the course will examine contemporary problems that have been addressed by other scholarly disciplines, public debates, and popular media, such as immigration and open borders, climate change refugees, and the morality of global capitalism (from exploitative labor to blood diamonds). As such, readings will combine canonical pieces of political theory and philosophy with readings from other scholarly disciplines, newspaper articles, and popular media.
Same as: ETHICSOC 135R, PHIL 76, POLISCI 135R, POLISCI 336
INTNLREL 140A. International Law and International Relations. 5 Units.
Here are some questions that will accompany us throughout this seminar: What is the character of international legal rules? Do they matter in international politics, and if so, to what degree and when? How effective are they? What potential and what limitations do they have? What should we expect from international law (IL) in shaping international relations (IR)? This seminar will provide introductory knowledge of the foundational principles and sources of public international law, as well as a brief review of the most prominent IR theories. Besides exploring how these theories assess the role of IL in international politics, we will also consider certain practical problems, where IL and IR create specific tensions, such as intervention by force, human rights, and enforcement of criminal law.

INTNLREL 140C. The U.S., U.N. Peacekeeping, and Humanitarian War. 4-5 Units.
The involvement of U.S. and the UN in major wars and international interventions since the 1991 Gulf War. The UN Charter’s provisions on the use of force, the origins and evolution of peacekeeping, the reasons for the breakthrough to peacemaking and peace enforcement in the 90s, and the ongoing debates over the legality and wisdom of humanitarian intervention. Case studies include Croatia and Bosnia, Somalia, Rwanda, Kosovo, East Timor, and Afghanistan. *International Relations majors taking this course to fulfill the WiM requirement should enroll in INTNLREL 140C for 5 units.
Same as: HISTORY 201C, INTNLREL 140X

INTNLREL 140X. The U.S., U.N. Peacekeeping, and Humanitarian War. 4-5 Units.
The involvement of U.S. and the UN in major wars and international interventions since the 1991 Gulf War. The UN Charter’s provisions on the use of force, the origins and evolution of peacekeeping, the reasons for the breakthrough to peacemaking and peace enforcement in the 90s, and the ongoing debates over the legality and wisdom of humanitarian intervention. Case studies include Croatia and Bosnia, Somalia, Rwanda, Kosovo, East Timor, and Afghanistan. *International Relations majors taking this course to fulfill the WiM requirement should enroll in INTNLREL 140C for 5 units.
Same as: HISTORY 201C, INTNLREL 140C

INTNLREL 141A. Camera as Witness: International Human Rights Documentaries. 5 Units.
Rarely screened documentary films, focusing on global problems, human rights issues, and aesthetic challenges in making documentaries on international topics. Meetings with filmmakers.

INTNLREL 142. Challenging the Status Quo: Social Entrepreneurs Advancing Democracy, Development and Justice. 3-5 Units.
This seminar is part of a broader program on Social Entrepreneurship at CDDRL in partnership with the Haas Center for Public Service. It will use practice to better inform theory. Working with three visiting social entrepreneurs from developing and developed country contexts students will use case studies of successful and failed social change strategies to explore relationships between social entrepreneurship, gender, democracy, development and justice. It interrogates current definitions of democracy and development and explores how they can become more inclusive of marginalized populations. This is a service learning class in which students will learn by working on projects that support the social entrepreneurs’ efforts to promote social change. Students should register for either 3 OR 5 units only. Students enrolled in the full 5 units will have a service-learning component along with the course. Students enrolled for 3 units will not complete the service-learning component. Limited enrollment. Attendance at the first class is mandatory in order to participate in service learning.
Same as: AFRICAST 142, AFRICAST 242, CSRE 142C

INTNLREL 143. State and Society in Korea. 4 Units.
20th-century Korea from a comparative historical perspective. Colonialism, nationalism, development, state-society relations, democratization, and globalization with reference to the Korean experience. Same as: SOC 111, SOC 211

INTNLREL 145. Genocide and Humanitarian Intervention. 4 Units.
The course, traces the history of genocide in the 20th century and the question of humanitarian intervention to stop it, a topic that has been especially controversial since the end of the Cold War. The pre-1990s discussion begins with the Armenian genocide during the First World War and includes the Holocaust and Cambodia under the Khmer Rouge in the 1970s. Coverage of genocide and humanitarian intervention since the 1990s includes the wars in Bosnia, Rwanda, Kosovo, the Congo, and Sudan. The final session of the course will be devoted to a discussion of the International Criminal Court and the separate criminal tribunals that have been tasked with investigating and punishing the perpetrators of genocide.

INTNLREL 146A. Energy and Climate Cooperation in the Western Hemisphere. 4 Units.
The seminar provides an overview of the current political dynamics in each of the major fossil fuel producing countries in the Western Hemisphere and its impact on local energy exploration and production. It also explores the potential for expanding existing or developing new renewable energy resources throughout the Americas, and impacts on the local environment, food prices, and land use issues. The course examines the feasibility of integrating energy markets and establishing initiatives to reduce greenhouse gas emissions at the regional and hemispheric level. The seminar focuses on Chile, a country that lacks significant petroleum and natural gas reserves and has traditionally been a major user of coal. Accordingly, the country has been at the forefront of efforts to facilitate the regional integration of energy markets and develop renewable and non-traditional energy resources. The course concludes with a discussion of 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, and China’s increasing role in Latin America’s energy sector.

INTNLREL 147. Political Economy of the Southern Cone Countries of South America. 5 Units.
This seminar examines the economic and political development of the five countries that make up South America’s Southern Cone (i.e., Argentina, Brazil, Chile, Paraguay, and Uruguay) as well as Bolivia (which was historically part of the sub-region and with which today it has close commercial ties). In particular, the course focuses on the era of Import Substitution Industrialization (ISI), explores the reasons why that model of economic development eventually collapsed and how this contributed to the rise of military dictatorships, looks at the return to democratic rule and the adoption of market-oriented economic policies, and concludes with a discussion of the contemporary situation.

INTNLREL 154. The Cold War: An International History. 5 Units.
Though it ended twenty years ago, we still live in a world shaped by the Cold War. Beginning with its origins in the mid-1940s, this course will trace the evolution of the global struggle, until its culmination at the end of the 1980s. Students will be asked to ponder the fundamental nature of the Cold War, what kept it alive for nearly fifty years, how it ended, and its long term legacy for the world. As distinguished from the lecture taught in previous quarters, this class will closely investigate ten major Cold War battlegrounds over the quarter. Selected case studies will include: the division of Germany, Iran in the 1950s, Cuba, Vietnam, the Six Day War, the Chilean coup, sub-Saharan Africa, Afghanistan, Central America, and the Eastern European revolutions of 1989. Students will be asked to consult a combination of original documents and recent histories. Same as: HISTORY 166C
INTNLREL 160. United Nations Peacekeeping. 4 Units.
This seminar is devoted to an examination of United Nations peacekeeping, from its inception in 1956 in the wake of the Suez Crisis, to its increasingly important role as an enforcer of political stability in sub-Saharan Africa. We will look at the practice of 'classic' peacekeeping as it developed during the Cold War, with the striking exception of the Congo Crisis of 1960; the rise and fall of so-called ‘second-generation peacekeeping’; more accurately labeled ‘peace enforcement’; in the early 1990s in Bosnia and Somalia; and the reemergence in recent years of a muscular form of peacekeeping in sub-Saharan Africa, most notably in Congo in 2013. Students will learn the basic history of the United Nations since 1945 and the fundamentals of the United Nations Charter, especially with respect to the use of force and the sovereignty of member states. While the course does not attempt to provide comprehensive coverage of the historical details of any particular peacekeeping mission, students should come away with a firm grasp of the historical trajectory of U.N. peacekeeping and the evolving arguments of its proponents and critics over the years. Each session of the course is structured around the discussion of assigned readings. Students are expected to complete the readings before class and to come to class prepared to participate in discussions. Each student will serve as rapporteur for one of the assigned readings, providing a critical summary of the reading in question and helping to stimulate the discussion to follow. The instructor will occasionally begin a session with brief introductory remarks (no more than ten minutes) to provide historical context about one or another topic. Required coursework includes two short papers whose particular topic and guidelines will be announced in class.
Same as: HISTORY 152K

INTNLREL 168A. American Interventions, 1898-Present. 5 Units.
This class seeks to examine the modern American experience with limited wars, beginning with distant and yet pertinent cases, and culminating in the war in Iraq. Although this class will examine war as a consequence of foreign policy, it will not focus primarily on presidential decision making. Rather, it will place wartime policy in a broader frame, considering it alongside popular and media perceptions of the war, the efforts of antirwar movements, civil-military relations, civil reconstruction efforts, and conditions on the battlefield. We will also examine, when possible, the postwar experience.
Same as: HISTORY 259E, HISTORY 359E

INTNLREL 173. Presidents and Foreign Policy in Modern History. 5 Units.
Nothing better illustrates the evolution of the modern presidency than the arena of foreign policy. This class will examine the changing role and choices of successive presidential administrations over the past century, examining such factors as geopolitics, domestic politics, the bureaucracy, ideology, psychology, and culture. Students will be encouraged to think historically about the institution of the presidency, while examining specific case studies, from the First World War to the conflicts of the 21st century.
Same as: HISTORY 261G

INTNLREL 174. Diplomacy on the Ground: Case Studies in the Challenges of Representing Your Country. 5 Units.
The tragic death of Ambassador Chris Stevens has recently highlighted the dangers of diplomacy in the modern era. This class will look at how Americans in embassies have historically confronted questions such as authoritarian rule, human rights abuses, violent changes of government, and covert action. Case studies will include the Berlin embassy in the 1930s, Tehran in 1979, and George Kennan’s experiences in Moscow, among others. Recommended for students contemplating careers in diplomatic service. *Course satisfies the WiM requirement for International Relations majors. As space is limited, first-year students must obtain the instructor’s prior consent before enrolling.
Same as: HISTORY 252B

INTNLREL 175. American Empire in the Pacific. 3 Units.
This course will provide an interdisciplinary overview of the history and current state of American empire in the Pacific Islands. Through the lenses of law, history, and anthropology, the course will chart the progression of the American empire, beginning with early colonization, through World War II and the Cold War, to present day, including modern challenges facing communities affected by U.S. imperialism, decolonization movements, and the intersection of empire and climate change. Themes include cultural imperialism, militarization and experimentation, human rights and global ethics, and social and environmental justice.

