

# UNDERGRADUATE EDUCATION

*Vice Provost for Undergraduate Education:* John Bravman  
*Senior Associate Vice Provost for Undergraduate Education:* Harry Elam  
Web Site: <http://ual.stanford.edu>

The Vice Provost for Undergraduate Education (VPUE) is responsible for building partnerships with faculty, departments, programs, and schools to promote and sustain excellence in undergraduate education at Stanford. It has a special focus on the academic programs in the first and second year that engage students in critical thinking and scholarly inquiry and that lay the foundations for their subsequent fields of concentration and future achievements. Other VPUE programs support upper class students in research, the arts, overseas study, and writing. VPUE works to ensure equity and accessibility for all students and to promote the core values of a liberal arts education. It seeks to help students create individually meaningful and coherent educational programs by guiding them in their choice of courses, programs of study, and extracurricular academic opportunities. VPUE fosters productive interactions between faculty and students and excellence in teaching through the provision of resources to departments and faculty for research with undergraduates, curriculum and pedagogical development, opportunities for mentoring, and small group seminars.

VPUE programs for first- and second-year students include New Student Orientation/Approaching Stanford, Introduction to the Humanities, Program in Writing and Rhetoric, Introductory Seminars, and Sophomore College. Programs for more advanced students include the Bing Overseas Study Program, Writing in the Major, Arts Intensive Program, and Honors College. Undergraduate Advising and Research, the Center for Teaching and Learning, Diversity Outreach, and the Hume Writing Center serve undergraduates throughout their time at Stanford. The Office of the VPUE works closely with the Office of the Vice Provost for Student Affairs and the Admissions Office. The Vice Provost for Undergraduate Education reports to the Provost.

Policies governing undergraduate education are formulated by Faculty Senate committees and voted into legislation by the Faculty Senate. The Committee on Undergraduate Standards and Policies (C-USP) addresses such topics as general education requirements, grading, awards, advising, and teaching evaluation. The Committee to Review Undergraduate Majors (C-RUM) oversees the initiation and review of undergraduate degree programs. Committee members include the Vice Provost for Undergraduate Education or his delegated staff (ex-officio) and representatives from the faculty at large, administration (such as the Office of the University Registrar), and students. The Associated Students of Stanford University (ASSU) nominations committee selects student members. The VPUE also maintains, by rule of the Faculty Senate, the Introduction to the Humanities Governance Board and the Writing and Rhetoric Governance Board to oversee these University degree requirements. Finally, the Undergraduate Advisory Council (UGAC) was established by the Provost in 1996 to serve as the main faculty advisory body for the Vice Provost for Undergraduate Education.

## STANFORD INTRODUCTORY STUDIES

*Faculty Director:* Harry Elam  
*Program Directors:* Marvin Diogenes, Ellen Woods

*Offices:* Sweet Hall  
*Phone:* (650) 723-2631  
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*Web Site:* <http://sis.stanford.edu>

Stanford Introductory Studies is a new division of VPUE created through the merger of Freshman and Sophomore Programs, the Introduction to the Humanities Program, and the Program in Writing and Rhetoric. It offers courses for first-year students (IHUM, PWR 1, Freshman Seminars, and the residential-academic program SLE), sophomores (PWR 2, Sophomore Seminars and Dialogues), upper-division students (Writing in the Major), September Studies programs (Sophomore College, Arts Intensive, Bing Honors College), and writing support for all students through the Hume Writing Center.

### INTRODUCTION TO THE HUMANITIES PROGRAM

*Director:* Russell A. Berman  
*Associate Director:* Ellen Woods

*Affiliated Faculty:* Lanier Anderson (Philosophy), Carl Bielefeldt (Religious Studies), Chris Bobonich (Philosophy), Scott Bukatman (Art and Art History), David Como (History), Dan Edelstein (French and Italian), Harry Elam (Drama), Michele Elam (English), Shelley Fisher Fishkin (English), Charlotte Forno (Religious Studies), Zephyr Frank (History), Michael Friedman (Philosophy), Marisa Galvez (French and Italian), Robert Harrison (French and Italian), Linda Hess (Religious Studies), Nadeem Hussain (Philosophy), Christian Kaesser (Classics), William Koski (Law), Joshua Landy (French and Italian), Helen Longino (Philosophy), Henry Lowood (University Libraries, Science and Technology), Marsh H. McCall, Jr. (Classics), Ian Morris (Classics), David Palumbo-Liu (Comparative Literature), Barbara Pitkin (Religious Studies), Alice Rayner (Drama), Rob Reich (Political Science), John Rick (Archaeology and Anthropology), Janice Ross (Drama), Helen Stacy (Law), Jennifer Summit (English), Kenneth Taylor (Philosophy), Blakey Vermeule (English), Barbara Voss (Archaeology and Anthropology), Ban Wang (Asian Languages), Bryan Wolf (Art and Art History), Tobias Wolff (English), Lee Yearley (Religious Studies), Yiqun Zhou (Asian Languages)

