

# OVERSEAS STUDIES PROGRAM

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*Associate Director:* Maria Biege

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

### **Kyoto Center for Japanese Studies (KCJS)**

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*Faculty:* Monica Bethe, John Campbell, Ruth Campbell, Patricia Fister, Charles Fox, Toshiko Fujiwara, Fujiko Hotta, Takernori Inoki, Ikuo Kume, Larry Leifer, Catherine Ludvik, Takayuki Marakami-Yokota, Gil Masters, Junko Minamoto, Haruka Ueda, Mariko Uemiya, Chihiro Yamaoka

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*Faculty:* Tatyana Boldyreva, Katherine Jolluck, Zinaida Kuznetsova, Vladimir Mau, Norman Naimark, Constantine Orbelian, Inna Shmanskaya, Andrei Zorin

## **Stanford Program in Oxford**

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*Faculty:* Maxine Birch, Joseph Corn, Wanda Corn, John Darwin, Paul David, Philip Davies, Michael Gearin-Tosh, Ruth Mateer, Francisco Ramirez, Ramón Saldivar, Stewart Wood

## **Stanford Program in Paris**

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*Faculty:* Corinne Balleix, Colette Deremble, Isaac Getz, Alexandra Giraud, Marie Grée, Marc Lazar, Todd Lubart, Françoise Manent, Nonna Mayer, Florence Mercier, Susan Okin, Marie-Christine Ricci, Francoise Rullier, Haun Saussy

## **Stanford Program in Puebla**

*Dean of International Affairs:* Ofelia Cervantes

*Faculty:* Enrique Cárdenas, Gonzalo Castañeda, Timothy Knab, Isidro Morales

## **Stanford Program in Santiago**

*Director:* Edmundo Fuenzalida

*Faculty:* Armando Di Filippo, Ernesto Hajek, Jorge Heine, Oscar Muñoz, Francisco Rojas, Bernardo Subercaseaux, Teresa Valdés

Stanford University encourages students to explore the opportunities of study abroad and to achieve cultural literacy through living, learning, and working in another country. Overseas Studies maintains centers in Berlin, Buenos Aires, Florence, Kyoto, Moscow, Oxford, Paris, Puebla, and Santiago. Students may enroll for one or two quarters at most centers and for three quarters in Berlin, Kyoto-KCJS, Florence, Oxford, and Santiago. Course offerings from engineering, humanities, sciences, and social sciences provide full Stanford credit. Most courses are also reviewed by specific departments and count toward major requirements. Courses that fulfill General Education Requirements in Area 3 or Distribution Requirements in Areas 7 and 9 are usually offered at every center. Academic or paid internships are available at the Berlin, Florence, Kyoto-SCTI, Moscow, and Paris centers. Research opportunities are

available in various formats at different centers. Minimum required language preparation varies among centers: Moscow offers a first-year intensive language course for those without prior Russian study; Berlin requires two quarters; Kyoto-SCTI requires two quarters for students in technical majors and five quarters for those in non-technical majors; Florence, Paris, and Santiago require three quarters for Autumn Quarter entry and four quarters for Winter Quarter entry; Buenos Aires, Kyoto-KCJS, Puebla, and Santiago (Spring Quarter) require more advanced language preparations. Depending on language proficiency, students may attend local universities in Berlin, Florence, Paris, and Santiago.

Students remain registered at Stanford and pay regular tuition, along with the Overseas Studies 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 in the host culture or with local students.

Overseas Studies, located on the first floor of Sweet Hall, has a full-time staff and peer advisers to assist students in planning their programs abroad. The information following, while accurate at the time of printing, is subject to change. Consult the Overseas Studies Program web site at <http://www-osp.stanford.edu/> for updated information.

## COURSES

(AU) indicates that the course is subject to the University Activity Unit limitations (8 units maximum).

International Relations has approved a number of Overseas Studies courses for major credit; these are listed in the "International Relations" section of this bulletin.

### BERLIN

**2M. Opera**—(Same as Music 2M.) An introduction to opera. Operas studied are those performed at the Deutsche Staatsoper Berlin, including Richard Wagner's *Der Ring des Nibelungen*. Focus is on the work's genesis, reception, and musical innovation. Visits to the production. GER:3a (DR:7)

*3 units, Spr (Hinton)*

**30. Berlin vor Ort: A Field Trip Module**—The cultures of Berlin as preserved in museums, monuments, and architecture. Berlin's cityscape as a narrative of its history from baroque palaces to vestiges of E. German communism, from 19th-century industrialism to grim edifices of the Sachsenhausen concentration camp. Competing political agendas and the criteria of historical selection in monument-alteration and removal, renaming streets, and structuring the capital city. Focus is on the interface between sociopolitical life and artistic expression. (In German) (AU)

*1 unit, Aut, Win, Spr (Neckenig)*

**37. Web Projects**—Plan and develop a multimedia web project based on academic work associated with a concurrent course. Prerequisite: knowledge of web design or preparation on home campus.

*1 unit, Aut, Win, Spr (Kramer)*

**38. Research Module**—Continuation of 177A, below. Research under the guidance of a local specialist in libraries, archives, research institutes, and/or in the field. Prerequisite: German Studies 177A.

*3-4 units, Spr (Kramer)*

**66. Theory from the Bleachers: Reading German Sports and Culture**—German culture in the past and present through the lens of sports. German sports culture in its broader intellectual, societal, and historical-political contexts; comparisons to British, French, and American sports culture. The theory and practice of fair play, the relationship of team and individual, the production and deconstruction of sports heroes, and the phenomena of sports nationalism. Attendance at sports events; English and German texts. (In German)

*2 units, Win (Junghanns)*

**99X. Product Benchmarking and Artifact Dissection**—(Same as Mechanical Engineering 99X.) Hands-on seminar on the form, function,

and meaning of artifacts. A series of mechanical dissection labs resolve common questions of everyday products and provide confidence in “hands-on” skills. Artifacts are discussed in the context of the culture in which they are used. 2 units if an independent project is completed.

1-2 units, *Spr* (Sheppard)

**101A. Contemporary Theater**—(Same as Drama 101A, German Studies 195.) Texts of plays are supplemented by the theoretical writings of the respective playwrights and background reading in theater history and theory. Weekly theater trips, a tour of backstage facilities, attendance at a rehearsal, and discussions with actors, directors, or other theater professionals. (In German) GER:3a (DR:7)

5 units, *Spr* (Kramer)

**112M. Thomas Mann’s Novel: *Doktor Faustus***—(Same as Music 112M.) Seminar taught at Freie Universität with Germanistik Professor Rolf-Peter Janz. Musical focus is provided by Mann’s novel *Doktor Faustus*. Follow-up tutorials and discussions explore the difference between the Berlin and Stanford ways of conducting academic business. GER:3a (DR:7)

4 units, *Spr* (Hinton)

**113X. Engineering Design**—(Same as Mechanical Engineering 113X.) Information from various sources is used to create designs and models of new mechanical devices. Work on a team design project sponsored by industry. Final project results presented to a professional jury.

