More than 300 tenure-track faculty from all seven schools of the University teach in one or more of these SIS programs, sharing their enthusiasm for learning while encouraging students to discover their intellectual interests. SIS classes promote active learning in an inclusive and supportive classroom environment where individual students receive individual attention and support for their exploration of the full range of expansive and diverse academic opportunities offered at Stanford.

SIS Programs

The Thinking Matters (p. 1) program oversees a curriculum of team-taught required courses and provides entering students with a gateway to liberal education and a guided transition to the intellectual life of the University. The Introductory Seminars (p. 1) program connects frosh and sophomores with the research faculty of the University through more than 200 small, departmentally based classes drawn from the full range of scholarship and discovery at Stanford. Education as Self-Fashioning (p. 3) classes focus on the meaning and purpose of a liberal education in seminars that integrate writing instruction with discussion. SLE (p. 2) and ITALIC (p. 2) offer a comprehensive approach to liberal education throughout the entire year, by integrating academic and residential experiences. The Sophomore College (p. 3) and Arts Intensive (p. 3) programs immerse students in an academically focused, living/learning residential community during the month of September.

Thinking Matters

Faculty Director: Dan Edelstein, French and (by courtesy) History

Deputy Faculty Director: Lisa Surwillo, Iberian and Latin American Cultures

Associate Vice Provost for Undergraduate Education and Program Director, Stanford Introductory Studies: Ellen Woods

Senior Associate Director: Parma Sengupta

Affiliated Faculty: Julie Baker (Genetics), Chris Bobonich (Philosophy), Gordon Chang (History), Gilbert Chu (Medicine), Larry Diamond (FSI and Hoover), Paul Edwards (FSI), James Fishkin (Communications), Heather Hadlock (Music), Robert Harrison (French and Italian), Stephen Hinton (Music), Adam Johnson (English), Pam Karlan (School of Law), Ari Kelman (School of Education), Joseph Lipsick (School of Medicine), Stephen Luby (Medicine), David Magnus (School of Medicine), Peter Michelson (Physics), Ian Morris (Classics), Lauren O’Connell (Biology), Josiah Ober (Political Science), Rob Reich (Political Science), Thomas Ryckman (Philosophy), Scott Sagan (Political Science), Gabriella Safran (Slavic), Audrey Shafer (Anesthesiology, Perioperative and Pain Medicine), Blakey Vermeule (English), Ban Wang (East Asian Languages and Cultures), Ge Wang (Music and Computer Science), Allen Weiner (School of Law), Laura Wittman (Italian and French Studies)


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

Thinking Matters courses are listed under the subject code THINK (https://explorecourses.stanford.edu/search?view=catalog&filter-coursestatus-Active=on&page=0&catalog=&academicYear=20172018&q=THINK&collapse=) on the Stanford Bulletin’s ExploreCourses web site.

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

Thinking Matters Courses Offered in 2019-20

- All Thinking Matters Courses (https://undergrad.stanford.edu/programs/thinking-matters/courses/thinking-matters-course-listings) Offered in 2019-20 on the Thinking Matters web site
- Spring Quarter on ExploreCourses (https://explorecourses.stanford.edu/search?q=THINK&view=catalog&page=0&academicYear=20192020&filter-term-Spring=on&filter-coursestatus-Active=on&collapse=&filter-catalognumber-THINK=on&filter-catalognumber-THINK<on)

Introductory Seminars

Faculty Director: Dan Edelstein, French and (by courtesy) History

Deputy Faculty Director: Lisa Surwillo, Iberian and Latin American Cultures

Associate Vice Provost for Undergraduate Education and Program Director, Stanford Introductory Studies: Ellen Woods

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

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

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

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

SLE Courses Offered in 2019-20

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
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<tr>
<td>SLE 91</td>
<td>Structured Liberal Education</td>
<td>8</td>
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<td>SLE 99</td>
<td>Directed Reading</td>
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<td>SLE 199</td>
<td>Teaching SLE</td>
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Immersion in the Arts: Living in Culture

Faculty Director: Karla Oeler, Art and Art History
Associate Director: Kim Beil
Faculty: Heather Hadlock, Music; Nicholas Jenkins, English
Lecturer: Ryan Tacata

Program in Writing and Rhetoric Lecturer: Alexander Greenough

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

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analyze major works of the visual, performing, and filmic arts, sharpen perceptual skills, and tap into their own channels of creative expression. Turning an aesthetic lens on life’s ordinary and exceptional features, ITALIC asks: How do the arts provide new ways of thinking about our world and ourselves?