*Lecturers:* Lalaie Ameeriar, Renu Cappelli, Lisa Cardyn, Bill Carter, Kathleen Coll, Dan Contreras, John Corbally, Jon Daehnke, Matthew Daube, Xinyu Dong, William Elison, Jackie Feke, Catherine Flynn, Melissa Ganz, James Genone, William Goldman, Abby Heald, Phillip Horky, Andrew Hui, Michael Hunger, Jesse Kauffman, Kimberly Lewis, Laura Maguire, Michael McFall, Zena Meadowsong, Martina Meyer, Liz Mullane, Alice Petty, Christy Pichichero, Jennifer Rapp, Vaughn Rasberry, Laurel Scotland-Stewart, Janna Segal, Patricia Slatin, Maya Soifer, Melissa Stevenson, Anise Strong, Nicolas Tackett, Bulbul Tiwari, Candace West, Gabriel Wolfenstein, Joshua Wright, Zhahua Yang, Kari Zimmerman

*Offices:* Sweet Hall, Second Floor  
*Mail code:* 3068  
*Phone:* (650) 723-0944  
*Email:* [ihumprogram@stanford.edu](mailto:ihumprogram@stanford.edu)  
*Web Site:* <http://ual.stanford.edu/ihum>

Courses offered by the Introduction to the Humanities Program have the subject code IHUM and are listed in the "Introduction to the Humanities Courses" section of this bulletin.

Introduction to the Humanities offers courses that satisfy a three-quarter General Education Requirement (GER) for first-year students. The purpose of the Introduction to the Humanities (IHUM) requirement is to build an intellectual foundation in the study of human thought, values, beliefs, creativity, and culture. Introduction to the Humanities courses enhance skills in analysis, reasoning, argumentation, and oral and written expression, thus helping to prepare students for more advanced work in the humanities, and for work in other areas.

The IHUM requirement may be satisfied in two ways:

1. *Introduction to the Humanities courses*—a one quarter, interdisciplinary course followed by a two quarter course sequence.
2. *The Program in Structured Liberal Education*—a three quarter, residence-based learning experience, which satisfies the IHUM requirement, both of the University Writing and Rhetoric requirements, and the General Education Requirement in the Humanities. For information on the program, see the “Structured Liberal Education” section of this bulletin.

## INTRODUCTORY SEMINARS

*Participating Faculty:* Over 200 faculty from more than 60 departments take part in Introductory Seminars programs. See faculty listings in each department’s section of this bulletin for pertinent information.

*Offices:* Sweet Hall, Third Floor

*Mail Code:* 3069

*Phone:* (650) 723-2631

*Email:* [introsems@stanford.edu](mailto:introsems@stanford.edu)

*Web Site:* <http://introsems.stanford.edu>

Introductory Seminars provide opportunities for first- and second-year students to work closely with faculty in an intimate and focused setting. These courses aim to intensify the intellectual experience of the freshman and sophomore years by allowing students to work with faculty members in a small group setting; introducing students to the variety and richness of academic topics, methods, and issues which lie at the core of particular disciplines; and fostering a spirit of mentorship between faculty and students. Over 200 faculty from more than 60 departments take part in the introductory seminars programs. The courses are given department credit and most count towards an eventual major in the field. Most also fulfill General Education Requirements (GERs).

Some faculty who have taught Freshman Seminars volunteer to continue working with their students through a formal advising relationship during the students’ sophomore year.

Freshman Seminars and Sophomore Seminars and Dialogues are offered in many disciplines throughout the academic year. Freshman preference seminars are typically given for 3-4 units to a maximum of 16 students, and generally meet twice weekly. Although preference for enrollment is given to freshmen, sophomores and first-year transfer students may participate on a space-available basis and with the consent of the instructor. Sophomore preference seminars and dialogues give preference to sophomores and first-year transfer students, but freshmen may participate on a space-available basis and with the consent of the instructor. Sophomore preference seminars are given for 3-5 units to a maximum of 14 students, while sophomore preference dialogues take the form of a directed reading, and are given for 1-2 units to a maximum of 5 students.

For a list of introductory seminars offered in 2009-10, see the Stanford Introductory Seminar Courses section of this bulletin. For an application or more information, see the SIS annual course catalogue, published each August, or <http://vcasis.stanford.edu>.

All seminars require a brief application. See the *Time Schedule*, the *Stanford Introductory Seminars Course Catalogue* published each August, or <http://vcasis.stanford.edu>. Due dates for 2009-10 applications for both freshman and sophomore preference courses are: Autumn Quarter, noon, Friday, September 4; Winter Quarter, noon, Monday, November 30; Spring Quarter, noon, Friday, March 5.