3 units, *Spr* (Sheppard)

**114X. The European Union, Superpower in the Making?**—(Same as Political Science 114X.) The single European currency, the Kosovo war, and initiatives for a common foreign and security policy (CFSP) challenge the EU to define its new role in the world. Topics: eastward enlargement, questions about the bilateral relationship with the U.S., Turkey, the Mediterranean area, and the future international role of the EURO. The ability of the European Union to become a global actor in security and economic affairs. GER:3b (DR:9)

4-5 units, *Win* (Brückner)

**115X. The German Economy: Past and Present**—(Same as Economics 115X, Political Science 121X.) The history of the German economy in: the Wilhelmine Empire, the Weimar Republic, the Third Reich, the post-war “real socialism” of the GDR, and the free market economy of the FRG. The processes of economic transition since unification and the current challenges faced by united Germany as Europe’s first economic power and the world’s second largest export nation. GER:3b (DR:9)

4-5 units, *Aut* (Klein)

**117V. The Industrial Revolution and its Impact on Art, Architecture, and Theory**—(Same as Art and Art History 141Y; Science, Technology, and Society 117V.) The interlinking of architecture and painting with technological and scientific development. In a period of industrial revolution, the dominance of positivist thinking and empirical methods promotes in the cultural and artistic realm a response of euphoric acceptance or emphatic rejection. Artwork as a social, cultural, and spiritual “symbol” is a response to scientific and technological development, yet claims timeless validity. Topics: frictions between Idealism and Realism, photography and painting, Historicism and Functionalism, Expression and Dadaism, Futurism and New Sobriety, Functionalism and Nazi Classicism. GER:3a (DR:7)

5 units, *Aut* (Neckenig)

**120V. Industry, Technology and Culture, 1780-1945**—(Same as History 105V; Science, Technology, and Society 120V.) Technological innovations of the past 200 years have defined the modern world; and human inventions have left indelible marks on culture and civilization. The dialectical relationship between material, intellectual, and social culture on, e.g., modern materials, transport and communications systems; the micro- and macrocosms discovered in physics, chemistry, and

astronomy; and the revolutionizing influence of photography, film, and television. GER:3a (DR:7)

4 units, *Win* (Neckenig)

**126R. The German Reformation and its Consequences, 1500-1648**—(Same as Religious Studies 126R.) Religious reformations in 16th-century Germany and the spiritual, social, and political changes that accompanied them. The rise of Protestantism and the split between Protestantism and Roman Catholicism in Germany. What new religious proposals and understandings conspired to change the face of Christianity? What immediate effects and longer-lasting consequences issued from these developments? GER:3a (DR:8)

4 units, *Win* (Pitkin, Sockness)

**126X. A People’s Union? Money, Markets, and Identity in the EU**—(Same as Political Science 126X.) First of two-quarter sequence. The changes in the European Union from a loose economic club for internal trade to a powerful regulatory center with a wide scope of competencies. How this process will change the European style of welfare states and create a new political system and a new type of EU citizenship. The future role of Germany in the EU. Field trips and guest speakers. GER:3b (DR:9)

4-5 units, *Aut* (Brückner)

**128B. Sissi Sits, Lola Runs: Gender Moves in German Movies**—(Same as German Studies 128B.) The gendered image in German cinema from the silent era to the present, including cinema under communism. How German cinematic images of man and woman have changed; the extent to which feminist film theories developed in the context of classical Hollywood cinema are adequate instruments for assessing gender relations in communist films; and how New German Cinema and DEFA frequently articulate issues of national identity via the female protagonist. (In German) GER:3a, 4c (DR:7†)

5 units, *Aut* (Kramer)

**134R. Gender and Cultural Discourses in Modern German Literature**—(Same as German Studies 134R.) Analysis of literary texts based on the hypothesis that gender identity is a culturally shaped category, susceptible to historical development and subject to change. How gender identity varies as a cultural and social role, and how it is discussed and/or undermined in German literature of the past 30 years. GER:4c (DR:†)

4 units, *Spr* (Hörnigk)

**141R. Religion in the Age of Goethe**—(Same as Religious Studies 141R.) Religious thought in Germany from 1770-1835, focusing on Berlin’s leading representatives of Aufklärung, Romanticism, and German Idealism: Gotthold Lessing, Moses Mendelssohn, J. G. Fichte, Friedrich Schleiermacher, and G. F. W. Hegel. GER:3a (DR:8)

5 units, *Win* (Sockness)

**143U. Architecture and the City, 1871-1990: Berlin as a Nucleus of Modernity**—(Same as Art and Art History 110Y; History 229V; Science, Technology, and Society 119V; Urban Studies 143U.) Urban Berlin since the *Gründerzeit*. The architectural “corrections” attempted in post-Communist E. Berlin and on the drawing boards. The dual perspective of the major architectural movements of the century and the shifting roles of Berlin during the unifications of 1871 and 1990. GER:3a (DR:7)

4 units, *Spr* (Neckenig)

**145. Multiculturalism in Germany**—(Same as Sociology 145.) Despite the reality of multicultural Germany, the adjective “German” continues to refer not to formal citizenship, but to “Kulturation,” expressing the common culture, language, and history of the nation. Brief history of Germany covering the late and unusual process of “nation building,” followed by examination of Germany’s self-definitions and the challenges posed by modern migration. New conceptions of multiculturalism emerging in these contexts. GER:3b (DR:9)

4 units, *Win* (Tempel)

**161X. The German Economy in the Age of Globalization**—(Same as Economics 161X.) Germany's role in the world economy: in trade, in the international financial markets, its leading position within the European Union; and its economic relations with Eastern Europe, Russia, the Third World, and the U.S. International aspects of the economic and environmental policies of the Red-Green Coalition Government. The globalization of the world's economy and Germany's competitiveness as a location for production, services, and R&D, focusing on the German car industry. GER:3b (DR:9)

*units to be arranged, Win (Klein)*

**174. Sport-Frei! Sports and Modernity in Comparative Perspective**—(Same as German Studies 174.) Introduction to the theory and history of mass spectator sports and their role in modern societies, especially in Germany. Comparisons with U.S. and Britain highlight the peculiarities of sports in German culture and create a vantage point to understand German culture, past and present. Concepts of competing and fighting, rule observance, and the role of sports in W. and E. Germany before and after unification. The relationship between sports and politics, including analysis of the 1936 Berlin Olympic Games. GER:3b (DR:9)

*4-5 units, Aut (Junghanns)*

**177A. Culture and Politics in Modern Germany**—(Same as German Studies 177A.) Key paradigms of modern Germany: German romanticism, the belated state and national identity, National Socialism and the Holocaust, Germany divided and unified. Literary, analytical, and theoretical texts; newspaper articles; film/TV, oral history. GER:3b (DR:9)

*4-5 units, Win (Kramer)*

**227V. The Second World War in Berlin**—(Same as History 227V.) The impact of WW II on Berlin, 1939-49. Visits to some of the most important sites including the Oder River valley, where the last major battle for the city began. Sources emphasize first-hand accounts, beginning with *Berlin Diary* and ending with Norman Naimark's book on the Soviet occupation. Other themes: resistance, the role of women, propaganda, the deportation of the Jews. GER:3a (DR:7)

*4-5 units, Aut (Sheehan)*

**228V. War and Peace in the 20th Century**—(Same as History 228V.) The development of the European international system from the eve of WW I to the present. Weekly lectures/discussions on major events. Topics: the Balkan Crisis of 1912-14, war and revolution, the settlement of 1919, appeasement and aggression, wartime diplomacy, the origins of the cold war, conflicts over Germany, the Balkan crisis of the 1990s. GER:3a (DR:7)

*4-5 units, Aut (Sheehan)*

#### MULTISITE COURSE

**91. Literary Institutions: A Comparative Approach**—(Same as Comparative Literature 91, German Studies 126A.) Experimental course taught simultaneously at several different sites with instructor based at Stanford. Institutional structures and contexts for literature in different cultures. How literature is presented to its public at various levels; literary criticism, presentation, and choice of texts in schools and universities; national literature. Students work in project groups in local sections while communicating with the instructor and students at distant sites through electronic discussion groups. Group projects include comparisons of literary institutions in different cultures. GER:3a (DR:7)

*4 units, Win (Berman)*

#### GERMAN LANGUAGE PROGRAM

**1. Intensive German**—First two quarters of German in one quarter.

*8 units, Aut (Wohlfeil)*

**3B. German Language and Culture**—(Same as German Studies 3B.) Grammar, composition, and conversation. Increases students' fluency in German as rapidly as possible to help students take advantage of the

many opportunities in Berlin. Corequisite: German Studies 100B.

*4 units, Aut, Win, Spr (Friesel-Kopecki)*

**22B. Berliner Geschichte(n), Second-Year German**—(Same as German Studies 22B.) One's knowledge of German is improved by reading texts in history, literature, politics, and economics.