INTNLREL 179. Major Themes in U.S.-Latin America Diplomatic History. 5 Units.
This seminar provides an overview of the most important events and initiatives that have characterized the relationship of the United States of America with its neighbors to the south, including Mexico, the Caribbean (especially Cuba, Haiti, and the Dominican Republic), Central America, and South America since the proclamation of the Monroe Doctrine in the early 19th century until the Obama Administration. In particular, the course examines the motivations for the Theodore Roosevelt Corollary to the Monroe Doctrine and the resulting period of blatant interventionism known as ‘Dollar Diplomacy,’ the Good Neighbor Policy of Franklin Delano Roosevelt, the brutal Cold War period, as well as policies pursued by the Clinton, George W. Bush, and Obama administrations, such as the Free Trade Area of the Americas (FTAA) and the Energy and Climate Partnership of the Americas (ECPA). The seminar explores not only what motivated U.S. policy makers and how their policies were implemented (and explains why they either succeeded or failed), but also discusses the impacts on individual countries and/or the region as a whole and the long-term consequences whose repercussions are still being felt today. The course also examines the major features of the inter-American system from the Pan American Union to the creation of the Organization of American States (OAS) and its continued relevancy in light of new institutional frameworks such as the Community of Latin American and Caribbean States (CELAC) and the Union of South American Nations (UNASUR) that exclude the United States of America.

INTNLREL 180A. Transitional Justice, Human Rights, and International Criminal Tribunals. 3-5 Units.
(formerly IPS 280) Historical backdrop of the Nuremberg and Tokyo Tribunals. The creation and operation of the Yugoslav and Rwanda Tribunals (ICTY and ICTR). The development of hybrid tribunals in East Timor, Sierra Leone, and Cambodia, including evaluation of their success in addressing perceived shortcomings of the ICTY and ICTR. Examination of the role of the International Criminal Court and the extent to which it will succeed in supplanting all other ad hoc international justice mechanisms and fulfill its goals. Analysis focuses on the politics of creating such courts, their interaction with the states in which the conflicts took place, the process of establishing prosecutorial priorities, the body of law they have produced, and their effectiveness in addressing the needs of victims in post-conflict societies.
Same as: ETHICSOC 280, HUMRTS 103, INTLPOL 280
INTNLREL 182. The Great War. 5 Units.
The First World War provided a prototype for a new, horrific kind of war. It catalyzed the emergence of modern means of warfare and the social mechanisms necessary to sustain the industrialized war machine. Killing millions, it became the blueprint for the total war that succeeded it. It also brought about new social and political orders, transforming the societies which it mobilized at unprecedented levels. This course will examine the military, political, economic, social and cultural aspects of the conflict. We will discuss the origins and outbreak of the war, the land, sea and air campaigns, the war’s economic and social consequences, the home fronts, the war’s final stages in eastern and western Europe as well as non-European fronts, and finally, the war’s impact on the international system and on its belligerents and participants’ perceptions of the new reality it had created.

INTNLREL 183. The Modern Battle. 5 Units.
The purpose of this seminar is to examine the evolution of modern warfare by closely following four modern battles/campaigns. For this purpose the seminar offers four mock staff rides, facilitating highly engaged, well-researched experience for participants. In a mock staff ride, students are assigned roles; each student is playing a general or staff officer who was involved in the battle/campaign. Students will research their roles and, during the staff ride, will be required to explain ‘their’ decisions and actions. Staff rides will not deviate from historical records, but closely examine how decisions were made, what pressures and forces were in action, battle outcomes, etc. This in-depth examination will allow students to gain a deeper understanding of how modern tactics, technology, means of communications, and the scale of warfare can decide, and indeed decided, campaigns. We will spend two weeks preparing for and playing each staff ride. One meeting will be dedicated to discussing the forces shaping the chosen battle/campaign: the identity and goals of the belligerents, the economic, technological, cultural and other factors involved, as well as the initial general plan. The second meeting will be dedicated to the battle itself. The four battles will illustrate major developments in modern warfare.

Same as: HISTORY 206C

INTNLREL 189. PRACTICAL TRAINING. 1-3 Unit.
Students obtain internship in a relevant research or industrial activity to enhance their professional experience consistent with their degree program and area of concentration. Prior to enrolling students must get internship approved by the director. At the end of the quarter, a three page final report must be supplied documenting work done and relevance to degree program. Meets the requirements for Curricular Practical Training for students on F-1 visas. Student is responsible for arranging own internship. Limited to declared International Relations students only who are non-US citizens. May be repeated for credit.

INTNLREL 197. Directed Reading in International Relations. 1-5 Unit.
Open only to declared International Relations majors.n (Staff).

INTNLREL 198. Senior Thesis. 2-10 Units.
Open only to declared International Relations majors with approved senior thesis proposals.

INTNLREL 200A. International Relations Honors Field Research. 3 Units.
For juniors planning to write an honors thesis during senior year. Initial steps to prepare for independent research. Professional tools for conceptualizing a research agenda and developing a research strategy. Preparation for field research through skills such as data management and statistics, references and library searches, and fellowship and grant writing. Creating a work schedule for the summer break and first steps in writing. Prerequisite: acceptance to IR honors program.

INTNLREL 200B. International Relations Honors Seminar. 3 Units.
Second of two-part sequence. For seniors working on their honors theses. Professional tools, analysis of research findings, and initial steps in writing of thesis. How to write a literature review, formulate a chapter structure, and set a timeline and work schedule for the senior year. Skills such as data analysis and presentation, and writing strategies. Prerequisites: acceptance to IR honors program, and 199 or 200A. * Course satisfies the WiM requirement for International Relations majors who are accepted into the IR Honors program.

INTNLREL 200C. IR Honors Thesis Writing. 1 Unit.
Mandatory seminar for International Relations Honors Students who are writing their Honors Thesis. INTNLREL 200A and 200B are prerequisites.

INTNLREL 202. Original Research in International Relations. 5 Units.
This new course offers IR majors an opportunity to conduct in-depth, original research and write an original research paper on a topic of their choosing within a single quarter. It is ideally suited for students who have a question that has intrigued them and that they would like to answer through original research. Through this course, students will narrow their interests into a clear research question, develop a research design, review relevant literature that addresses this question, conduct original empirical research and produce a final research paper. The course is designed for IR majors, and thus has an interdisciplinary focus and embraces methodological diversity. It may also be petitioned to count towards the IR major.

Jewish Studies Courses
JEWISHST 4. What Didn't Make It into the Bible. 4 Units.
Over two billion people alive today consider the Bible to be sacred scripture. But how did the books that made it into the bible get there in the first place? Who decided what was to be part of the bible and what wasn’t? How would history look differently if a given book didn’t make the final cut and another one did? Hundreds of ancient Jewish and Christian texts are not included in the Bible. ‘What Didn't Make It in the Bible’ focuses on these excluded writings. We will explore the Dead Sea Scrolls, Gnostic gospels, hear of a five-year-old Jesus throwing temper tantrums while killing (and later resurrecting) his classmates, peruse ancient romance novels, explore the adventures of fallen angels who sired giants (and taught humans about cosmetics), tour heaven and hell, encounter the garden of Eden story told from the perspective of the snake, and learn how the world will end. The course assumes no prior knowledge of Judaism, Christianity, the bible, or ancient history. It is designed for students who are part of faith traditions that consider the bible to be sacred, as well as those who are not. The only prerequisite is an interest in exploring books, groups, and ideas that eventually lost the battles of history and to keep asking the question ‘why.’ In critically examining these ancient narratives and the communities that wrote them, you will investigate how religions canonize a scriptural tradition, better appreciate the diversity of early Judaism and Christianity, understand the historical context of these religions, and explore the politics behind what did and did not make it into the bible.