## PROGRAM IN WRITING AND RHETORIC

*Faculty Director:* Andrea A. Lunsford

*Acting Writing in the Major Director:* Marvin Diogenes

*Hume Writing Center Director:* Clyde Moneyhun

*Hume Writing Center Associate Director for Honors and Advanced Writing:* Hilton Obenzinger

*Lecturers:* Christine Alfano, Paul Bator, Julia Bleakney, Shaleen Brawn, Nancy Buffington, Dana Carluccio, Subho Chakravarty, Kevin DiPirro, Mark Feldman, Marjorie Ford, Wendy Goldberg, Patti Hanlon-Baker, Arturo Heredia, Scott Herndon, Jonathan Hunt, Donna Hunter, Lee Konstantinou, John Lee, Sohui Lee, Sangeeta Mediratta, Kimberly Moekle, Gabrielle Moyer, Kelly Myers, Alyssa O’Brien, John Peterson, Carolyn Ross, Helle Rytkonen, Kim Savelson, Susan Schuyler, Rod Taylor, John Tinker, Susan Wyle

*Teaching Affiliates:* Regina Arnold (Autumn), Michael Reid (Autumn, Winter, Spring), Anton Vander Zee (Autumn), Mark Vega (Winter, Spring), Ema Vyroubalova (Autumn, Winter, Spring)

*Offices:* Sweet Hall, Third Floor

*Mail Code:* 3069

*Phone:* (650) 723-2631

*Email:* [pwrcourses@stanford.edu](mailto:pwrcourses@stanford.edu)

*Web Site:* [http://ual.stanford.edu/AP/univ\\_req/PWR/Req](http://ual.stanford.edu/AP/univ_req/PWR/Req)

Courses offered by the Program in Writing and Rhetoric are listed under the subject code PWR on the *Stanford Bulletin’s* ExploreCourses web site.

The Program in Writing and Rhetoric (PWR) designs and teaches courses that meet the Writing and Rhetoric requirement for undergraduates at Stanford as well as intermediate and advanced writing and rhetoric classes. For more information on the requirement, see the “Writing and Rhetoric Requirement” section of this bulletin.

PWR courses engage students in rhetorical and contextual analysis of texts and substantive research-based argument. Students in PWR courses learn and practice time-tested rhetorical principles to gain increasing control over the intellectual and stylistic elements of their writing; they learn to analyze the ideas and persuasive strategies of others and to apply those insights to their own writing.

Toward these ends, PWR 1 focuses on elements of academic argument: understanding a writer’s stance; developing a supportable argumentative thesis; discovering, developing, and deploying cogent proofs; making appropriate organizational and stylistic choices; and understanding the expectations of audiences. The course emphasizes research-based writing, including the effective use of print and non-print sources, primary and secondary sources, and data based on fieldwork. Students enrolled in PWR 1 carry out significant research and use it as the basis for a polished and persuasive research-based argument.

PWR 2 further develops students’ skills in writing and oral presentation, emphasizing the ongoing development of content, organization, and style. The course addresses the dynamic interdependence of writing and speaking, as well as the importance of visual and multimedia elements in the effective presentation of research. Students enrolled in PWR 2 have opportunities to draft and revise written assignments and oral presentations as well as opportunities to present the results of scholarly inquiry, with an emphasis on how to work purposefully and well with a variety of presentation media.

As a general rule, students complete a minimum of three major assignments in both PWR 1 and 2. Written assignments vary from 5 to 15 pages in length, and students work intensively on revising each piece of writing. Oral presentations may involve collaborative work as well as multimedia elements. All assignments involve analyzing a range of texts as well as identifying, evaluating, and using multiple sources in support of academic and research-based arguments. In-class work focuses on how to read with an increa-

singly critical eye and how to identify, evaluate, integrate, and cite sources effectively.

Writing and Rhetoric classes enroll no more than 15 students, and all classes are conducted as seminars in which participation is crucial. In-class activities include close reading of and responding to the writing of peers; these workshops are augmented by a minimum of three individual or small group conferences with the PWR instructor during the quarter.

## COURSES

The Writing and Rhetoric requirement includes courses at three levels.

1. The first-level course, taken in the first year, can be satisfied by courses in PWR or Structured Liberal Education; the curriculum emphasizes analysis and research-based argument.
2. The second-level course, to be completed by the end of the sophomore year, is a writing and oral/multimedia presentation course taught by the Program in Writing and Rhetoric and by other programs and departments; completion of Structured Liberal Education also satisfies the second-level requirement.
3. The third-level course is a Writing in the Major (WIM) course taught in each major, providing students with systematic opportunities to develop skills for writing in their chosen fields. A list of certified WIM courses may be found in the table of "Undergraduate Major Unit Requirements" in the "Undergraduate Degrees and Programs" section of this bulletin. WIM course descriptions may be found under individual department and program sections.

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

Before the term in which students enroll in the first two levels of the requirement, they review course descriptions on the web site at [http://ual.stanford.edu/AP/univ\\_req/PWR/Courses](http://ual.stanford.edu/AP/univ_req/PWR/Courses). After reviewing the offerings, students submit a list of top choices, and the PWR office assigns students to courses based on these preferences.