*4 units, Aut, Win, Spr (Wohlfeil)*

**100B. Aktives German**—(Same as German Studies 100B.) Required for students enrolled in German Studies 3B; open to students in other German language classes. Active usage of German, including vocabulary from a variety of fields and disciplines, and discussion on current issues.

*2 units, Aut, Win, Spr (Staff)*

#### ON VIDEOTAPE

See the "School of Engineering" section of this bulletin for course descriptions.

**40B. Introductory Electronics**—(Same as Engineering 40B.) GER:2b (DR:6)

*5 units, Aut, Win, Spr (Masters)*

**50B. Introductory Science of Materials**—(Same as Engineering 50B.) GER:2b (DR:6)

*4 units, Aut, Win, Spr (Bravman)*

#### BUENOS AIRES

**2. Argentina's Foreign Policy**—Interdisciplinary analysis of Argentina's foreign policy from historic perspective: continuities and ruptures. Structural ties between Argentina and its principle international partners throughout the 20th century. The connection between foreign policy and the type of government and/or political regime. The relationship between foreign policy and the dominant political culture and belief systems of decision-makers. Analysis of present-day foreign policy in Argentina and its political and economic agreements. Institutional plans for constitutional control of foreign policy. Bilateral and multilateral relations and alignments in historical perspective.

*5 units, Spr (Russell)*

**4. Politics and Society in Argentina in the 19th and 20th Centuries**—The conservative republic. Economic growth and rebellion, and the question of universal suffrage. The Catholic Church and politics in Argentina. The formation of contemporary political parties and the crisis of the conservative order. Politics between 1930-43 and the military coup of 1943. The rise of Peronism, his government (1946-55), and political difficulties in the post-Peronist period. The experience of development. The government of the UCRP. The Argentine Revolution and its original design. The return to power of Peronism and its rapid fall. The coup of 1976 and the military government. State repression and institutional breakdown. The war of the Malvinas and the transition to democracy.

*5 units, Spr (Gallo)*

**113X. Contemporary Argentine Political History**—(Same as Political Science 113X.) The themes and problems of the contemporary political history of Argentina. Students select topics to investigate throughout the term.

*5 units, Spr (Berensztein)*

**162X. Themes in the Political Economy of Argentina**—(Same as Economics 162X.) Problems of the contemporary political economy in Argentina. Students select topics to investigate throughout the term.

*5 units, Spr (Canitrot)*

**168X. Seminar on Culture, City, and Politics in Argentina**—(Same as Political Science 168X.) The comparative influence of culture and politics on architecture and city planning in Buenos Aires and other

cities. Focus is on Argentina, with analysis of other locations applied to the case of Argentina. Field trips and group work.

*4 units, Spr (Shmidt)*

## FLORENCE

**41. Is Contemporary Art Edible?**—A complete view of the ever-changing and multi-faceted scene of contemporary art through visual and sensorial stimulation. The various ways in which art is thought of and produced in Italy today.

*1 unit, Aut (Rossi)*

**42. Academic Internship**—Mentored internships are offered in banking, education, the fine arts, health, media, not-for-profit organizations, publishing, and retail.

*4 units, Spr (Staff)*

**52. Realism, Utopia, Myth, and Society in Italian Cinema: Bernardo Bertolucci, Pier Paolo Pasolini, and Federico Fellini**—(Same as Communication 52, Italian 190F.) Major films in the careers of Bertolucci, Pasolini, and Fellini are used to assess the ways in which realism, myth, utopia, and society are theorized and problematized. Topics: ideology and representation, class and specificity of intellectual labor, canonicity, the creation of a personal mythology of imagination, memory, and reality. (In Italian) GER:3a (DR:7)

*5 units, Win (Campani)*

**106V. Italy: From an Agrarian to a Post-Industrial Society**—(Same as History 106V, Political Science 158X.) Italian history from the Risorgimento to the present. Italian society, crises, evolution, values, and the relation to the political institutions existing in different periods. The ideologies, political doctrines, and historical events which contributed to the formation of modern Italy's predominant subcultures, Catholic and Socialist. (In Italian) GER:3b (DR:9)

*4 units, Aut (Mammarella)*

**111Y. From Giotto to Michelangelo: Introduction to the Renaissance in Florence**—(Same as Art and Art History 111Y.) Lectures, site visits, and readings reconstruct the circumstances that favored the flowering of architecture, sculpture, and painting in Florence and Italy, late 13th to early 16th century. Emphasis is on the classical roots; the particular relationship with nature; the commitment to human expressiveness; and the rootedness in real-world experience, translated in sculpture and painting as powerful plasticity, perspective space, and interest in movement and emotion. GER:3a (DR:7)

*4 units, Win (Verdon)*

**115Y. The Duomo and Palazzo della Signoria: Symbols of a Civilization**—(Same as Art and Art History 115Y.) The history, history of art, and symbolism of the two principal monuments of Florence: the cathedral and the town hall. Lectures, site visits, and readings grasp the points of common meaning and ideological difference between the religious and civic symbols of Florence's history from the time of Giotto and the first Guelf republic to Bronzino and Giovanni da Bologna and the Grand Duchy. GER:3a (DR:7)

*4 units, Aut (Verdon)*

**119. Gender and Power in Ancient Rome**—(Same as Classics 119.) The social construction of gender in the ancient Mediterranean from the beginnings of the Roman republic through the early Christian period. The differences between ancient and modern gender codes. Topics: public performances of manliness and womanliness, Christian inversion or transgression of Roman norms of gender behavior, explicit connections between playing gender roles and the acquisition of power. GER:3a,4c (DR:7+)

*units to be announced, Win (Stephens)*

**120X. Italy: Crisis, Change, and Choice**—(Same as Political Science 120X.) Recent changes in the traditional parties, the breakdown and disappearance of the Christian Democratic and the Socialist parties,

establishment of new actors, and the stronger role of unions have been complemented by a new electoral system and a leftist cabinet. Important changes to the constitution have been decided and new rules chosen. Comparisons with other European democracies and the U.S. to understand the resulting Italian system within a more consensual or majoritarian direction. The main features of the crisis are analyzed and the changes and choices assessed. (In Italian) GER:3b (DR:9)

*5 units, Win (Morlino)*

**123X. European Union and Southern Europe: The Challenge of Europeanization**—(Same as Political Science 123X.) The impact of the European Union on Southern European democracies: Greece, Italy, Portugal, and Spain. A comparison of those four countries, examining European policies; the Europeanization of Southern Europe; consolidation, stability, and European membership; the international and domestic impact. GER:3b (DR:9)

*units to be announced, Spr (Morlino)*

**134F. Modernist Italian Cinema**—(Same as Italian 134F.) Cinema is the embodiment of modernity. It develops in the wake of modernism proper, but can be understood as one of its technological and aesthetic expressions. Topics: cinema's archeology in Futurist texts and theories with their nationalistic political flavor and their iconoclastic, radical, and interdisciplinary re-thinking of the language and form of all the arts (Marinetti, Pirandello, D'Annunzio). GER:3a (DR:7)

*4 units, Aut (Campani)*

**150. The City of Rome**—(Same as Classics 150.) The ways in which the reality of the ancient city and its symbolic function changed over time. The origins and growth of Rome and the ways it was transformed and understood by subsequent generations. Topics: origin myths, topography and monuments, domestic vs. public spaces, rhetoric of city vs. country, the coming of the Christians, Rome as Medieval tourist attraction, Rome as a ruin. GER:3a (DR:7)