Same as: CLASSICS 9N, RELIGST 4

JEWISHST 4N. A World History of Genocide. 3-5 Units.
Reviews the history of genocide from ancient times until the present. Defines genocide, both in legal and historical terms, and investigates its causes, consequences, and global dimensions. Issues of prevention, punishment, and interdiction. Main periods of concern are the ancient world, Spanish colonial conquest; early modern Asia; settler genocides in America, Australia, and Africa; the Armenian genocide and the Holocaust; genocide in communist societies; and late 20th century genocide.

Same as: HISTORY 4N
JEWISHST 5. Biblical Greek. 3-5 Units.
This is a one term intensive class in Biblical Greek. After quickly learning the basics of the language, we will then dive right into readings from the New Testament and the Septuagint, which is the ancient Greek translation of the Hebrew Bible. No previous knowledge of Greek required. If demand is high for a second term, an additional quarter will be offered in the Spring.
Same as: CLASSICS 6G, RELIGST 171A

JEWISHST 5B. Biblical Greek. 3-5 Units.
This is a continuation of the Winter Quarter Biblical Greek Course. Prerequisite: CLASSICS 6G or a similar introductory course in Ancient Greek.
Same as: CLASSICS 7G

JEWISHST 5G. Intensive Biblical Greek. 8 Units.
Equivalent to two quarters of Biblical Greek (CLASSICS 6G, 7G). Students will learn the core of New Testament Greek with the goal of learning to accurately translate and read the New Testament. Students will read one-third of the Gospel of John during the course and will be well-prepared to read the Greek New Testament independently after the course. Focus on knowledge of key vocabulary and grammar needed to read the Greek Bible with ease. No previous knowledge of Greek required. Course does not fulfill the Stanford language requirement.
Same as: RELIGST 171X

JEWISHST 18N. Religion and Politics: Comparing Europe to the U.S. 3-4 Units.
Interdisciplinary and comparative. Historical, political, sociological, and religious studies approaches. The relationship between religion and politics as understood in the U.S. and Europe. How this relationship has become tense both because of the rise of Islam as a public religion in Europe and the rising influence of religious groups in public culture. Different understandings and definitions of the separation of church and state in Western democratic cultures, and differing notions of the public sphere. Case studies to investigate the nature of public conflicts, what issues lead to conflict, and why. Why has the head covering of Muslim women become politicized in Europe? What are the arguments surrounding the Cordoba House, known as the Ground Zero Mosque, and how does this conflict compare to controversies about recent constructions of mosques in Europe? Resources include media, documentaries, and scholarly literature.
Same as: RELIGST 18N

JEWISHST 19N. Everyone Eats: Food, Religion and Culture. 3 Units.
Food is one of the most essential aspects of the human experience. The decisions and choices we make about food define who we have been, who we are now, and who we want to become. In this seminar we will study how food habits have shaped religious traditions, and vice versa, how religious traditions have shaped food ways. Some traditions are centered around food regiments such as the dietary laws, derived from biblical law that shapes Jewish and Christian tradition very differently. Indeed, many religious and ethical thinkers, as well as anthropologists, have interpreted the meanings of the dietary laws very differently. Further, in many religious traditions the killing of animals and consumption of meat is deeply fraught. We will explore the history of food practices and their contemporary impact; the connections between food, religion, and identity; the meanings that religious thinkers and anthropologists have attributed to food habits; as well as the creative translations of religious traditions into contemporary food ethics by various social movements and groups, predominantly in the U.S.
Same as: CSRE 19N, RELIGST 19N

JEWISHST 37Q. Zionism and the Novel. 3 Units.
At the end of the nineteenth century, Zionism emerged as a political movement to establish a national homeland for the Jews, eventually leading to the establishment of the State of Israel in 1948. This seminar uses novels to explore the changes in Zionism, the roots of the conflict in the Middle East, and the potentials for the future. We will take a close look at novels by Israelis, both Jewish and Arab, in order to understand multiple perspectives, and we will also consider works by authors from the North America and from Europe. NOTE: To satisfy a WAYS requirement, this course must be taken for at least 3 units. In AY 2020-21, a 'CR' grade will satisfy the WAYS requirement.
Same as: COMPLIT 37Q

JEWISHST 39S. The Other Side: Ethnography and Travel Writing through Jewish, Christian and Muslim Eyes. 3 Units.
In an age of reality television and social media, we are bombarded with snapshots of the exotic, monstrous, and bizarre. Yet despite their quantity, these images pale in comparison to the qualities of terror, wonder and curiosity that ancient travelers evoked in their encounters with foreign lands and peoples. Early ethnographers, too, painstakingly explored the beliefs and practices of unfamiliar peoples sometimes very close to home. This course surveys their most vivid writings, from ancient Greece to the colonization of the New World, focusing on the relation between fascination with the other and the author’s own religious imagination. In particular, it introduces the contributions of Jewish travelers and ethnographers to this history, which has often been written from the standpoint of imperial, ecclesiastical or colonial power. It stresses literary continuities across three general periods (ancient, medieval, and colonial), showing how remarkably consistent patterns of identification spring from diverse encounters.

JEWISHST 53. Exploring Jewish Spirituality. 4 Units.
It was once accepted as fact that Judaism is, at its core, a rational religion devoid of any authentic mystical tradition. But the past century of scholarship has reversed this claim, demonstrating that the spiritual life has been integral to Judaism’s vital heart since ancient times. This yearning for a direct immediate experience of God’s Presence, a longing to grasp the mysteries of the human soul and know the inner dynamics of the Divine realm, has taken on many different forms across the centuries. This course will introduce students to the major texts—from theological treatises to poems and incantations—and core ideas of Jewish mysticism and spirituality, tracking their development from the Hebrew Bible to the dawn of modernity. Close attention will be paid to the historical context of these sources, and we will also engage with broader methodological approaches—from phenomenology to philology—regarding the academic study of religion and the comparative consideration of mysticism in particular. This course assumes no prior background of Judaism or any other religious traditions. All readings will be made available in English. Students are, however, invited to challenge themselves with the ‘optional/advanced’ readings of sources both primary and secondary. Pending interest, students with facility in the original languages (Hebrew or Aramaic) will be given the opportunity to do so.
Same as: RELIGST 53
JEWISHST 85B. Jews in the Contemporary World: The Jewish Present and Past in Film, Television and Popular Culture. 3 Units.  
(Same as HISTORY 185B. History majors and others taking 5 units, register for 185B.) This course explores the full expanse of Jewish life today and in the recent past. The inner workings of religious faith, the content of Jewish identify shorn of belief, the interplay between Jewish powerlessness and influence, the myth and reality of Jewish genius, the continued pertinence of antisemitism, the rhythms of Jewish economic life, all these will be examined in weekly lectures, classroom discussion, and with the use of a widely diverse range of readings, films, and other material. Explored in depth will be the ideas and practices of Zionism, the content of contemporary secularism and religious Orthodoxy, the impact Holocaust, the continued crises facing Israel and the Palestinians. Who is to be considered Jewish, in any event, especially since so many of the best known (Spinoza, Freud, Marx) have had little if anything to do with Jewish life with their relationships to it indifferent, even hostile?  
Same as: CSRE 85B, HISTORY 85B, REES 85B  
JEWISHST 86. Exploring the New Testament. 4 Units.  
To explore the historical context of the earliest Christians, students will read most of the New Testament as well as many documents that didn't make the final cut. Non-Christian texts, Roman art, and surviving archeological remains will better situate Christianity within the ancient world. Students will read from the Dead Sea Scrolls, explore Gnostic gospels, hear of a five-year-old Jesus throwing divine temper tantrums while killing (and later resurrecting) his classmates, peruse an ancient marriage guide, and engage with recent scholarship in archeology, literary criticism, and history.  
Same as: CLASSICS 43, RELIGST 86  
JEWISHST 86Q. Blood and Money: The Origins of Antisemitism. 4-5 Units.  
For over two millennia, Jews and Judaism have been the object of sustained anxieties, fears, and fantasies, which have in turn underpinned repeated outbreaks of violence and persecution. This course will explore the development and impact of antisemitism from Late Antiquity to the Enlightenment, including the emergence of the Blood libel, the association between Jews and moneylending, and the place of Judaism in Christian and Islamic theology. No prior background in history or Jewish studies is necessary. Prerequisite: PWR 1.  
Same as: HISTORY 86Q  
JEWISHST 101A. First-Year Hebrew, First Quarter. 5 Units.  
In the first-year program, students acquire essential Hebrew through abundant opportunities to interact in the language in meaningful ways. The students learn to function appropriately in the language in a variety of social and cultural contexts.  
Same as: AMELANG 128A  
JEWISHST 101B. First-Year Hebrew, Second Quarter. 5 Units.  
Continuation of AMELANG 128A. Prerequisite: Placement Test, AMELANG 128A.  
Same as: AMELANG 128B  
JEWISHST 101C. First-Year Hebrew, Third Quarter. 5 Units.  
Continuation of AMELANG 128B. Prerequisite: Placement Test, AMELANG 128B. Fulfill the University Foreign Language Requirement.  
Same as: AMELANG 128C  
JEWISHST 102A. Second-Year Hebrew, First Quarter. 4 Units.  
Continuation of AMELANG 128C. Sequence integrating culture and language. Emphasis is on proficiency in oral and written discourse including presenational language and socio culturally appropriate discourse in formal and informal, academic, and professional contexts. Prerequisite: Placement Test, First Year Hebrew.  
Same as: AMELANG 129A  
JEWISHST 102B. Second-Year Hebrew, Second Quarter. 4 Units.  
Continuation of AMELANG 129A. Sequence integrating culture and language. Emphasis is on proficiency in oral and written discourse including presentational language and socio culturally appropriate discourse in formal and informal, academic, and professional contexts. Prerequisite: Placement Test, Hebrew 129A.  
Same as: AMELANG 129B  
JEWISHST 102C. Second-Year Hebrew, Third Quarter. 4 Units.  
Continuation of AMELANG 129B. Sequence integrating culture and language. Emphasis is on advanced proficiency in oral and written discourse including presenational language and socio culturally appropriate discourse in formal and informal, academic, and professional contexts. Prerequisite: placement Test, Hebrew129B.  
Same as: AMELANG 129C  
JEWISHST 103A. Third-Year Hebrew, First Quarter. 3 Units.  
Continuation of AMELANG 129C. Prerequisite: Placement Test, AMELANG 129C.  
JEWISHST 104A. First-Year Yiddish, First Quarter. 4 Units.  
Reading, writing, and speaking.  
Same as: AMELANG 140A  
JEWISHST 104B. First-Year Yiddish, Second Quarter. 4 Units.  
Continuation of AMELANG 140A. Prerequisite: AMELANG.  
Same as: AMELANG 140B  
JEWISHST 104C. First-Year Yiddish, Third Quarter. 4 Units.  
Continuation of AMELANG 140B. Prerequisite: AMELANG 140B. Fulfills the University Foreign Language Requirement.  
Same as: AMELANG 140C  
JEWISHST 105. Hebrew Forum. 2-4 Units.  
Intermediate and advanced level. Biweekly Hebrew discussion on contemporary issues with Israeli guest speakers. Vocabulary enhancement. Focus on exposure to academic Hebrew. May be repeat for credit up to 4 times.  
Same as: AMELANG 131A  
JEWISHST 106. Reflection on the Other. The Arab Israeli Conflict in Literature and Film. 3-5 Units.  
How literary works outside the realm of Western culture struggle with questions such as identity, minority, and the issue of the Other. How the Arab is viewed in Hebrew literature, film and music and how the Jew is viewed in Palestinian works in Hebrew or Arabic (in translation to English). Historical, political, and sociological forces that have contributed to the shaping of these writers' views. Guest lectures about the Jew in Palestinian literature and music. Note: To be eligible for WAYS credit, you must take course for a Letter Grade.  
Same as: AMELANG 126, COMPLIT 145  
JEWISHST 107A. Biblical Hebrew, First Quarter. 2 Units.  
Establish a basic familiarity with the grammar and vocabulary of Biblical Hebrew and will begin developing a facility with the language. Students that are enrolled in this course must also enroll in Beginning Hebrew. This course requires no prior knowledge of Hebrew and will begin with learning the alphabet. By the end of the year, students will be able to translate basic biblical texts, will be familiar with common lexica and reference grammars, and will have sufficient foundational knowledge to enable them to continue expanding their knowledge either in a subsequent course or own their own.  
Same as: RELIGST 170A  
JEWISHST 107B. Biblical Hebrew, Second Quarter. 2 Units.  
Continuation of 170A.  
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JEWHIST 107C. Biblical Hebrew, Third Quarter. 4 Units.
Continuation of 170B.
Same as: AMELANG 170C