## WRITING AND RHETORIC 2 REQUIREMENT

The Writing and Rhetoric 2 requirement may be satisfied through completion of courses offered through PWR or by other programs and departments. Before the quarter in which students are assigned to enroll in the second-level course, they will be able to review all available courses that meet the requirement on the web site at [http://ual.stanford.edu/AP/univ\\_req/PWR/Courses](http://ual.stanford.edu/AP/univ_req/PWR/Courses). In addition to PWR 2, designated Center for the Teaching of Learning (CTL) courses and Stanford Introductory Studies Seminars (SIS) satisfy the second-level Writing and Rhetoric requirement (Write-2). SIS courses require an additional application form; see [http://ual.stanford.edu/OO/intro\\_seminars/IntroSemsCurrent](http://ual.stanford.edu/OO/intro_seminars/IntroSemsCurrent) and the SIS Winter and Spring supplements for more information.

## HUME WRITING CENTER

The Hume Writing Center, located in Room 20 of Margaret Jacks Hall (Building 460), supports student writing in the full range of academic and extracurricular contexts. The center emphasizes support for students writing for PWR, Introduction to the Humanities, and Stanford Introductory Seminars, while also serving all Stanford undergraduates through one-to-one and group tutorials, workshops, and seminars. Other events sponsored or hosted by the center include regular Writers' Nights featuring fiction and poetry readings, the "How I Write" series of dialogues with Stanford faculty, and spoken word performances. For further details on the center, see [http://ual.stanford.edu/ARS/help\\_writing/WritingProject](http://ual.stanford.edu/ARS/help_writing/WritingProject).

## PWR PEDAGOGY PROGRAM

PWR offers ENGLISH 397A, a pedagogy seminar for all graduate students (TAs) from English, Modern Thought and Literature,

and Comparative Literature who teach PWR courses as part of their graduate studies. Taught in the Autumn Quarter, the pedagogy seminar focuses on syllabus design, developing writing assignments, and responding to student writing. The history of rhetoric and writing supplies a theoretical foundation as well as practical lessons for how to teach writing and research most effectively. In the Winter and Spring, graduate students continue their pedagogical development through a series of workshops and seminars focused on specific issues in the teaching of writing. Elements of the pedagogy program include class visits; group evaluation of writing assignments; workshops and lectures; a handbook on teaching; a library of teaching materials; a program web site with links to other writing program sites; and individual work with mentors and peers.

## PEER WRITING CONSULTANTS

The Program in Writing and Rhetoric offers PWR 195, a course on the tutoring of writing for undergraduates chosen to serve as peer writing consultants in the Hume Writing Center and across the campus.

## COMMUNITY WRITING PROJECT (CWP)

Students may elect to enroll in a section of PWR 1 or 2 designated as "CWP" on the PWR web site. Students in CWP sections complete at least one project during the term (a grant proposal, pamphlet, news article, profile, or web site) for a local community service agency. The program provides an orientation for each CWP section, including a description of participating agencies. Community Writing Project assignments are then made in consultation with the instructor, the agencies, and the program.

## STRUCTURED LIBERAL EDUCATION

*Director:* Carolyn Lougee Chappell (History)

*Coordinator:* Greg Watkins

*Lecturers:* Yoon Sook Cha, Nicole Lopez, Jacob Mackey, Jeremy Sabol, Greg Watkins

*Offices:* Sweet Hall, Second Floor, and Florence Moore Hall

*Mail Code:* 94305-8581

*Phone:* (650) 725-0102

*Email:* [sle-program@stanford.edu](mailto:sle-program@stanford.edu)

*Web Site:* <http://sle.stanford.edu>

The Program in Structured Liberal Education (SLE) is a year-long residence-based great works course that satisfies several requirements at once: IHUM, Writing and Rhetoric (both PWR1 and PWR2), and the Disciplinary Breadth GER in Humanities. 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.

Freshmen interested in enrolling in SLE should indicate this preference for their IHUM assignment. SLE is designed as a three-quarter sequence, and students are expected to make a commitment for the entire year (9 units autumn and winter, 10 units spring).

## FRESHMAN-SOPHOMORE COLLEGE

*Location:* 236 Santa Teresa, Stanford, CA 94305

*Web Site:* <http://frosoco.stanford.edu>

The Freshman-Sophomore College (FroSoCo) at Sterling Quad is a residence for approximately 180 freshmen and sophomores interested in broad intellectual exploration of the liberal arts and sciences. The college integrates intellectual, academic, and social activities with residential life. Entering freshmen have the option of living for two years in FroSoCo.

## SEPTEMBER STUDIES AT STANFORD

September Studies at Stanford are characterized by intense engagement. These residential programs allow students to return to campus three weeks prior to the beginning of autumn quarter to work with faculty on a focused area of study or artistic practice. The programs are designed to facilitate mentoring relationships between faculty and students. Sophomore College participants have completed their first year and are rising sophomores; Arts Intensive participants are typically juniors and seniors; and Bing Honors College participants are seniors.