*units to be announced, Win (Stephens)*

**160F. The Making of Literary Identity: From Dante to Machiavelli**—(Same as Italian 160F.) Italian Renaissance literature is placed in the context of the Renaissance culture by relating texts and authors to more historical and ideological issues: Petrarch, Boccaccio, Machiavelli, Guicciardini, Castiglione, Ariosto, and Tasso. Main issues: the peculiar relation in Italy between geography, language, and literary genres; the foundation of fundamental modes of writing such as lyric poetry, political-historiographic discourse, chivalric romance; the polycentric nature of Italian Renaissance literature; and the status of the writers with regard to questions of gender. (In Italian) GER:3a (DR:7)

*4-5 units, Win (Bruscagli)*

**163X. Living in the Past: Italy in the Anglo-American Imagination**—(Same as English 163X.) What Italy has meant to American and English writers over the course of several centuries. How poets and novelists have represented Italian character and culture in their writings. The culture itself and our relationships to it. GER:3a (DR:7)

*5 units, Spr (Evans)*

**178F. The Integration of Europe**—(Same as Italian 178F.) The historical, political, economic, and cultural aspects of the process of European integration from a general perspective and from the specific point of view of Euro-U.S. relations. The euro, the EMU, and what it means for those nations which have accepted it. Questions of the future enlargement of the EU to E.-Central European countries. The role of NATO, WEU, and the construction of a common European foreign and security policy in the wake of the Amsterdam treaty. A forecast for the election of the new European Parliament and appointment of the European Commission. GER:3b (DR:9)

*4-5 units, Aut (Spini)*

**213V. Power, Art, and Knowledge in Renaissance Italy**—(Same as History 213V.) The defining features of the society that gave us the

Renaissance: the world of Leonardo, Machiavelli, and Michelangelo. Topics: intersections of history, politics, art, and literature in the 15th and 16th centuries; the relationship between Renaissance and Reformation. GER:3a (DR:7 or 8)

5 units, Aut (Findlen)

**214V. Science, Technology, and Art: The Worlds of Leonardo**—(Same as History 214V.) The world of Leonardo, looking at his range of interests and accomplishments from the Mona Lisa to human anatomies and flying machines. The relationship between the society of Renaissance Italy and the work of Leonardo; the persistence of the Renaissance in the late 20th century. On-site visits to artifacts and exhibits in or near Florence that illuminate age of Leonardo. GER:3a (DR:7)

5 units, Aut (Findlen)

**215V. The Scientific Revolution: From the Renaissance to the 18th Century**—(Same as Science, Technology, and Society 125V; Philosophy 145P; History 215V.) Focus is on crucial changes in man's view of nature and himself, ca. 1400 to 1750. The interplay between ideas and the ways of thinking across disciplinary boundaries. Scientific developments as major intellectual changes. Topics: Renaissance man, the new attitude toward machines and technology, the birth of a new physics, medicine and natural history, the artist and the scientist. GER:3a (DR:8)

4-5 units, Win (La Vergata)

#### MULTISITE COURSE

See the "Berlin" section of Overseas Studies Program for course descriptions.

**91. Literary Institutions: A Comparative Approach**—(Same as Comparative Literature 91, German Studies 126A.) GER:3a (DR:7)

4 units, Win (Berman)

#### ITALIAN LANGUAGE PROGRAM

The Italian language program has the goal of engaging all students in scholarly work in Italian. Students choose from the following alternatives:

1. Enroll in one of the courses conducted primarily in Italian.
2. Enroll in directed reading conducted primarily in Italian.
3. Enroll in a course at the University of Florence. (These courses typically run from October to mid-March, so this option is available only to two-quarter students.)

All students are encouraged to work with the language resource person offering group and individualized support for language issues.

#### ON VIDEOTAPE

**50F. Introductory Science of Materials**—(Same as Engineering 50F.) GER:2b (DR:6)

4 units, Aut, Win (Bravman)

#### KYOTO

The Stanford Japan Center in Kyoto houses two separate academic programs: the Kyoto Center for Japanese Studies (KCJS) and the Stanford Center for Technology and Innovation (SCTI). KCJS is administered by Stanford for a consortium of American universities. For current information on KCJS, consult the web site at <http://www-osp.stanford.edu/KCJS> or contact Overseas Studies for a brochure. The courses listed below are offered by the SCTI program.

**17R. Religion and Japanese Culture**—(Same as Religious Studies 17R.) Introduction to the importance of religion in Japanese culture, covering the major traditions of the country. Visits are to relevant religious centers for observation of current religious practices and participation where appropriate (e.g., meditation session). Topics: the relation between religion and culture; ancient Japanese religion and Shinto; Buddhist schools of Heian Japan; Zen Buddhism as it flourished in the Kamakura period; Confucianism, as originally conceived in

ancient China, and as transmitted to Japan in the Edo period in its Neo-Confucian form; some characteristic modern practices. GER:3a,4a (DR:2 or 8)

4-5 units, Spr (Ludvik)

**21. Research Project**—Independent research projects on significant aspects of Japanese culture, society, or public policy. Students interested in developing the project as a web page should take a home campus class on creating web pages or have equivalent experience.

2-3 units, Spr (MacDougall)

**176K. Energy and Climate Change: The Japanese Approach**—(Same as Civil and Environmental Engineering 176K.) Comparison of the policy and technological approaches taken in Japan and the U.S. to reduce dependence on non-renewable fossil fuels and avert global climate change. Topics: energy supply and end uses in the two countries, status of energy efficiency and renewable energy technologies, comparison of energy and environmental policies. GER:2b (DR:6)

3 units, Spr (Masters)

**215X. The Political Economy of Japan**—(Same as Political Science 215X.) Institutions and processes in the political organization of economic activity in modern Japan. The interaction of public and private sector institutions in the growth of Japan's postwar economy. The organization and workings of key economic ministries and agencies of the government, private sector business groupings, government interaction, and public policy making. The transformation of Japanese industrial policy from the rapid growth of heavy and chemical industries to the promotion of high technology and communications industries. The international, political, and economic ramifications of the structure and importance of Japanese capitalism. GER:3b (DR:9)

4-5 units, Spr (Kume)

#### JAPANESE LANGUAGE PROGRAM

**9K. First-Year Japanese Language Culture and Communication B**—(Same as Asian Languages/Japanese 9K.)

5 units, Spr (Fujiwara, Ueda)

**17K. Second-Year Japanese Language Culture and Communication B**—(Same as Asian Languages/Japanese 17K.)

5 units, Spr (Uemiya)

**19K. Second-Year Japanese Language Culture and Communication B**—(Same as Asian Languages/Japanese 19K.)

5 units, Spr (Yamaoka)

**129K. Third-Year Japanese Language Culture and Communication B**—(Same as Asian Languages/Japanese 129K.)

5 units, Spr (Hotta)

**103K. Upper Advanced Japanese**—(Same as Asian Languages/Japanese 103K.)

5 units, Spr (Yamaoka)

#### ON VIDEOTAPE

See the "School of Engineering" section of this bulletin for course descriptions.

**40K. Introductory Electronics**—(Same as Engineering 40K.) GER:2b (DR:6)

5 units, Spr (Masters)

**50K. Introductory Science of Materials**—(Same as Engineering 50K.) GER:2b (DR:6)

4 units, Spr (Bravman)

**113. Electronic Circuits**—(Same as Electrical Engineering 113.) Videotaped instructor: Gregory Kovacs.

*3 units, Spr (Flynn)*

**182. Computer Organization**—(Same as Electrical Engineering 182, Computer Science 112.) Videotaped instructor: John Hennessy.

*4 units, Spr (Flynn)*

## MOSCOW

**15. Academic Internship**—Placements in areas such as journalism, health care, education, international ventures, and technology are an introduction to the Russian society and work experience. Regular meetings with a mentor develop an in-depth evaluation of observations. Findings and analysis are summarized in an academic paper.

*4-5 units, Aut, Win (Bratersky)*

**16. Tutorial**—Meet with tutors individually or in very small groups on a chosen topic.

*3-5 units, Aut, Win (Bratersky)*

**21. Ethnic Moscow**—Readings on ethnicity in Russia are synthesized in the context of visits to Armenian, Jewish, Georgian, Tatar (Muslim), and Russian communities, places of worship, and cultural events.