JEWHIST 120. Sex and Gender in Judaism and Christianity. 3 Units.
What role do Jewish and Christian traditions play in shaping understandings of gender differences? Is gender always imagined as dual, male and female? This course explores the variety of ways in which Jewish and Christian traditions - often in conversation with and against each other - have shaped gender identities and sexual politics. We will explore the central role that issues around marriage and reproduction played in this conversation. Perhaps surprisingly, early Jews and Christian also espoused deep interest in writing about 'eunuchs' and 'androgyynes,' as they thought about Jewish and Christian ways of being a man or a woman. We will examine the variety of these early conversations, and the contemporary Jewish and Christian discussions of feminist, queer, trans- and intersex based on them.
Same as: FEMGEN 130, RELIGST 130

JEWHIST 123. Muslims, Jews, and Christians: Conflict, Coexistence, and Collaboration. 4 Units.
Relationships between Muslims, Jews, and Christians today are informed by a multitude of complex and often painful histories. These faith traditions emerged out of deep and sustained engagement with one another sharing theological and ethical principles, and revering many of the same figures and there have been many periods of rich and productive interaction. Yet there have also been areas of dissension and conflict, and periods when theological, social, or political disagreement devolved into violence and oppression. In recent times (especially following the Holocaust and the establishment of the modern State of Israel), religious, political, and intellectual leaders of Muslim, Jewish, and Christian communities, in the U.S. and around the world, have recognized the need to forge deeper and more meaningful relationships with one another. Knowledge and understanding of the perspectives that different communities and individuals bring to bear on their entangled past, present, and future are a critical part of efforts to resolve intransigent conflicts and advance mutual interests. This course explores some of the most significant moments of interaction through literature and art, polemic and dialogue that have shaped engagements between Muslims, Jews, and Christians throughout history, and examines both prospects and pitfalls for engagement in the present and future.
Same as: RELIGST 133

JEWHIST 125. Modern Jewish Mysticism: Devotion in a Secular Age. 4 Units.
The twentieth-century was a time of tremendous upheaval and unspeakable tragedy for the Jewish communities of Europe. But the past hundred years were also a period of great renewal for Jewish spirituality, a renaissance that has continued into the present day. Beginning with the writings of the Safed Renaissance, the Sabbateanism, and the Hasidic masters, our course will focus on key thinkers in the 19th and 20th centuries, including: Hillel Zeitlin, Martin Buber, Abraham Isaac Kook, Abraham Joshua Heschel, and Arthur Green. Drawing upon essays, homilies, and poems, we will examine the ways in which their works re-cast and reinterpret the Jewish tradition in answer to the singular questions and challenges modernity. We will mark the development of their thinking against the two World Wars, the Holocaust, and the complex and multi-faceted processes of secularization. We will also consider the theological project of modern Jewish mystics in dialogue with modern Jewish philosophers (such as Hermann Cohen, Franz Rosenzweig, and Emmanuel Levinas) as well as modern philosophers and scholars informed by Christianity (from William James to Charles Taylor).

This course argues that the processes of sacralization, of reclaiming a life of mystical devotion, are best understood as a unique response to Jewish modernity rather than a retreat to past modalities of religion. In seeking to prove this point, we will explore writers whose work emerged in and engaged with different social and cultural domains. We will investigate their writings with an eye to issues such as power and identity, and will draw upon their works in charting the intersection of mysticism, literature, language and experience. Throughout our readings, we will keep our eye on the sustained impact of feminism on Jewish mysticism in the second half of the twentieth century. This course is structured as a seminar, and our class discussions will be rooted in the primary sources. It assumes no prior background of Judaism or any other religious traditions. All readings will be made available in English.
Same as: RELIGST 165

JEWHIST 127D. Readings in Talmudic Literature. 1 Unit.
Readings of Talmudic texts. Some knowledge of Hebrew is preferred, but not necessary. The goal of the ongoing workshop is to provide Stanford students with the opportunity to engage in regular Talmud study, and to be introduced to a variety of approaches to studying Talmudic texts and thought.
Same as: JEHIST 227D, RELIGST 170D

JEWHIST 127E. Readings in Talmudic Literature Advanced. 1 Unit.
Readings of the talmudic texts. Knowledge of Hebrew is required. The ongoing seminar is designed to study the making of the talmudic sugya (unit of discourse), along with classic commentaries. Students will consider some of the recent developments in the academic study of Talmudic literature, introduced by the instructor. The goal of the ongoing seminar is to provide Stanford students and faculty with the opportunity to engage in regular Talmud study, and to be introduced to a variety of approaches to studying Talmudic texts. Meeting time and location TBA. May be repeated for credit.
Same as: JEHIST 227E, RELIGST 170E
JEWISHST 128. Women and Gender in Early Judaism and Christianity. 4 Units.
Beginning with the Hebrew Bible and New Testament, we will explore female figures in early Jewish and Christian literatures, such as Eve, Ruth, Mary, and Junia. Based on this, we will probe the prescriptions for female comportment in early Judaism and Christianity placing these literary prescriptions in conversation with material evidence related to women, such as for example the Babatha archive. We will analyze the politics of patriarchy in ancient discourse, and examine, among other topics, efforts by Christian clergy to silence female prophets in the second and third centuries CE. The bulk of the course will be devoted to the formative years of both Judaism and Christianity in Late Antiquity. This course assumes no prior knowledge of Judaism, Christianity, the Bible, or ancient history. It is designed for students who are part of faith traditions that consider the Bible to be sacred, as well as those who are not. Ancient readings in this course will be supplemented by modern scholarship in classics, early Christian studies, gender studies, queer studies, and the history of sexuality.
Same as: RELIGST 128