## SOPHOMORE COLLEGE

*Offices:* Sweet Hall, Second Floor

*Mail code:* 3068

*Phone:* (650) 723-4338

*Email:* [sophcollege@stanford.edu](mailto:sophcollege@stanford.edu)

*Web Site:* <http://soco.stanford.edu>

Sophomore College offers sophomores the opportunity to study intensively in small groups with Stanford faculty for several weeks before the beginning of Autumn Quarter. Students immerse themselves in a subject and collaborate with peers, upper-class sophomore assistants, and faculty in constructing a community of scholars. They are also encouraged to explore the full range of Stanford's academic resources in workshops and individually. At its best, Sophomore College is characterized by an atmosphere of intense academic exploration. Each Sophomore College course enrolls twelve to fourteen students, who live together in a Stanford residence and receive two units of academic credit. Eligible students will have been enrolled for no more than three academic quarters; be sophomores in the Autumn Quarter during which the college is offered; be in good academic standing; and have completed at least 36 units of academic work by the end of the Spring Quarter preceding the college. Students must also have an on-campus housing assignment for the ensuing academic year and intend to enroll in the Autumn Quarter. Admitted students who are found to have academic standing problems after the completion of Spring Quarter may have their admission revoked. The Sophomore College program fee covers tuition, room, board, books, and class-required travel arranged by the program. The total fee is \$1400, but all students automatically receive an \$800 scholarship. Each student pays the remaining \$600, which is included in the University bill. Financial aid is available. Students are also responsible for travel to campus (or to another site for some off-campus seminars), phone, network activation fees, and other personal expenses. Courses are announced in March, and applications are due in April. For a list of Sophomore College Seminars offered in 2009-10, see the "Sophomore College [SCS] Courses" section of this bulletin. For more information or to apply, see <http://soco.stanford.edu>.

## ARTS INTENSIVE

*Offices:* Sweet Hall, Second Floor

*Phone:* (650) 721-6253

*Email:* [artsintensive@stanford.edu](mailto:artsintensive@stanford.edu)

The Arts Intensive (AI) Program enrolls small groups of Stanford students in arts courses that encourage a dynamic immersion into the process of art making. The program takes place over three weeks in September before the start of the fall academic year. The program aims to engage students, regardless of the level of exper-

tise, in the practice of a particular artistic discipline. In 2009, Acting, Design Thinking, Filmmaking, Sound Recording and Set Design are offered. Courses are taught by Stanford arts faculty and a visiting artist; students live together in a Stanford residence during the program and receive two units of academic credit. Eligible students will have completed at least six academic quarters at Stanford and be in good academic standing.

Students pay a \$600 fee toward the cost of room and board which is charged to the Autumn Quarter university bill. Books and course supplies are provided by the program. Enrollment is by application and takes place in Spring for the upcoming September program. For more information or to apply see the Arts Intensive web site at <http://artsintensive.stanford.edu>.

## BING HONORS COLLEGE

Bing Honors College brings students who are writing honors theses to campus in September before the start of the regular school year for a program of intensive scholarship and writing guided by faculty from participating departments and programs. By concentrating solely on the thesis for nearly three weeks, the college participants begin the senior year with a commitment to independent scholarship in an atmosphere of shared intellectual purpose. The college sponsors cross-disciplinary forums, such as writing workshops and methodology panels, as well as residential activities, and a celebratory concluding event to which students invite their research advisers. Students participating in the college receive room and board, and access to computers.

## BING OVERSEAS STUDIES PROGRAM

*Program Director:* Norman Naimark

***Stanford Program in Australia***

*Director, Centre for Marine Studies, University of Queensland:*

Ove Hoegh-Guldberg

*Faculty-in-Residence:* Kevin Arrigo

*Program Faculty:* Bill Casey, Sophie Dove, Norm Duke, John Hall, Ron Johnstone, Ian Lilly, Selina Ward

***Stanford Program in Beijing***

*Director:* Xiaohong Shen

*Faculty-in-Residence:* Liqun Luo, Xueguang Zhou

*Program Faculty:* Dong Chen, Li Chen, Bobai Li, Kun Li, Shizhou Wang, Yan Wang, Li'an Zhou, Yun Zhou, Xiaoya Zhu

***Stanford Program in Berlin***

*Director:* Karen Kramer

*Faculty-in-Residence:* Eric Roberts, Lauren Rusk, Myra Strober, Carl Weber

*Program Faculty:* Maria Biege, Ulrich Brückner, Dubravka Friesel, Martin Jander, Wolf-D. Junghanns, Ingo Klein, Sylvia Kloetzer, Matthias Pabsch, Christian Saehrendt, Jari Spletstoesser, Sylke Tempel, Jeffrey Trevino, Jochen Wohlfeil

***Stanford Program in Cape Town***

*Director:* Timothy Stanton

*Faculty-in-Residence:* Grant Parker, H. Brent Solvason

*Program Faculty:* Mohamed Adhikari, Azeem Badroodien, Aslam Fataar, Janice McMillan, Nicoli Nattrass, Xolani Ngazimbi, Sophie Oldfield, John Parkington, Jeremy Seekings, Mary Simons, Nolubabalo Tyam

***Stanford Program in Florence***

*Director:* Ermelinda Campani

*Faculty-in-Residence:* Alessandro Barchiesi, Giovanna Ceserani, Anne Kiremidjian, Fiorenza Micheli