*3 units, Aut (Abashkin)*

**28. Music Internship with the Moscow Chamber Orchestra**—Advanced student musicians (strings and woodwinds only) may play with one of the world's great orchestras. Rehearse with the Moscow Chamber Orchestra with private lessons and coaching. Depending on individual ability and scheduling limitations, students perform with the orchestra. Prerequisite: selection by audition.

*5 units, Aut (Orbelian)*

**32. Russian Classical Music**—The nature, origin, and history of Russian classical music, and the major contributions of Russian composers to world culture and current trends in the Russian musical world. Rehearsals and concerts in the major halls in Moscow, and visits to museums dedicated to Glinka, Scriabin, and the State Central Theater Museum.

*3-4 units, Aut (Orbelian)*

**119X. Russian Politics**—(Same as Political Science 119X.) Introduction to the political, cultural, social, and historical background of Russian domestic life and foreign politics; the major issues in Russian political life; and the political forces currently playing a role in the Russian arena. Emphasis is on an understanding of major interest groups and the political concepts affecting the struggle in Russia; the inter-relationship among politics, economic issues, ethnic-territorial problems; and security matters in Russia itself, in the countries of the former Soviet Union, and on an international level. GER:3b (DR:9)

*5 units, Aut (Bratersky)*

**120X. Economic Reform and Economic Policy in Modern Russia**—(Same as Economics 120X.) Problems in economic policy in modern Russia. Topics: Russian economic history; the reasons and logic of economic transformation; and the major components of post-communist economic transformation doctrine. The mechanism of economic policy decision making in modern Russia, realistic patterns and alternatives of economic development, and the logic and direction of the transformation of the elements in the Russian economic system. Discussions with politicians involved in economic decision making. GER:3b (DR:9)

*5 units, Aut (Mau)*

**121V. Russia in the Age of Nobility 1700-1840: State, Society, and Culture**—(Same as History 121V.) Insight into a period of Russian history and culture where Russians produced achievements in literature and the arts, but failed to resolve the social and institutional problems created by rapid transformation. The reforms of Peter the Great through

the Slavophile-Westernizers controversy established the paradigms of Russia's historic development and raised issues still determining the intellectual agenda today. GER:3a (DR:7)

*5 units, Aut (Zorin)*

**146X. Contemporary Issues of Russian Society**—(Same as Political Science 146X.) Forum addresses the major issues of Russian society today. The problems facing an individual in Russia, issues confronting Russia, issues confronting Russian society, and the main aspects of multiple crises evolving after the collapse of the Soviet Union on post-Soviet space. Prerequisite: some background in Russian studies. GER:3b (DR:9)

*4 units, Win (Bratersky)*

**178/278. Individual Vocal and Instrumental Instruction**—(Same as Music 178/278.) Private lessons with outstanding music teachers in Moscow for voice and most instruments. Prerequisite: minimum proficiency on instrument demonstrated by audition.

*3 units, Aut (Orbelian)*

**218V. War and Women in Russia in the 20th Century**—(Same as History 218V.) The wartime experiences of women in Russia in the 20th century. The important conflicts, chronologically, fought on Russian territory. The experiences of Russian women are compared to the more studied topic of women in Western Europe in the two world wars. The range of women's involvement in war. Cultural assumptions about women and the roles assigned to them. GER:3b,4c (DR:9+)

*4 units, Aut (Jolluck)*

**220V. Moscow Project: History and Memory of the Cold War**—(Same as History 220V.) A joint project about the ways the Cold War is remembered, taught, learned, and written about in Moscow. Interviews with young Russians and scholars. How Russians, especially the young, remember the Cold War, and how this differs from the way Americans, especially young people, remember it.

*1-3 units, Aut (Naimark)*

**224V. Stalinism, High Stalinism, and the Cold War in Moscow**—(Same as History 224V.) Politics and society in Moscow in the period following the Soviet Union's victory in WW II until the death of Stalin. The Cold War as a social and cultural phenomenon, and as a product of high politics and international relations. Soviet civilization, including art, architecture, film, and literature are sources for reconstructing the lives of Moscow's citizens in this ostensible triumphant era of the Soviet Empire. GER:3a (DR:7)

*5 units, Aut (Naimark)*

## MULTISITE COURSE

See the "Berlin" section of Overseas Studies Program for course descriptions.

**91. Literary Institutions: A Comparative Approach**—(Same as Comparative Literature 91, German Studies 126A.) GER:3a (DR:7)

*4 units, Win (Berman)*

## RUSSIAN LANGUAGE PROGRAM

**10M. Intensive First-Year Russian**—(Same as Slavic Languages 10M.)

*10 units, Aut (Staff)*

**51M. Second-Year Russian I**—(Same as Slavic Languages 51M.)

*6 units, Aut (Kuznetsova)*

**52M. Second-Year Russian II**—(Same as Slavic Languages 52M.)

*6 units, Win (Kuznetsova)*

**111M. Third-Year Russian I**—(Same as Slavic Languages 111M.)

*6 units, Aut (Boldyreva)*

**112M. Third-Year Russian II**—(Same as Slavic Languages 112M.)  
6 units, Win (Boldyreva)

**118A/218A. Self-Paced Russian for Professionals**—(Same as Slavic Languages 118A/218A.)  
units to be announced, Win (Staff)

**177M. Fourth-Year Russian I**—(Same as Slavic Languages 177M.)  
6 units, Aut (Shimanskaya)

**178M. Fourth-Year Russian II**—(Same as Slavic Languages 178M.)  
6 units, Win (Shimanskaya)

## OXFORD

**108E. Introduction to Comparative Higher Education: English Universities**—(Same as Education 108E.) Interdisciplinary introduction to the idea, organization, and culture of the university, focusing on English universities. A comparative understanding of the patterns of authority and governance, knowledge production and consumption, and the formation of student and faculty cultures within universities. Readings reflect: historical and sociological analyses, descriptions of contemporary university systems and government policies that affect them, and the literary depictions of academic life. GER:3b (DR:9)  
units to be announced, Win (Ramirez)

**111X. Modern British Politics and Government**—(Same as Political Science 111X.) The 1980s marked the beginning of a period of transformation in British politics. Two decades of constitutional and political evolution under Margaret Thatcher have been followed by the election of Tony Blair and his program of constitutional reform. The status quo during the post-war period, specific themes and institutions, and the agendas of constitutional reform of the present government. The prospects for success and likely consequences. GER:3b (DR:9)  
4-5 units, Aut (Wood)

**114Z. English Literature 1509-1642**—(Same as English 114Z.) Open only to students majoring in English and related subjects. Taught jointly for Stanford students and second-year St. Catherine's undergraduates. English literature from the beginning of Henry VIII's reign to the onset of the Civil War, excluding Shakespeare. The poetry, prose, and drama of the period is placed in its literary, cultural, and historical contexts, and key texts are read closely. English major Area: C.  
5 units, Aut (Gearin-Tosh)

**116Z. English Literature 1642-1740**—(Same as English 116Z.) Open only to students majoring in English and related subjects. Taught jointly for Stanford students and second-year St. Catherine's undergraduates. English literature from the Civil War to the middle of the 18th century. The poetry, prose, and drama of the period is placed in its literary, cultural, and historical contexts, and key texts are read closely. English major Area: E.  
5 units, Win (Gearin-Tosh)

**117W. Social Change in Modern Britain**—(Same as Sociology 117W.) Changes in the social institutions, attitudes, and values in Britain over the past 20 years. Social changes occurring as a consequence of the Thatcher years of government. Changes to the British economy, the Welfare State, National Health Service, the education system, the criminal justice system, gender relations, marriage, divorce, reproduction, and the family. The consequences in terms of British competitiveness, income distribution, wealth and poverty, social class, health and illness, educational attainment and skills development, crime, and family life. GER:3b (DR:9)  
4-5 units, Aut (Davies)

**127X. A New Europe: Conflict and Integration since 1980**—(Same as Political Science 127X.) The acceleration of European integration in the West and the collapse of the state-socialism and Russian hegemony in the East have fundamentally altered relations between the states of Europe.