JEWISHST 129. Sacred Words: Jewish Thought and the Question of Language. 4 Units.
Jews have long been referred as the people of the book, but they might better be referred to as the people of the word. Drawing upon texts from the Hebrew Bible to the works of modern Hebrew writers like of Hayyim Nahman Bialik and Amoz Oz, this seminar will chart the development of Jewish thinking on language over the past two millennia. We will explore issues such as: the idea of canonization; oral versus written language; the nature and possibility of translation; the origins of language; notions of negative theology; mystical approaches to the word; the rebirth of Hebrew as a spoken and cultural language; and the limits of language after the Holocaust. This course will also bring Jewish thought into dialogue with contemporary philosophical reflections on issues of language. Modern explorations of language will prove an interesting way of deepening our understanding of the Jewish thinkers on one hand, and enriching contemporary intellectual discourse on the other.
Same as: RELIGST 169

JEWISHST 129A. Milk and Honey, Wine and Blood: Food, Justice, and Ethnic Identity in Jewish Culture. 4 Units.
This course examines Jewish culture and the food practices and traditions that have shaped and continue to shape it. Students learn to prepare a variety of meals while studying about the historical and literary traditions associated with them, such as the dietary ‘laws’, and the long history of their interpretation, as well as the cultivation of eating as devotional practice in Jewish mystical traditions. We will explore how regional foods the world over contribute to the formation of distinct Jewish ethnic identities, and how these traditions shape contemporary Jewish food ethics. The course includes guest visits by professional chefs and food writers, and field trips to a local winery.
Same as: RELIGST 129

JEWISHST 130VP. Introduction to Social Demography: A Comparative Approach (Israel & US). 3 Units.
In this class we will learn about Israel’s unique demographic structure and we will compare it to the US and other countries. Reading materials include general theories as well as research published in scholarly journals. In the first half of this class we will review basic demographic concepts (mortality, fertility and migration), and we will apply them to the Israeli context, with comparisons between different social groups in Israel and with comparison to the US. We will also review basic demographic theories (theories of population change) and apply them to different countries. In the second half of the class we will focus on demography of the family. We will ask how fertility, marriage and divorce differ for different population groups in Israel and the US, and we will tie family processes to current theories of gender and family change. We will also learn how demographic processes may be related to the reproduction of poverty, and inequality.
Same as: SOC 119VP

JEWISHST 131VP. Poverty and Inequality in Israel and the US: A Comparative Approach. 3 Units.
Poverty rates in Israel are high and have been relatively stable in recent decades, with about one fifth of all households (and a third of all children) living below the poverty line. In this class we will learn about poverty and inequality in Israel and we will compare with the US and other countries. The first few weeks of this class we will review basic theories of poverty and inequality and we will discuss how theories regarding poverty have changed over the years, from the ‘culture of poverty’ to theories of welfare state regimes. We will also learn about various ways of measuring poverty, material hardship, and inequality, and we will review the methods and data used. The remaining weeks of the class we will turn to substantive topics such as gender, immigration, ethnicity/nationality, welfare policy, age, and health. Within each topic we will survey the debates within contemporary scholarship and we will compare Israel and the US. Examination of these issues will introduce students to some of the challenges that Israeli society faces today.
Same as: CSRE 120P, SOC 120VP

JEWISHST 132. Between Nation-Building and Liberalization: The Welfare State in Israel. 3 Units.
According to one commentator, the political economy of Israel is characterized by embedded liberalism. In the context of a national and territorial conflict, the Israeli state fostered comprehensive nation-building projects (such as immigration absorption), via employment and social protection schemes. This course surveys the distinctive development of the Israeli welfare state in comparative perspective, and analyzes its particular politics and outcomes in the form of inclusion but also exclusion of different populations from full citizenship. The course will follow a chronological path from the pre-state crystallization of national welfare institutions to the current neo-liberalization trend that seems to undermine collectivist projects and advance the re-commodification of citizenship. Throughout the course we will discuss issues such as: the role of labor and nationalism in the design of social policy, the production of national, ethnic and gender inequality, and the dynamics of change and continuity following heightened liberalization and internationalization since the 1980s. The course exposes students to key issues of the sociology of the welfare state with particular emphasis on the development and role of the state in a deeply conflicted society, using the Israeli experience. At the conclusion of the course students are expected to understand how welfare state institutions reflect but also reproduce societal schisms and conflicts, and be familiar with central aspects of Israeli politics past and present.
Same as: SOC 102

JEWISHST 132A. Social Inequality in Israel. 3 Units.
Like the US, Israel is a nation of immigrants. Israel additionally shares with the US vast economic, ethnic/racial and gender gaps, which are shaped and are being shaped by the demographic diversity characterizing its society. The course will provide a comparative framework for analyzing social inequality in Israel. We will start by reviewing essential concepts and theories in the study of social stratification. We will then review the main cleavages characterizing Israeli society, while comparing them to gaps in other advances societies and particularly the US. We will focus on class, gender and ethnicity as the main distinctions and will examine their implications for differences in life chances in several domains across the life course. We will conclude with a discussion of possible scenarios for change, which are relevant to both Israel and the US. Throughout the course, we will study critical thinking techniques and will use them for analyzing issues that are central for the analysis of social inequality in Israel and elsewhere.
Same as: CSRE 132A, SOC 102A
JEWISHST 132D. Sociology of Jewishness. 3-5 Units.
Examines the place of the Jewish people in society throughout various locales and historical periods to understand how interactions among Jews and with other groups have shaped Jewish identities. Topics include modernism, the Holocaust, Israel/nationhood, race/ethnicity, intermarriage, and assimilation. Uses theoretical, empirical, and historical material from multiple social scientific fields of study and explores the study of Judaism from several major sociological lenses. Same as: CSRE 132J, SOC 132J

JEWISHST 132VP. Family and Society: A Comparative Approach (Israel & the US). 3 Units.
Families are changing: Non-marital partnerships such as cohabitation are becoming more common, marriage is delayed and fertility is declining. In this class we will learn about how families are changing in Israel and we will compare with the US and other countries. Reading materials include general theories as well as research published in scholarly journals. We will cover a wide range of topics, from marriage and marital dissolution to cohabitation, LAT and remarriage. We will also discuss changes in women's labor force participation and how it bears on fertility, parenthood and household division of labor. Within each substantive topic we will survey the debates within contemporary scholarship and we will compare Israel and the US. Same as: SOC 121VP SOC 221VP

JEWISHST 133. Sociology of Citizenship. 3 Units.
Not only a legal status, citizenship forms a major concern for political sociologists interested in questions of membership, exclusion, redistribution, and struggles over the boundaries of collective identity. Citizenship is in essence membership in a political community that entails rights and duties, and structures a tripartite relationship between the individual, community and state. The institutions of citizenship include formal and bureaucratic rules of eligibility but also informal institutions such as identity and belonging. Throughout the course, students are exposed to key issues of the sociology of citizenship such as the historically different paths of men, women, minority groups and immigrants into citizenship, the contested development of rights and duties, the regulation of population, as well as insurgency and collective attempts to rearticulate the terms of the contract with the state. Israel, the USA, France and Germany are used as empirical illustrations. At the conclusion of the course students will know how to utilize the analytic framework of citizenship in order to analyze a wide range of political phenomena in contemporary societies. Same as: SOC 103

JEWISHST 133A. WELFARE, WORK AND POVERTY. 3 Units.
Early theorists of the welfare state described it as a reaction to the emergence of needs and interests of specific social groups during processes of economic development and change. Later theorists countered that the welfare state does not merely react to social cleavages during times of economic change but rather works to actively shape them, in line with worldviews or the interests of dominant group members. Adopting the latter approach, the goal of this course is to provide the tools and knowledge necessary for a critical evaluation of the social services provided to Israeli citizens and their impact on social and economic inequalities. The course will survey various approaches to the understanding of the goals of the welfare state. A comparative and historical account of the development of the welfare state will be presented, while highlighting recent developments, such as the increase in poverty rates and the aging of the population. During the course, we will examine the diverse needs that are served by the welfare state, as well as major dilemmas associated with the provision of services. Throughout the course, we will study critical thinking techniques and will use them for analyzing issues that are central for the development of social policies in Israel and the US. Same as: CSRE 133J, SOC 103A

JEWISHST 139. Rereading Judaism in Light of Feminism. 4 Units.
During the past three decades, Jewish feminists have asked new questions of traditional rabbinic texts, Jewish law, history, and religious life and thought. Analysis of the legal and narrative texts, rituals, theology, and community to better understand contemporary Jewish life as influenced by feminism. Same as: FEMGEN 139