ITALIC Courses Offered in 2019-20

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<tr>
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<th>Units</th>
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<tr>
<td>ITALIC 91</td>
<td>Immersion in the Arts: Living in Culture, Creating</td>
<td>4</td>
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<tr>
<td>ITALIC 92</td>
<td>Immersion in the Arts: Living in Culture, Interpreting</td>
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<tr>
<td>ITALIC 93</td>
<td>Immersion in the Arts: Living in Culture, Challenging</td>
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<tr>
<td>ITALIC 95W</td>
<td>Immersion in the Arts: Living in Culture, Writing Section</td>
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<tr>
<td>ITALIC 99</td>
<td>Immersion in the Arts</td>
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Education as Self-Fashioning

Director: Paula Findlen (History)

Faculty: Dan Edelstein (French and Italian), Emilee Chapman (Political Science), Andy Hall (Political Science), Margot Gerritsen (Energy Resources Engineering), Blair Hoxby (English), Caroline Hoxby (Economics), Paula Findlen (History), Andrea Nightingale (Classics), Rush Rehm (Classics), Kathryn Starkey (German Studies), Ken Taylor (Philosophy).

Writing Instructor: Christine Alfano, Max Ashton, Shay Brawn, Megan Formato, Shannon Hervey, Valerie Kinsey, Gabrielle Moyer, Sarah Pittcock, Rebecca Richardson, Ruth Starkman, Jennifer Stonaker, Matthew Wormer.

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Web Site: https://undergrad.stanford.edu/programs/education-self-fashioning-esf

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

ESF satisfies the Thinking Matters, the WR1 requirement, and one Way. ESF is a set of linked seminars related to the general theme expressed in the course title. The seminars, each with a different focus, meet separately as discussion classes led by the faculty; all ESF students also come together for a plenum session or large lecture each week. Each seminar coordinates writing instruction with the course theme in specially designated writing sections.

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

1. A seminar with a faculty member that meets once per week for at least 75 minutes.

2. A section with a writing instructor that meets for sessions of 110 minutes twice per week.

3. A lecture series that will meet once-a-week. These are required for students enrolled in ESF.

ESF Courses Offered in Autumn 2019-20


Sophomore College

Faculty Director: Dan Edelstein, French and (by courtesy) History

Deputy Faculty Director: Lisa Surwillo, Iberian and Latin American Cultures

Associate Vice Provost for Undergraduate Education and Program Director, Stanford Introductory Studies: Ellen Woods

Associate Director of Sophomore College: Dayo Mitchell

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Web Site: http://soco.stanford.edu

Sophomore College (SoCo) offers rising sophomores who share a passion for an area of study an opportunity to meet daily in seminar-size classes with Stanford faculty for lecture and discussion; students may also work in labs, participate in community-based learning, go on field trips, and engage in a range of other activities that facilitate in-depth mentoring relationships. Held before the start of students’ sophomore year, this residential program encourages academic and social connections and transforms classes into intellectual communities, helping participants establish rich relationships with peers and faculty that extend beyond graduation. Seminars are for 2 units; the Sophomore College all-inclusive program fee covers tuition, room, board, books, and class-required travel arranged by the program. Financial assistance is available. The online catalog and additional information about SoCo is available at the Sophomore College (https://undergrad.stanford.edu/programs/sophomore-college) web site.

Arts Intensive

Faculty Director: Dan Edelstein, French and (by courtesy) History

Deputy Faculty Director: Lisa Surwillo, Iberian and Latin American Cultures

Associate Vice Provost for Undergraduate Education and Program Director, Stanford Introductory Studies: Ellen Woods

Director of the Arts in Undergraduate Education: Gina Hernandez-Clarke

Offices: Sweet Hall, Second Floor
Mail code: 94305-3068
Phone: (650) 724-4667
Email: artsi ntensive@stanford.edu
Web Site: http://artsintensive.stanford.edu

The Arts Intensive (AI) Program offers rising sophomores, juniors, and seniors the opportunity to study intensively with Stanford arts faculty and small groups of other Stanford students. The Arts Intensive program takes place over three weeks in September before the start of Autumn Quarter.

Arts Intensive courses engage students in the theory and practice of a particular artistic discipline. Courses often include field trips, workshops,
film screenings, studio sessions, or other arts events in the afternoons, evenings, and on weekends. Courses are taught by Stanford arts faculty and often include contributions from professional visiting artists. Arts Intensive students live together in a Stanford residence during the program, making for a rich immersion into a creative community. This unique opportunity allows students to focus on their art practice without the constraints of other coursework. Enrollment is by application and takes place in Spring Quarter for the upcoming September program. Each Arts Intensive course enrolls 10 to 20 students and offers 2 units of academic credit. For more information or to apply, see the Arts Intensive (http://artsintensive.stanford.edu) web site.

**Faculty Director:** Dan Edelstein, French and (by courtesy) History

**Deputy Faculty Director:** Lisa Surwillo, Iberian and Latin American Cultures

**Associate Vice Provost for Undergraduate Education and Program Director, Stanford Introductory Studies:** Ellen Woods