*Program Faculty:* Khaled Fouad Allam, Pompeo Della Posta, Paolo Galluzzi, Giuseppe Mammarella, Leonardo Morlino, Fiorenza Quercioli, Filippo Rossi, Timothy Verdon

***Stanford Center for Technology and Innovation (SCTI)—Kyoto***

*Director:* Andrew Horvat

*Faculty-in-Residence:* Miyako Inoue

*Program Faculty:* Peter Duus, Toshihiko Hayashi, Catherine Ludvik

**Stanford Program in Madrid**

*Director:* Santiago Tejerina-Canal

*Faculty-in-Residence:* Deborah Gordon, Maria-Paz Haro, John Kunz

*Program Faculty:* Francisco Javier Bobillo de la Peña, María Teresa Camblor Portilla, Julia Doménech, Sylvia Hilton, Sheila Klaiber, Miguel Larrañaga Zulueta, Pablo de Lora del Toro, Antonio Muñoz, Laura Murcia

**Stanford Program in Moscow**

*Director:* Alexander Abashkin

*Faculty-in-Residence:* Nancy Tuma

*Program Faculty:* Tatyana Boldyreva, Maxim Bratersky, Galina Filatova, Edward Ivanian, Sergey Kortunov, Liza Kurganova, Vladimir Mau, Sergei Medvedev, Vadim Novikov

**Stanford Program in Oxford**

*Director:* Geoffrey Tyack

*Faculty-in-Residence:* Larry Friedlander, Rona Giffard, John Wilinsky

*Program Faculty:* Andrew Baker, Giovanni Capoccia, Helena Chance, Helen Kidd, Robert McMahon, Amanda Palmer, Emma Plaskitt, Richard Rowley

**Stanford Program in Paris**

*Director:* Estelle Halevi

*Faculty-in-Residence:* Cécile Alduy, Eve Clark, Julie Parsonnet

*Program Faculty:* Ken Berman, Colette Deremble, Jean Paul Deremble, Jean-Marie Fessler, Sonia Gourevitch, Patrick Guedon, Choukri Hmed, Tiphanie Karsenti, Jacques Le Cacheux, Benoit Leguet, Florence Mercier, Marie-Madeleine Mervant-Roux, Elizabeth Molkou, Anne Muxel, Christian de Perthuis, Martial Poirson, Pauline Reychman, Marie-Christine Ricci, Françoise Rullier, Sylvie Strudel, Fabrice Virgili

**Stanford Program in Santiago**

*Director:* Iván Jaksic

*Faculty-in-Residence:* Thomas Fingar, Zephyr Frank, Robert Siegel

*Program Faculty:* Mabel Abad, César Alborno, Andrés Bobbert, Ignacio Briones, Marcela Bustamante, Germán Correa, Claudio Fuentes, Sergio Micco, Sergio Missana, Oscar Muñoz, Alvaro Palma, Hernan Pons, Bernardo Subercaseaux

*Program Offices:* Ground Floor, Sweet Hall, 590 Escondido Mall

*Mail Code:* 94305-3089

*Phone:* (650) 723-3558

*Email:* bospstudy@lists.stanford.edu

*Web Site:* <http://bosp.stanford.edu>

Courses offered by the Overseas Studies Program are listed on the *Stanford Bulletin's* ExploreCourses web site under subject codes beginning with OSP: Overseas Studies Australia [OSPAUSTL], Beijing [OSPBELJ], Berlin [OSPBEL], Florence [OSPFLOR], General [OSPGEN], Kyoto [OSPKYOTO], Madrid [OSPMADR], Moscow [OSPMOSC], Oxford [OSPOXFRD], Paris [OSPPARIS], and Santiago [OSPSANTG].

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

While studying overseas through BOSP, students remain registered at Stanford and pay regular tuition, along with the overseas

fee, which is based on Stanford room and board rates. Regular financial aid applies, and may be increased to cover additional costs. At most centers, students live in a homestay or with local students.

Overseas Studies also offers a limited number of special programs. In addition to programs offered for enrolled Stanford students, the University is a member of two consortia: the Consortium for Advanced Studies in Barcelona and the Kyoto Consortium for Japanese Studies.

Overseas Studies, located on the ground floor of Sweet Hall, has full-time staff members and student advisers to assist in planning for overseas study. Course information, while accurate at the time of publication, is subject to change. See <http://bosp.stanford.edu> for updated information.

## UNDERGRADUATE ADVISING AND RESEARCH

*Director:* Julie Lythcott-Haims

*Program Office:* Sweet Hall, first floor

*Phone:* (650) 723-2426

*Fax:* (650) 725-1436

*Web Site:* <http://ual.stanford.edu>

*Email:* [vpue-advising@stanford.edu](mailto:vpue-advising@stanford.edu), [vpue-research@stanford.edu](mailto:vpue-research@stanford.edu)

*Appointments:* (650) 723-2426

The Office of Undergraduate Advising and Research (UAR) helps students realize the full intellectual richness of undergraduate life at Stanford. UAR advisers work directly with students in one-on-one interactions to help them develop their scholarly interests before and after they declare a major, overcome obstacles to their academic success, immerse themselves in their chosen fields, engage with faculty, take advantage of academic opportunities and resources outside their major departments, and, for some students, to prepare for post-baccalaureate study.