JEWISHST 143. Literature and Society in Africa and the Caribbean. 4 Units.
This course explores texts and films from Francophone Africa and the Caribbean in the 20th and 21st centuries. The course will explore the connections between Sub-Saharan Africa, the Maghreb and the Caribbean through both foundational and contemporary works while considering their engagement with the historical and political contexts in which they were produced. This course will also serve to improve students’ speaking and writing skills in French while sharpening their knowledge of the linguistic and conceptual tools needed to conduct literary analysis. The diverse topics discussed in the course will include national and cultural identity, race and class, gender and sexuality, orality and textuality, transnationalism and migration, colonialism and decolonization, history and memory, and the politics of language. Readings include the works of writers and filmmakers such as Djibril Tamsir Niane, Léopold Senghor, Aimé Césaire, Albert Memmi, Patrick Chamoiseau, Leonora Miano, Leila Slimani, Dani Laferrière and Ousmane Sembène. Taught in French. Students are highly encouraged to complete FRENLANG 124 or to successfully test above this level through the Language Center. This course fulfills the Writing in the Major (WIM) requirement. Same as: AFRICAAM 133, AfrICAST 132, COMPLIT 133A, COMPLIT 233A, CSRE 133E, FRENCH 133

JEWISHST 144B. Poetic Thinking Across Media. 4 Units.
Even before Novalis claimed that the world must be romanticized, thinkers, writers, and artists wanted to perceive the human and natural world poetically. The pre- and post-romantic poetic modes of thinking they created are the subject of this course. Readings include Ecclesiastas, Zhaozhou Congshen, Montaigne, Nietzsche, Kafka, Benjamin, Arendt, and Sontag. This course will also present poetic thinking in the visual arts—from the expressionism of Ingmar Bergman to the neo-romanticism of Gerhard Richter.
JEWISHST 147A. The Hebrew Bible in Literature. 3-5 Units.
Close reading of major biblical stories and poems that influenced modern literature written in English and Hebrew. Hebrew texts will be read in translation to English. Each class will include a section from the Hebrew Bible as well as a modern text or film based on the biblical story/poem. Discussion of questions such as: the meaning and function of myths and the influence of the Hebrew Bible on the development of literary styles and genres.
Same as: JEWISHST 347A

JEWISHST 147B. The Hebrew and Jewish Short Story. 3-5 Units.
Short stories from Israel, the US and Europe including works by Agnon, Kafka, Keret, Castel-Bloom, Kashua, Singer, Benjamin, Freud, biblical myths and more. The class will engage with questions related to the short story as a literary form and the history of the short story. Reading and discussion in English. Optional: special section with readings and discussions in Hebrew. Note: To be eligible for WAYS credit, you must take the course for a Letter Grade. In AY 2020-21, a ‘CR’ grade will satisfy the WAYS requirement.
Same as: COMPLIT 127B

JEWISHST 148. Writing Between Languages: The Case of Eastern European Jewish Literature. 1-5 Unit.
Eastern European Jews spoke and read Hebrew, Yiddish, and their co-territorial languages (Russian, Polish, etc.). In the modern period they developed secular literatures in all of them, and their writing reflected their own multilinguality and evolving language ideologies. We focus on major literary and sociolinguistic texts. Reading and discussion in English; students should have some reading knowledge of at least one relevant language as well. ***This course must be taken for a minimum of 3 units and a letter grade to be eligible for WAYS credit***.
Same as: JEWISHST 348, SLAVIC 198, SLAVIC 398

JEWISHST 150. Texts that Changed the World from the Ancient Middle East. 3-5 Units.
This course traces the story of the cradle of human civilization. We will begin with the earliest human stories, the Gilgamesh Epic and biblical literature, and follow the path of the development of law, religion, philosophy and literature in the ancient Mediterranean or Middle Eastern world, to the emergence of Jewish and Christian thinking. We will pose questions about how this past continues to inform our present: What stories, myths, and ideas remain foundational to us? How did the stories and myths shape civilizations and form larger communities? How did the earliest stories conceive of human life and the divine? What are the ideas about the order of nature, and the place of human life within that order? How is the relationship between the individual and society constituted? This course is part of the Humanities Core: https://humanitiescore.stanford.edu/.
Same as: COMPLIT 31, HUMCORE 111, RELIGST 150

JEWISHST 155D. Jewish American Literature and Film. 5 Units.
From its inception, Jewish-American literature has taken as its subject as well as its context the idea of Jewishness itself. Jewish culture is a diasporic one, and for this reason the concept of Jewishness differs from country to country and across time. What stays remarkably similar, though, is Jewish self-perception and relatedly Jewish literary style. This is as true for the first-generation immigrant writers like Isaac Bashevis Singer and Anzia Yezierska who came to the United States from abroad as it is for their second-generation children born in the United States, and the children of those children. In this course, we will consider the difficulties of displacement for the emigrant generation and their efforts to sustain their cultural integrity in the multicultural American environment. We’ll also examine the often comic revolt of their American-born children and grandchildren against their (grand-)parents nostalgia and failure to assimilate. Only by considering these transnational roots can one understand the particularity of the Jewish-American novel in relation to mainstream and minority American literatures. In investigating the link between American Jewish writers and their literary progenitors, we will draw largely but not exclusively from Russia and the countries of Eastern Europe.
Same as: AMSTUD 145D, ENGLISH 145D, REES 145D

JEWISHST 155J. The Jewish-American Novel: Diaspora, Privilege, Anxiety, Comedy. 4-5 Units.
Jews are sometimes referred to as ‘the people of the book.’ Would Portnoy’s Complaint count as a book that constitutes Jewish-American peoplehood? What about Fear of Flying? This seminar introduces students to influential Jewish-American novels (and some short stories and film) from the late nineteenth century to the present day. These works return time and again to questions of diaspora, race, queer social belonging, and the duty to a Jewish past, mythical or real. Through close readings of short stories and novels coupled with secondary readings about Jewish-American history and culture, we will explore how American Jewishness is constructed differently in changing historical climates. What makes a text Jewish? What do we mean by Jewish humor and Jewish seriousness? How do Jewish formulations of gender and power respond to Jews’ entrance into the white American mainstream? As we read, we’ll think through and elaborate on models of ethnicity, privilege, sexuality, and American pluralism. Authors include Cahan, Yezierska, Singer, Roth, Bellow, Malamud, Ozick, Mailer, Jong, and Englander.
Same as: AMSTUD 145J, ENGLISH 145J

JEWISHST 185B. Jews in the Contemporary World. 4-5 Units.
This course explores the full expanse of Jewish life today and in the recent past. The inner workings of religious faith, the content of Jewish identity shorn of belief, the interplay between Jewish powerlessness and influence, the myth and reality of Jewish genius, the continued pertinence of antisemitism, the rhythms of Jewish economic life: all these will be examined in weekly lectures, classroom discussion, and with the use of a widely diverse range of readings, films, and other material. Explored in depth will be the ideas and practices of Zionism, the content of contemporary secularism and religious Orthodoxy, the impact of the Holocaust, the continued crisis facing Israel and the Palestinians. Who is to be considered Jewish, in any event, especially since so many of the best known (Spinoza, Freud, Marx) have had little if anything to do with Jewish life with their relationships to it indifferent, even hostile?.
Same as: CSRE 185B, HISTORY 185B, HISTORY 385C, REES 185B, SLAVIC 183

JEWISHST 186. Jews in Trump’s America and Before. 5 Units.
This class considers the notion of American Jewish exceptionalism through the lens of Trump’s America. The social and economic success of American Jewry over the last 350 years is remarkable, yet Jews continue to find their position in American society called into question. This course moves between past and present and will consider key moments in American Jewish life with a particular emphasis on contemporary currents, including post-liberal identity politics, Israel, and the rise of white supremacy.
Same as: HISTORY 280F
JEWISHST 199B. Directed Reading in Yiddish, Second Quarter. 1-5 Unit.
For intermediate or advanced students. May be repeated for credit.

JEWISHST 205. Reading Hebrew, First Quarter. 2-4 Units.
Introduction to Hebrew literature through short stories and poetry by notable Israeli writers. In Hebrew. Prerequisite: one year of Hebrew or equivalent.

JEWISHST 215. Understanding Jews. 1-2 Unit.
This discussion-based course will give students an opportunity to explore the constellation of religious, ethnic, national, cultural, artistic, spiritual, and political forces that shape Jewish life in the 21st century. Drawing on historical documents, classical texts, and contemporary events, this course will give students from any background an opportunity to ask hard questions, deepen their own understandings, and challenge their conceptions of what makes Jewish life Jewish. No matter where you went for Sunday school, church, synagogue, the woods, or nowhere at all, this course is a chance to question what you know, and interrogate how you came to know what you know about Jews, Judaism, and Jewish culture.

JEWISHST 221C. Aramaic Texts. 1-5 Unit.
Readings in Aramaic/Syriac with special focus on grammar and syntax of ancient texts.

JEWISHST 221D. Readings in Syriac Literature. 2-5 Units.
In recent years, there has been growing interest in the works of Syriac speaking Christians in antiquity and beyond. This course offers an introduction to the Syriac language, including its script, vocabulary and grammar, and a chance to read from a selection of foundational Syriac Christian texts.

JEWISHST 225E. The Holocaust: Insights from New Research. 4-5 Units.
Overview of the history of the Holocaust, the genocide of European Jews. Explores its causes, course, consequences, and memory. Addresses the events themselves, as well as the roles of perpetrators and bystanders, dilemmas faced by victims, collaboration of local populations, and the issue of rescue. Considers how the Holocaust was and is remembered and commemorated by victims and participants alike. Uses different kinds of sources: scholarly work, memoirs, diaries, film, and primary documents.