The nature and implications of these changes for transnational relations between European nations, and for their domestic politics. Issues: European Union before and after Maastricht, the new Germany in the new Europe, political union and sovereignty, migration and the return of extremist politics, European security after the Cold War, the return to war in late 1990s in Eastern Europe. GER:3b (DR:9)  
4-5 units, Win (Wood)

**131. Globalization, Nationalism, and Education**—(Same as Sociology 131, Education 136.) Schools and universities as laboratories of nationalism. How processes of economic, political, and cultural globalization affect education and its role in shaping national identity and citizenship; and how other national traditions are affected by or buffered from globalization and its organizational carriers. Main project examines the influence of the EU on educational and related cultural policies in Britain. GER:3b (DR:9)  
units to be announced, Win (Ramirez)

**139V. The European City: 1600-2000**—(Same as History 139V.) Over the past 400 years, cities in Europe have been transformed under the impact of population growth, technological change, and revolutionary social and architectural ideologies. How and why the transformation occurred, through key texts and the physical fabric of the cities themselves. Topics: the effects of Baroque patronage in the 17th and 18th centuries, rebuilding the city centers in the 19th century, the growth of suburbs; the impact of mass transportation; the influence of modernist doctrines in the 20th century; and ongoing attempts by governments to tackle endemic problems of slums, poverty, etc. Comparisons with U.S. cities where relevant.  
5 units, Spr (Tyack)

**140X. The Condition of Postmodernity: England in the Postcolonial Era**—(Same as Comparative Literature 140X.) How, in the mid-to-late-20th century, the European and American modernist concern, with transient human aspirations and eternal truths, gave way to a monumental "emptiness of sensibility." The passage from modernity to postmodernity as a cultural material event. Topics: postmodernism—concept or practice; conditions of knowledge, anti-aesthetic, matter of local style or a whole new period; its forms and effects; its advent and closure. GER:3a (DR:7)  
units to be announced, Spr (Saldivar)

**141V. European Imperialism and the Third World, 1870-1970**—(Same as History 141V, Political Science 148X.) European imperialism from its zenith in the late 19th century to the era of decolonization after WW II. The effects of western imperialism in different parts of the Third World. The legacy of imperialism and decolonization to the modern world. GER:3b (DR:9)  
5 units, Spr (Darwin)

**145V. Britain in the 20th Century**—(Same as History 145V.) Political development, the evolution of urban society, and Britain's changing worldwide role. Topics: the impact of mass democracy, the effects of the two world wars, the development of the welfare state, and recent challenges to the post-war consensus. Themes: changing social relationships, standards of living, and popular culture. GER:3a (DR:7)  
5 units, Spr (Tyack)

**150X. Gardens of Earthly Delight: The Cultural Politics of English**—(Same as Comparative Literature 150X.) The cultural geography of English social spaces as sites, or the development of the personal, social, and political experience of English national identity. Focus is on literary forms, landscape art, and garden history, considering the roles of literary and architectural art and the ways that these arts represented the cultural and social ideology of their times. The three major styles in English garden history: formal, romantic, and natura. GER:3a (DR:7)  
units to be announced, Spr (Saldivar)

**154Z. English Literature 1740-1832**—(Same as English 154Z.) Open only to students majoring in English and related subjects. Taught jointly for Stanford students and second-year St. Catherine's undergraduates. Survey of English romantic literature. The poetry, prose, and drama of the period is placed in its literary, cultural, and historical contexts, and key texts are read closely.

5 units, Spr (Staff)

**160. Changing Health Care Delivery in Britain**—(Same as Human Biology 160.) The delivery of health care in Britain is explored through three related areas: health and illness behavior, contemporary health issues, and health policy. During the last 15 years, health care delivery in Britain has been the focus of reviews and legislative changes, challenging one of the founding principles of the National Health Service (NHS): free health care for all at the point of delivery, irrespective of pay. How far this principle can be upheld in the face of increasing financial restraint and technological advancements. GER:3b (DR:9)

4 units, Win (Birch)

**168X. Path Dependence of Science and Technology since the Industrial Revolution**—(Same as Economics 168X.) The methods and concepts for studying the historical development of scientific and technological knowledge and practice in the West since the Industrial Revolution. Applied analysis of path dependent dynamical systems; uses and limitations of "counterfactual history," perspectives of "evolutionary economics," "evolutionary epistemology," and models of technological and institutional "co-evolution." Prerequisites: Economics 1, 51. Recommended: preparation in the history and philosophy of science, modern economic history, history of technology, or science and technology.

5 units, Spr (David)

**173X,Y,Z. Shakespeare**—(Same as English 173X,Y,Z.) Open only to students majoring in Drama, English, and related subjects. Taught jointly for Stanford students and second-year St. Catherine's undergraduates. A study of the complete dramatic oeuvre of Shakespeare. Focus is on the sources of the plays, historical and dramatic content, and use of language. English major Area: D.

**173X. The Comedies**

5 units, Aut (Gearin-Tosh)

**173Y. The Tragedies**

5 units, Win (Gearin-Tosh)

**173Z. The Late and Problem Plays**

5 units, Spr (Gearin-Tosh)

**204V. Museums, History, and Culture**—(Same as Art and Art History 152Y; History 204V.) The nature of museums and how these institutions create cultural meaning through their architecture, collecting, and exhibitions. Museum types: natural history, history, decorative arts, and the fine arts. Topics: the development and ideologies of national museums; the politics and poetics of museum display; the impact of recent academic scholarship, including gender analyses and postcolonial studies, on museum practices. GER:3a (DR:7)

4 units, Aut (J. Corn, W. Corn)

**233V. European Architecture: 1500 to 1800**—(Same as History 233V.) The development of architecture in western Europe from the High Renaissance through Mannerism and the Baroque to the neo-classical movement. Developments in Italy, France, Germany, Britain, and other European buildings. Emphasis is on the historical context and on the way in which buildings were planned and used. GER:3a (DR:7)

5 units, Spr (Tyack)

**243V. Victorian Britain: The First Industrial Culture and Its Discontents**—(Same as History 243V.) During the 19th century, a new kind of culture emerged in Great Britain, one shaped by capitalism, steam-power, and the strength and transparency of iron and glass. Many Englishmen were appalled by this culture; artists reacted by extolling the natural world. The critiques aimed at these developments through art,

architecture, and industrial monuments. The coming of the railroad, the new glass and steel architecture, the emergence of new patterns of domesticity, and the moralizing of Victorian society. GER:3a (DR:7)  
units to be announced, Aut (J. Corn, W. Corn)

**254Z. Drama in Britain Today**—(Same as English 254Z, Drama 158D.) The classics of world drama and some contemporary plays. The meanings of the works and theatrical techniques used to complete them on stage. Weekly visits to the theater. GER:3a (DR:7)

4-5 units, Spr (Mateer)

## MULTISITE COURSE

See the "Berlin" section of Overseas Studies Program for course descriptions

**91. Literary Institutions: A Comparative Approach**—(Same as Comparative Literature 91, German Studies 126A.) GER:3a (DR:7)

4 units, Win (Berman)

## PARIS

**40P. Introductory Electronics**—(Same as Engineering 40P.) Taught by a staff member of the *Institut Supérieur d'électronique de Paris* (ISEP): an overview of electronic engineering. Electrical quantities and their measurement, including the operation of the oscilloscope. Digital logic circuits and their functions, including the elementary microprocessor. The basic functions of electronic components, including ideal diodes and transistors; tuned circuits. Lab complements lecture.