The UAR staff includes professional advisers in Sweet Hall, academic directors (ADs) in Florence Moore, Freshman-Sophomore College, Lagunita, Roble, Stern, Toyon, and Wilbur residence halls, Grove-Lasuen, and the Athletic Academic Resource Center. Freshmen are assigned to academic advisers (faculty and academic staff) according to their preliminary academic interest and residence. The academic directors associated with the residences and athletics and UAR advisers complement the role of the assigned advisers with a comprehensive understanding of the curriculum; they advise students broadly on their courses of study and long term goals. Some freshmen receive enhanced academic support through participation in Expanded Advising Programs (EAP).

UAR services include:

- assistance with curriculum planning, including overseas studies
- consultation on choosing a major
- advice on integrating research into an undergraduate program of study
- support for students considering and applying for merit-based scholarships and national fellowships
- practical advice on how to prepare for and apply to graduate and professional schools
- academic and personal advising related to academic performance
- guidance on policies and procedures concerning academic standing
- assistance with interpretation and application of academic rules and regulations
- use of the resource library and membership on email lists
- referrals to campus tutoring resources and counseling offices

## SCHOLARSHIPS AND FELLOWSHIPS, AND POST-BACCALAUREATE STUDIES

Along with the Overseas Resource Center (<http://stanford.edu/dept/icenter/orc>), UAR staff help students to compete for merit scholarships and post-baccalaureate fellowships. UAR also administers campus nomination competitions for the Goldwater, Udall, Beinecke, Center for the Study of the Presidency, Jack Kent Cooke, Carnegie, Liebmann, and Truman scholarships, as well as the Goldman Sachs Global Leaders Program. Binders containing applications of previous winners are available in the offices of academic directors and on the first floor of Sweet Hall.

UAR offers workshops and individual consultations on choosing a graduate or professional school, such as in law or the health professions, writing personal statements, soliciting letters of recommendation, and preparing for interviews.

## UNDERGRADUATE RESEARCH

UAR sponsors and supports programs that encourage undergraduates to work individually with faculty on research, advanced scholarship, and creative projects. Programs are designed to serve students new to research and those with considerable research experience who are able to take on advanced, independent projects. See <http://undergradresearch.stanford.edu> for more information.

## STUDENT GRANT PROGRAMS

UAR offers research grants to registered Stanford undergraduates. Grants support faculty-mentored research projects, and are typically used to pay for research/creative supplies, travel, and room and board (Major Grant and Chappell Lougee Scholarship recipients may include a stipend within their budget if they are working full-time on their project over the Summer Quarter). For the 2009-2010 academic year, students have access to the following grant programs:

Small Grants provide for student projects that explore a topic of interest or contribute to the development of future intellectual pursuits. They are often used for smaller projects, preliminary research, and follow-up expenses associated with larger projects.

Major Grants support larger projects that normally span several quarters. Funded projects typically culminate in an honors thesis or some other substantial capstone product that demonstrates a focused and intellectually rigorous perspective on the topic of interest. Major grant proposals are subject to a review process that includes input from faculty in the relevant departments.

The Chappell Lougee Scholarship supports sophomores who wish to undertake research in the humanities, creative arts, and social sciences. Students receive a grant for full-time research under the supervision of a faculty mentor. In addition, UAR provides guidance for students to transform their research into a creative performance, a capstone or honors project, or post-baccalaureate study.

Angel Grants assist students in producing a finished public creative work such as an art exhibit, film, stage production, or concert.

Conference Travel Grants support students who have been invited to present their research at a professional or scholarly conference. The grants fund travel expenses to and from the conference, and normal conference registration. Students demonstrating financial need may also include conference-associated food and lodging in their budget. Normally, Conference Travel Grants are intended to match funds made available by the faculty mentor or some other source.

For current deadlines and program details, see <http://studentgrants.stanford.edu>. The application for any student grant consists of (1) a student-authored project proposal, including a line-item budget, and (2) a letter of support written by a qualified member of the Stanford faculty. UAR may also consult student transcripts as well as outside faculty reviewers. Proposals are

judged on intellectual significance, rigor and feasibility of project design, and evidence of student preparedness. The program is competitive, and not all good proposals can be funded.

UAR provides advising support for students considering a research grant, including proposal writing and project design consultation and advice on administrative policies. Students can view sample proposals at the UAR office. For more information, see <http://studentgrants.stanford.edu>.

## DEPARTMENTAL AND FACULTY SPONSORED RESEARCH OPPORTUNITIES

Departments, interdisciplinary programs, and Stanford research centers may apply through the UAR office for VPUE Departmental Grants for Undergraduate Research to support programs that provide undergraduates with mentorship and training in scholarship and research. Typically, departments pair students with a faculty member or faculty-led research group according to their mutual scholarly interests. Students conduct substantive, directed research on a particular aspect of the faculty member's research project, and they meet frequently with their faculty mentors to discuss progress and future directions for the project. For an official request for proposal form, see <http://vpuedepartmentalgrants.stanford.edu>. Students should check with UAR staff to determine which departments and centers currently sponsor research programs.