JEWISHST 227D. Readings in Talmudic Literature. 1 Unit.
Readings of Talmudic texts. Some knowledge of Hebrew is preferred, but not necessary. The goal of the ongoing workshop is to provide Stanford students with the opportunity to engage in regular Talmud study, and to be introduced to a variety of approaches to studying Talmudic texts and thought.

JEWISHST 227E. Readings in Talmudic Literature Advanced. 1 Unit.
Readings of the talmudic texts. Knowledge of Hebrew is required. The ongoing seminar is designed to study the making of the talmudic sugya (unit of discourse), along with classic commentaries. Students will consider some of the recent developments in the academic study of Talmudic literature, introduced by the instructor. The goal of the ongoing seminar is to provide Stanford students and faculty with the opportunity to engage in regular Talmud study, and to be introduced to a variety of approaches to studying Talmudic texts. Meeting time and location TBA. May be repeated for credit.

JEWISHST 240. The Yiddish Story. 3-5 Units.
The Yiddish language is associated with jokes, folktales, and miracle legends, as well as modern stories. This class traces the development of Yiddish literature through these short oral and written forms, following Jewish writers out of the East European market town to cities in the Soviet Union, Israel, and especially the United States. We conclude with stories written in other languages about Yiddish writers. Readings include Sholem Aleichem, I. L. Peretz, Isaac Bashevis Singer, Esther Singer-Kreitman, Cynthia Ozick, and Dina Rubina. Readings in English; optional discussion section for students who read Yiddish.

JEWISHST 242G. Myth and Modernity. 3-5 Units.
Masters of German 20th- and 21st-Century literature and philosophy as they present aesthetic innovation and confront the challenges of modern technology, social alienation, manmade catastrophes, and imagine the future. Readings include Nietzsche, Freud, Rilke, Musil, Brecht, Kafka, Doeblin, Benjamin, Juenger, Arendt, Musil, Mann, Adorno, Celan, Grass, Bachmann, Bernhardt, Wolf, and Kluge. Taught in English. Note for German Studies grad students: GERMAN 322 will fulfill the grad core requirement since GERMAN 332 is not being offered this year. NOTE: Enrollment requires Professor Eshe's consent. Please contact him directly at eshe@stanford.edu and answer these 2 questions: 'Why do you want to take this course?' and 'What do you think you can add to the discussion?' Applications will be considered in the order in which they were received. Enrollment is limited to 20 students.

JEWISHST 243A. Hannah Arendt: Facing Totalitarianism. 3-5 Units.
Like hardly any other thinker of the modern age, Hannah Arendt's thought offers us timeless insights into the fabric of the modern age, especially regarding the perennial danger of totalitarianism. This course offers an in-depth introduction to Arendt's most important works in their various contexts, as well as a consideration of their reverberations in contemporary philosophy and literature. Readings include Arendt's <em>The Origin of Totalitarianism</em>, <em>The Human Condition, Between Past and Future</em>, <em>Men in Dark Times</em>, <em>On Revolution</em>, <em>Eichmann in Jerusalem</em>, and <em>The Life of the Mind</em>, as well as considerations of Hannah Arendt's work by Max Frisch, Jürgen Habermas, Seiya Benhabib, Judith Butler, Giorgio Agamben, and others. Special attention will be given to Arendt's writings on literature with an emphasis on Kafka, Brecht, Auden, Sartre, and Camus. This course will be synchronously conducted, but will also use an innovative, Stanford-developed, online platform called Poetic Thinking. Poetic Thinking allows students to share both their scholarly and creative work with each other. Based on the newest technology and beautifully designed, it greatly enhances their course experience.

JEWISHST 249. The Algerian Wars. 3-5 Units.
From Algiers the White to Algiers the Red, Algiers, the Mecca of the Revolutionaries in the words of Amilcar Cabral, this course offers to study the Algerian Wars since the French conquest of Algeria (1830-) to the Algerian civil war of the 1990s. We will revisit the ways in which the war has been narrated in literature and cinema, popular culture, and political discourse. A special focus will be given to the Algerian War of Independence (1954-1962). The course considers the racial representations of the war in the media, the continuing legacies surrounding the conflict in France, Africa, and the United States, from Che Guevara to the Black Panthers. A key focus will be the transmission of collective memory through transnational lenses, and analyses of commemorative events and movies. nReadings from James Baldwin, Assia Djebar, Albert Camus, Frantz Fanon, Mouloud Feraoun. Movies include 'The Battle of Algiers,' 'Days of Glory,' and 'Viva Laldjérie.' nTaught in English.

Same as: CSRE 249, FRENCH 249, HISTORY 239G
JEWISHST 265. Jewish Law: Introduction and Topics. 2 Units.
This course will provide an overview of the field of Jewish Law and will seek to provide a few case studies of topics in Jewish Law. All the readings are in English and this course presupposes no background in Jewish Law. Jewish Law is the world’s oldest complex legal systems with distinct and idiosyncratic approaches to family, commercial, ritual and many other areas of law. It also has developed an elaborate ‘conflicts of law’ sub-literature focusing on when should Jewish Law apply and when should some other legal system apply, reflecting the long history of the Jewish community in the diaspora as a minority. In this course, we will consider how Jewish law approaches a number of specific topics and we will ponder as well the proper intersection between Jewish law and secular legal norms, Jewish Law and changes in technology, Jewish law and sovereignty, Jewish Law and Bioethics and Jewish law and Family. Other topics will be added as we all see fit. Students who are interested in making a presentation on an area of their choice are welcome to do so. The course will seek to include an optional supplementary ‘field trip’ to see a rabbinical court in action in California. The Learning Outcomes provided by this course include the following: Students who take this course will: 1. Exhibit knowledge and understanding of key concepts in substantive law, procedural law, and legal thought in Jewish Law. 2. Demonstrate facility with legal analysis and reasoning in the Jewish Legal tradition and will demonstrate the ability to conduct legal research in Jewish Law. After the term begins, students accepted into the course can transfer, with consent of the instructor, from section (01) into section (02), which meets the R requirement. Elements used in grading: Attendance, Class Participation, Final Paper. Cross-listed with the Law School (LAW 5038).

JEWISHST 281K. Departures: Late Ottoman Displacements of Muslims, Christians, and Jews, 1853–1923. 5 Units.
In the late nineteenth and early twentieth centuries, millions of people moved in and out of the Ottoman Empire, sometimes voluntarily and sometimes under extremely violent circumstances. More often than not, they moved in groups that were religiously defined. This course examines how these developments shaped the future of the modern Middle East, Balkans, and beyond. Questions include: How did migration and the idea of the nation shape each other? What does it mean to call a group or a migration ‘religious’? Why did certain types of diversity become a ‘problem,’ in the eyes of the state? What caused these population displacements? What can this topic teach us about today’s mass migrations?
Same as: HISTORY 281K

JEWISHST 282. Circles of Hell: Poland in World War II. 5 Units.
Looks at the experience and representation of Poland’s wartime history from the Nazi-Soviet Pact (1939) to the aftermath of Yalta (1945). Examines Nazi and Soviet ideology and practice in Poland, as well as the ways Poles responded, resisted, and survived. Considers wartime relations among Polish citizens, particularly Poles and Jews. In this regard, interrogates the traditional self-characterization of Poles as innocent victims, looking at their relationship to the Holocaust, thus engaging in a passionate debate still raging in Polish society.
Same as: HISTORY 228, HISTORY 328, JEWISHST 382

JEWISHST 282K. The Holocaust and Its Aftermath. 4-5 Units.
This seminar gives an overview over different aspects of the history of the Holocaust and its aftermath and will examine key issues in recent Holocaust historiography and questions of memory and representation. Special emphasis is put on the nature of the historian’s task, as viewed through the lens of historians of the Holocaust, as well as to the significance of the Holocaust in history and how it has changed over time. The course will confront students with historiographical texts and historical documents, with photography and film, works of scholarship and art.
Same as: HISTORY 202K, HISTORY 302K, JEWISHST 382K

JEWISHST 284C. Genocide and Humanitarian Intervention. 3 Units.
Open to medical students, graduate students, and undergraduate students. Traces the history of genocide in the 20th century and the question of humanitarian intervention to stop it; a topic that has been especially controversial since the end of the Cold War. The pre-1990s discussion begins with the Armenian genocide during the First World War and includes the Holocaust and Cambodia under the Khmer Rouge in the 1970s. Coverage of genocide and humanitarian intervention since the 1990s includes the wars in Bosnia, Rwanda, Kosovo, the Congo and Sudan.
Same as: HISTORY 224C, HISTORY 324C, JEWISHST 384C, PEDS 224

JEWISHST 285C. The Immigrant in Modern America. 5 Units.
The 2016 presidential election propelled the topic of immigration to the center of public attention. This is not the first time, however, that questions of immigration and what it means to be an American have revealed deep divisions within the U.S. This course explores the reception of immigrants in modern America, including differing views toward immigration; how immigrants help shape ideas about the American nation; and the growth of state bureaucracy and policing apparatus as a response.
Same as: HISTORY 285C