5 units, Aut (Staff)

**75. The Age of Cathedrals: Religious Art and Architecture in Medieval France**—Major artistic and cultural movements that changed the face of France from the period of Suger in the 12th century through the reign of Saint Louis in the 13th century. Monastic spirituality progressively gave way to an urban culture focused on Man and secular knowledge, which developed daring and sophisticated building techniques. The years 1150-1250 represented a period of architectural renaissance and l'Ile-de-France was its birthplace. GER:3a (DR:7)

4 units, Aut (Deremble)

**110P. French Anthropology**—(Same as Comparative Literature 110P.) Close reading and historical contextualization of Emile Durkheim's *Formes élémentaires de la vie religieuse*, Michel Leiris's *L'Afrique fantôme* and Claude Lévi-Strauss's *La Pensée Sauvage*. All three works are of high stylistic and intellectual distinction, and address their times in memorable ways.

units to be announced, Win (Saussy)

**111. Health Systems and Health Insurance: France and the U.S.—A Comparison**—(Same as Public Policy 111, Human Biology 153X.) The role of the state in the delivery of health care. The evolution of the health profession in France and the U.S.; developments in health policy and reform; Clinton health reform, the Oregon plan; measures restraining professional autonomy and their implications for the medical profession. (In French and English) GER:3b (DR:9)

4 units, Win (Giraud)

**120P. Baudelaire: A Poet in the City**—(Same as Comparative Literature 120P.) Baudelaire's relation to the city of Paris, a relation that played itself out in a time of lyric poetry. His references to specific places and events and his attempts to give them quasi-epic resonance amount to a new strategy for the survival of poetic language. Readings of *Flowers of Evil* and *Paris Spleen* against, e.g., the events of 1848, Baron Haussman's rebuilding of the city center, the development of tourism, and the emergence of authors as figures of mass veneration or vituperation. GER:3a (DR:7)

units to be announced, Win (Saussy)

**122X. Europe: Integration and Disintegration of States, Politics, and Civil Societies**—(Same as Political Science 122X.) European integra-



tion is now an economic, social, and political reality. This integration has a history of mutation and a transformation of its very foundation. Topics: the evolution of welfare states, elites, political parties, and systems in Europe; lobbies, trade unions, voluntary associations, social movements, popular protest, citizenship, democracy. GER:3b (DR:9)

4 units, Win (Lazar)

**123Y. French Painting from 1780-1900**—(Same as Art and Art History 123Y.) Changes in artistic aims and the interaction between artist and society throughout the period. Weekly field trips to Paris museums holding paintings of David, Ingres, Delacroix, Courbet, Daumier, Manet, Renoir, Monet, Degas, and others. (In French and English) GER:3a (DR:7)

4-5 units, Win (Halevi)

**124X. Building the European Economy: Economic Policies and the Challenges Ahead**—(Same as Economics 124X.) The main issues and challenges of European economic construction. The European Economic Union at the end of 1950s; various European economic policies (industrial, agricultural, social, and monetary). Topics: wider definitions of Europe, Europe's relations with industrial and developing countries, Europe's challenge in confronting global economic crises.

5 units, Aut (Germanangue)

**155X. Rousseau and His Times**—(Same as Political Science 155X.) Thorough reading of Rousseau's major writings about politics, society, and love against the background of the French Enlightenment. A short account of the French Enlightenment and 18th-century social and political history. His thoughts on love, the arts, gender, and politics. GER:3b (DR:9)

5 units, Aut (Okin)

**158F. Theater in France**—(Same as Drama 158F.) The myth of Don Juan and its representation in literature. Analysis of French authors and comparative literature. Comparison with other French theatrical presentations. Frequent visits to the theater. GER:3a (DR:7)

4 units, Aut (Mercier)

**167X. Gender Development and Women's Human Rights**—(Same as Political Science 167X.) The intersections of gender and development theory and practice. The evolution of development theory and parallel growth of feminist critiques. The effects of economic, social, educational, environmental, and political development policies on women. The development of the international movement for the recognition of women's rights in the context of cultural and religious diversity. Examples from Asia, Africa, Latin America, and the Middle East. GER:3b,4c (DR:9+)

units to be announced, Aut (Okin)

**184B. Art and Science of Creativity**—(Same as Psychology 184B.) Theories of creativity, case studies of eminent creators, laboratory studies, and an introduction to techniques to foster creative thinking. Is talent innate or developed? What are the personal traits for a person to be creative? Which processes lead to a creative product? (In French and English) GER:3b (DR:9)

4 units, Aut (Getz, Lubart)

**186F. Contemporary African Literature in French**—(Same as French and Italian 186F.) Focus is on African writers and those of the Diaspora, bound together by a common history of slave trade, bondage, colonization, and racism. Their works belong to the past, seeking to save an oral heritage of proverbs, story tales, and epics, but they are also strikingly contemporary. GER:3a (DR:7)

4 units, Win (Rullier)

**211X. Political Attitudes and Behavior in Contemporary France**—(Same as Political Science 211X.) The institutions of the Fifth Republic, the main political forces, and their evolution. Electoral behavior, taking into account other forms of political action such as the demonstrations for

the defense of schools (1984) and the "lycee" students (1990), or the protest that followed the desecration of the Jewish cemetery in Carpentras. Attitudes and values are linked to voting choice. (In French and English) GER:3b (DR:9)

4-5 units, Aut (Mayer)

## MULTISITE COURSE

See the "Berlin" section of Overseas Studies Program for course descriptions.

**91. Literary Institutions: A Comparative Approach**—(Same as Comparative Literature 91, German Studies 126A.) GER:3a (DR:7)

4 units, Win (Berman)

## FRENCH LANGUAGE PROGRAM

**22P. Intermediate French I**—(Same as French 22P.)

5 units, Aut (Mercier)

**23P. Intermediate French II**—(Same as French 23P.)

5 units, Aut (Tardé)

Win (Mercier)

**124P. Advanced French I**—(Same as French 124P.)

5 units, Aut, Win (Ricci)

**195P. Intermediate French III**—(Same as French 195P.)

3 units, Win (Manent)

## ON VIDEOTAPE

**50P. Introductory Science of Materials**—(Same as Engineering 50P.)

GER:2b (DR:6)

4 units, Aut, Win (Bravman)

## PUEBLA

The Puebla program has distinct academic focal points: development economics, cultural studies, and studio art. Students are expected to have completed significant prerequisite course work.

**15. Research Project**—Students may enroll in an individual research project and work one-on-one with an UDLA faculty member.

2-3 units, Win (Staff)

**16. Writing Workshop**—Preparation for writing academic papers in Spanish.

2 units, Win (Staff)

**104X. Cholula: The Workings of a Sacred City**—(Same as Latin American Studies 104X, Cultural and Social Anthropology 71X.) Cholula is perhaps the oldest living city in the Americas. The social, ethnic, religious, historic, economic, and political factors that give it its identity as a part of the Mexican nation. Practical hands-on program requires student participation in social welfare programs, planning and development, town festivals, and ongoing research. Cholula's role in rural and urban Mexico; the agricultural and industrial economies; the social and religious systems; and its cultural and historical heritage in relation to the regional, national, and global systems of which Cholula is a part. (In Spanish) GER:3b (DR:9)

3 units, Win (Knab)

**105X. Mexico: Explaining Change in an Era of Globalization**—(Same as Latin American Studies 105X.) Political, social, and cultural changes in Mexico in the 1990s. The roots of these changes, focusing on the external force of globalization. Globalization and internal change. The relationship between government and political figures. (In Spanish) GER:3b (DR:9)

5 units, Win (Morales)

**109X. Competitiveness and Corporate Governance of Latin American Firms**—(Same as Economics 109X.) The main features of large

Mexican firms are described to establish if the observed structure fits with the stylized facts of the “Business Groups.” A theory of centralized governance is applied to the networks of the Mexican conglomerates. Concerns with respect to the competitiveness of these business networks in the context of a global economy. GER:3b (DR:9)

*5 units, Win (Castañeda)*

**114X. Development Macroeconomics: The Mexican Case**—(Same as Latin American Studies 114X, Economics 118X.) Issues relevant in developing economies and the structures which make them different to the industrialized world. A thorough analysis in relation to the Mexican economy. Recent stabilization programs are analyzed by means of traditional tools and adjusted to the institutional framework of Mexico. Literature on growth, political economy, and structural reforms is applied to the Mexican case. (In Spanish) GER:3b (DR:9)

*5 units, Win (Cárdenas)*

## STUDIO ART AND ART HISTORY

By arrangement with the Department of Art and Art History at Stanford, students may select from specified Art History and Studio Art courses offered through the Universidad de las Américas. (In Spanish)

**50Y. Clay Modeling**—(Same as Studio Art 50Y.) The study and construction of geometrical forms in relation to the human figure. Topics: knowledge and manipulation of the tools and the materials, realization of molds and fillings, and different finishing treatments for the figures.