Individual faculty members may also apply through the UAR office for VPUE Faculty Grants for Undergraduate Research. Faculty Grants provide funding for undergraduates to work closely with faculty on a directed research project. Typical student research activities include conducting literature reviews, developing and conducting research surveys, collecting and analyzing data, aiding in the development of course materials, and conducting laboratory experiments. Faculty determine student participation in this program, so students should contact departments and faculty for more information. For an official request for proposal form, see <http://vpuefacultygrants.stanford.edu>.

## CENTER FOR TEACHING AND LEARNING

*Associate Vice Provost for Undergraduate Education and Director:* Michele Marincovich

*Senior Associate Director (Science and Engineering):* Robyn Wright Dunbar

*Associate Director (Humanities):* Mariatte Denman

*Associate Director (Social Sciences and Technology):* Marcelo Clerici-Arias

*Associate Director for Academic Support:* Adina Glickman

*Tutoring and Academic Skills Specialist:* Amy Chambers

*Oral Communication Program Director and Senior Lecturer:* Doree Allen

*Oral Communication Specialist and Tutor Manager:* Lindsey Paul  
*Lecturers:* Thomas Freeland, Marianne Neuwirth, James Wagstaffe

*Department Offices:* Sweet Hall, 4th floor

*Speaking Center:* Meyer Library 123

*Mail Code:* 94305-3087

*Center Phone:* (650) 723-1326

*Email:* [TeachingCenter@stanford.edu](mailto:TeachingCenter@stanford.edu)

*Web Site:* <http://ctl.stanford.edu>

The Center for Teaching and Learning is a University-wide resource on effective teaching and public speaking for faculty, lecturers, and teaching assistants and on effective learning and public speaking for undergraduates and graduate students. All courses listed with CTL promote acquisition of public speaking skills,

enhanced learning skills, and/or teaching excellence. Courses offered by the Center for Teaching and Learning are listed under the subject code CTL on the *Stanford Bulletin's* ExploreCourses web site.

## **CTL SERVICES TO UNDERGRADUATES AND GRADUATE STUDENTS**

CTL provides resources for students who want to enhance their study approaches and clarify their learning strategies. Through courses, individual counseling, and workshops, CTL helps students build skills that are the foundation for continuous improvement and lifelong learning. Students benefit from developing and applying individually-crafted strategies that build on their existing strengths. Time management, note-taking, reading comprehension and retention, and procrastination are common topics for discussion.

Free tutoring is available to undergraduates in many subjects; see <http://tutoring.stanford.edu> for details on where and when tutors can be found. Students qualified to do tutoring may apply to be tutors and, if accepted, are expected to take CTL's course on tutoring; the application process takes place in February.

## **CTL SERVICES TO FACULTY, LECTURERS, AND TEACHING ASSISTANTS**

CTL provides the Stanford community with services and resources on effective teaching. Our goals are: to identify and involve successful faculty, lecturers, and TAs who are willing to share their talents with others; to provide those who are seeking to improve their teaching with the means to do so; to acquaint the Stanford community with important innovations and new technologies for teaching; to prepare new faculty and TAs for their responsibilities; to contribute to the professional development of teaching assistants; to expand awareness of the role of teaching at research universities; and to increase the rewards for superior teaching. CTL is also responsible for helping departments with designing effective TA training programs.

Resources available to faculty, lecturers, and TAs include: videotaping, microteaching, and consultation; small group and other forms of mid-quarter evaluation; workshops and lectures; a handbook on teaching and a library of teaching materials; quarterly teaching orientations; and work with individuals, groups, and departments on their specific needs. For further details, see CTL's teaching handbook or the CTL brochure, both available by calling (650) 723-1326, or see <http://ctl.stanford.edu>.

For questions or requests, email [TeachingCenter@stanford.edu](mailto:TeachingCenter@stanford.edu).

## **ORAL COMMUNICATION PROGRAM**

The Oral Communication Program at CTL provides opportunities for undergraduates and graduate students to develop or improve their oral communication skills. Courses and workshops offer a comprehensive approach to speech communication, including training in the fundamental principles of public speaking and the effective delivery of oral presentations. The goal is to enhance students' general facility and confidence in oral expression. The program also provides innovative, discipline-based instruction to help students refine their personal speaking styles in small groups and classroom settings. Those interested in individualized instruction or independent study are invited to make an appointment to use the program's Speaking Center in Meyer Library, room 123, where trained student tutors, multimedia, and instructional resource materials are available on an ongoing basis. To schedule an appointment, see <http://speakinghelp.stanford.edu>. For further details, call (650) 725-4149 or 723-1326 or see <http://ctl.stanford.edu/Oralcomm>.

*This non-official pdf was extracted from the Stanford Bulletin 2009-10 in August 2009 and is not updated to reflect corrections or changes made during the academic year.*

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