JEWISHST 286D. Yours in Struggle: African Americans and Jews in the 20th Century U.S.. 5 Units.
This colloquium explores the history of African Americans and Jews in 20th century US beginning with Jewish immigration from Eastern Europe and the Great Migration to America’s urban centers. It considers the geographical and economic tensions that developed between two minority groups living in close proximity; the appropriation of black culture; Jewish claims to whiteness and performance of blackness; intercommunal relations during the Civil Rights movement; the breakdown of the black-Jewish alliance in the late 1960s; and the lingering ramifications of this shift today.
Same as: HISTORY 286D

JEWISHST 287S. Research Seminar in Ottoman and Middle East History. 4-5 Units.
Student-selected research topics. May be repeated for credit.
Same as: HISTORY 481, JEWISHST 481

JEWISHST 288C. Jews of the Modern Middle East and North Africa. 5 Units.
This course will explore the cultural, social, and political histories of the Jews of the Middle East and North Africa (MENA) from 1860 to present times. The geographic concentration will range from Morocco to Iran, Iraq to Turkey, and everywhere in between. Topics include: Jewish culture and identity in Islamic contexts; the impacts of colonialism, westernization, and nationalism; Jewish-Muslim relations; the racialization of MENA Jews; the Holocaust; the experience and place of MENA Jews in Israel; and ‘Jews of Color.’
Same as: HISTORY 288C

JEWISHST 291X. Learning Religion: How People Acquire Religious Commitments. 4 Units.
This course will examine how people learn religion outside of school, and in conversation with popular cultural texts and practices. Taking a broad social-constructivist approach to the variety of ways people learn, this course will explore how people assemble ideas about faith, identity, community, and practice, and how those ideas inform individual, communal and global notions of religion. Much of this work takes place in formal educational environments including missionary and parochial schools, Muslim madrasas or Jewish yeshivot. However, even more takes place outside of school, as people develop skills and strategies in conversation with broader social trends. This course takes an interdisciplinary approach to questions that lie at the intersection of religion, popular culture, and education. May be repeat for credit.
Same as: AMSTUD 231X, EDUC 231, RELIGST 231X
JEWISHST 297X. American Jewish History: Learning to be Jewish in America. 2-4 Units.
This course will be a seminar in American Jewish History through the lens of education. It will address both the relationship between Jews and American educational systems, as well as the history of Jewish education in America. Plotting the course along these two axes will provide a productive matrix for a focused examination of the American Jewish experience. History students must take course for at least 3 units. Same as: AMSTUD 279X, EDUC 279, HISTORY 288D, RELIGST 279X
JEWISHST 299A. Directed Reading in Yiddish, First Quarter. 1-5 Unit.
Directed Reading in Yiddish, First Quarter.
JEWISHST 301. Colloquium on Jews, Judaism, and Jewish Culture. 1 Unit.
An interdisciplinary graduate student colloquium for Stanford graduate students interested in Jewish Studies.
JEWISHST 321C. Aramaic Texts. 1-5 Unit.
Readings in Aramaic/Syrac with special focus on grammar and syntax of ancient texts.
Same as: JEWISHST 221C, RELIGST 221C, RELIGST 321C
JEWISHST 321D. Readings in Syriac Literature. 2-5 Units.
In recent years, there has been growing interest in the works of Syriac speaking Christians in antiquity and beyond. This course offers an introduction to the Syriac language, including its script, vocabulary and grammar, and a chance to read from a selection of foundational Syriac Christian texts.
Same as: JEWISHST 221D, RELIGST 221D, RELIGST 321D
JEWISHST 326D. The Holocaust: Insights from New Research. 4-5 Units.
Overview of the history of the Holocaust, the genocide of European Jews. Explores its causes, course, consequences, and memory. Addresses the events themselves, as well as the roles of perpetrators and bystanders, dilemmas faced by victims, collaboration of local populations, and the issue of rescue. Considers how the Holocaust was and is remembered and commemorated by victims and participants alike. Uses different kinds of sources: scholarly work, memoirs, diaries, film, and primary documents.
Same as: CSRE 226D, CSRE 326D, HISTORY 226D, HISTORY 326D, JEWISHST 226E
JEWISHST 342. Myth and Modernity. 3-5 Units.
Masters of German 20th- and 21st-Century literature and philosophy as they present aesthetic innovation and confront the challenges of modern technology, social alienation, manmade catastrophes, and imagine the future. Readings include Nietzsche, Freud, Rilke, Musil, Brecht, Kafka, Doeblin, Benjamin, Juenger, Arendt, Musil, Mann, Adorno, Celan, Grass, Bachmann, Bernhardt, Wolf, and Kluge. Taught in English. Note for German Studies grad students: GERMAN 322 will fulfill the grad core requirement since GERMAN 332 is not being offered this year. NOTE: Enrollment requires Professor Eshel's consent. Please contact him directly at eshel@stanford.edu and answer these 2 questions: "Why do you want to take this course?" and "What do you think you can add to the discussion?" Applications will be considered in the order in which they were received. Enrollment is limited to 20 students.
Same as: COMPLIT 222A, GERMAN 222, GERMAN 322, JEWISHST 242G
JEWISHST 347A. The Hebrew Bible in Literature. 3-5 Units.
Close reading of major biblical stories and poems that influenced modern literature written in English and Hebrew. Hebrew texts will be read in translation to English. Each class will include a section from the Hebrew Bible as well as a modern text or film based on the biblical story/poem. Discussion of questions such as: the meaning and function of myths and the influence of the Hebrew Bible on the development of literary styles and genres.
Same as: JEWISHST 147A
JEWISHST 348. Writing Between Languages: The Case of Eastern European Jewish Literature. 1-5 Unit.
Eastern European Jews spoke and read Hebrew, Yiddish, and their co-territorial languages (Russian, Polish, etc.). In the modern period they developed secular literatures in all of them, and their writing reflected their own multilinguality and evolving language ideologies. We focus on major literary and sociolinguistic texts. Reading and discussion in English; students should have some reading knowledge of at least one relevant language as well. ***This course must be taken for a minimum of 3 units and a letter grade to be eligible for Ways credit***.
Same as: JEWISHST 148, SLAVIC 198, SLAVIC 398
JEWISHST 382. Circles of Hell: Poland in World War II. 5 Units.
Looks at the experience and representation of Poland's wartime history from the Nazi-Soviet Pact (1939) to the aftermath of Yalta (1945). Examines Nazi and Soviet ideology and practice in Poland, as well as the ways Poles responded, resisted, and survived. Considers wartime relations among Polish citizens, particularly Poles and Jews. In this regard, interrogates the traditional self-characterization of Poles as innocent victims, looking at their relationship to the Holocaust, thus engaging in a passionate debate still raging in Polish society.
Same as: HISTORY 228, HISTORY 328, JEWISHST 282
JEWISHST 382K. The Holocaust and Its Aftermath. 4-5 Units.
This seminar gives an overview over different aspects of the history of the Holocaust and its aftermath and will examine key issues in recent Holocaust historiography and questions of memory and representation. Special emphasis is put on the nature of the historian's task, as viewed through the lens of historians of the Holocaust, as well as to the significance of the Holocaust in history and how it has changed over time. The course will confront students with historiographical texts and historical documents, with photography and film, works of scholarship and art.
Same as: HISTORY 202K, HISTORY 302K, JEWISHST 282K
JEWISHST 384C. Genocide and Humanitarian Intervention. 3 Units.
Open to medical students, graduate students, and undergraduate students. Traces the history of genocide in the 20th century and the question of humanitarian intervention to stop it, a topic that has been especially controversial since the end of the Cold War. The pre-1990s discussion begins with the Armenian genocide during the First World War and includes the Holocaust and Cambodia under the Khmer Rouge in the 1970s. Coverage of genocide and humanitarian intervention since the 1990s includes the wars in Bosnia, Rwanda, Kosvo, the Congo and Sudan.
Same as: HISTORY 224C, HISTORY 324C, JEWISHST 284C, PEDS 224
JEWISHST 385A. Core Colloquium in Jewish History, 17th to 19th Centuries. 4-5 Units.
Same as: HISTORY 385A
JEWISHST 385B. Graduate Colloquium in Jewish History, 19th-20th Centuries. 4-5 Units.
Instructor consent required.
Same as: HISTORY 385B
JEWISHST 393X. The Education of American Jews. 4 Units.
This course will take an interdisciplinary approach to the question of how American Jews negotiate the desire to retain a unique ethnic sensibility without excluding themselves from American culture more broadly. Students will examine the various ways in which people debate, deliberate, and determine what it means to be an 'American Jew'. This includes an investigation of how American Jewish relationships to formal and informal educational encounters through school, popular culture, religious ritual, and politics.
Same as: EDUC 313, RELIGST 313X
JEWISHST 481. Research Seminar in Ottoman and Middle East History. 4-5 Units.
Student-selected research topics. May be repeated for credit.
Same as: HISTORY 481, JEWISHST 287S
JEWISHST 486A. Graduate Research Seminar in Jewish History. 4-5 Units.

Prerequisite: HISTORY 486A.

Same as: HISTORY 486A

JEWISHST 486B. Graduate Research Seminar in Jewish History. 4-5 Units.

Prerequisite: HISTORY 486A.

Same as: HISTORY 486B