*3 units, Win (Staff)*

**143Y. Paper Making**—(Same as Studio Art 143Y.) The different artistic and conceptual techniques of artificial and natural fibers in order to make paper. Topics: the history of paper, technical analysis and properties of fibers, and different methods of dying natural and artificial fibers.

*3 units, Win (Staff)*

**145Y. Painting**—(Same as Studio Art 145Y.) The use and preparation of tempera and oil paint, and the preparation of the canvas. Topics: techniques used to apply paint, painting of real life objects, and composition.

*3 units, Win (Staff)*

**190Y. Popular Mexican Art**—(Same as Art and Art History 190Y.) The popular artistic expressions of different regions of Mexico and eras, including prehispanic, colonial, 19th century, and contemporary. Present artistic expressions within their ethnic, historical, social, economic, and cultural scope. GER:3a (DR:7)

*4 units, Win (Staff)*

## MULTISITE COURSE

See the “Berlin” section of Overseas Studies Program for course descriptions

**91. Literary Institutions: A Comparative Approach**—(Same as Comparative Literature 91, German Studies 126A.) GER:3a (DR:7)

*4 units, Win (Berman)*

## SANTIAGO

**5. Director’s Seminar**—Weekly seminar with presentations on current issues and events in Chilean political and cultural life.

*2 units, Aut, Spr (Fuenzalida)*

**11W. Research Methods**—Open only to students enrolled in the Research Module. Preparatory seminar on research methods is offered by the person who is the primary research supervisor for the students. Students develop project topics and research designs. Corequisite: 12W.

*2 units, Win (Staff)*

**12W. Research Tutorial**—Open only to students enrolled in the Research Module. Independent research with a research supervisor in Chile develops an extended paper associated with the central topic of the research module. Corequisite: 11W.

*5 units, Win (Staff)*

## 33. Writing Tutorial

*1 unit, Aut, Win, Spr (Staff)*

## 40. Academic Internship

*3 units, Win, Spr (Fuenzalida)*

**106H. Man-Environment Interactions: Case Studies from Central Chile**—(Same as Human Biology 106H, Biological Sciences 106Z, Latin American Studies 122X.) Problems in rural and urban areas (pollution, over-exploitation of resources, and deterioration of the landscape) are all closely linked to social problems. The consequences of human action on the environment and possible actions to reverse the situation. GER:2b (DR:6)

*5 units, Aut (Hajek)*

**110X. Urban Politics in Latin America**—(Same as Political Science 110X.) The nature of urban governments in selected major cities in a number of Latin American countries. These cities are compared to one another in terms of federalism, governing structures, political parties, popular participation, and finance. Emphasis is on contextualizing politics and policy-making in these cities in light of recent changes towards democratization and the development of institutions of civil society. GER:3b (DR:9)

*5 units, Win (Fraga)*

**111. Social Heterogeneity in Latin America**—(Same as Sociology 111, Latin American Studies 121X, Spanish 164S.) Latin America is characterized by social heterogeneity and inequality. An interpretation of these phenomena, focusing on the social, ethnic, gender, political, and economic dimensions. Their historical roots and unfolding during the periods of industrialization, the '60s, '70s, and '80s, and the contemporary situation. GER:3b (DR:9)

*5 units, Aut (Valdés)*

**112X. Urban Cultures in Santiago**—(Same as Political Science 112X.) Projects examining the evolution of various aspects of the urban community of Santiago including residential development, popular culture, architecture, population migration, music, art, poetry, and dance. GER:3b (DR:9)

*5 units, Win (Fraga)*

**116X. Modernization and Its Discontents: Chilean Politics at the Turn of the Century**—(Same as Political Science 116X, Latin American Studies 117X.) Chile’s impressive strides towards becoming a developed country have engendered high levels of alienation and disaffection among significant sectors of the population. The roots of this apparent “paradox of modernization,” focusing on newly emerging actors in the Chilean political scene: Mapuche organizations, women’s groups, the environmental movement, and new features of the established ones like trade unions and human rights activists. GER:3b (DR:9)

*5 units, Spr (Heine)*

**118X. Cultural Modernization: The Case of Chile**—(Same as Latin American Studies 118X, Spanish 166S.) The cultural changes that have taken place in Chile under conditions of economic liberalization and political democratization at all three levels of culture: elite, mass-media, and popular or folk. The reception of cultural meanings from the world social system (the U.S., EU, and Japan), its reformulation to respond to local conditions, and its export under the shape of cultural artifacts that can be understood by the non-Latin American members. Innovative elements rooted in the regional-local culture. GER:3b (DR:9)

*5 units, Win (Fuenzalida)*

**120X. Modernization and Culture in Latin America**—(Same as Latin American Studies 120X, Spanish 290Z, Cultural and Social Anthropology 104X.) The intellectual and cultural expressions of Latin America against the background of modernization. Latin American modernization as a constant tension between: rationalization and subjectification, change and identity preservation, and the logic of economic development and the logic of the culture. GER:3a (DR:7)

*5 units, Aut (Subercaseaux)*

**129X. Latin America in the International System**—(Same as Latin American Studies 129X, Political Science 137X.) Latin America's role in world politics, with emphasis on U.S.-Latin American relations: the history of U.S.-Latin American interactions, national interest in the definition, and models for explaining U.S.-Latin American relations. Important themes in Latin America's evolving relationship in the international system. GER:3b (DR:9)

*4-5 units, Win (Rojas)*

**130X. Latin American Economies in Transition**—(Same as Latin American Studies 130X, Economics 165X.) Introduction to the main debates and approaches developed to understand and analyze the economies of Latin America. Recent processes of transition to market economies. Common characteristics among countries of the region; the differences and special traits of individual countries. Historical, analytical, and empirical perspectives on topics at the center of controversies and specific policy problems over several decades. Recommended: Economics 1, 51, and 52. GER:3b (DR:9)

*5 units, Aut (Muñoz)*

**141X. Politics and Culture in Chile**—(Same as Latin American Studies 141X.) The relationship between politics and culture in Chile during the 20th century, reflecting on the incidence of such relationships on aesthetics and identity. The possibility, that in Chile, culture has been pulled by politics and social praxis, a condition that has created a deficit in cultural thickness. The oligarchic regime around 1920, the welfare state around 1940, projects of social transformation around 1970, dictatorship around 1980, women writers and Mapuche poetry in contemporary Chile. GER:3a (DR:7)

*5 units, Spr (Subercaseaux)*

**160X. Latin America in the International Economy**—(Same as Economics 160X, Latin American Studies 119X.) The external economic relations of Latin American countries. Similarities and differences among countries, focusing on the last 15 years. Analytical and empirical elements for interpretation of policies, and the outcome. Trade, external debt, capital flows, and the inter-relationships between domestic economy and overall growth. Recommended: Economics 1, 51, and 52. GER:3b (DR:9)

*5 units, Win (Di Filippo)*

**162X. Core Seminar: Ecology-Policy Studies**—(Same as Latin American Studies 162X.) Students are provided the intellectual depth and background to carry on research in the field, exposing them to the environment of functioning research groups.

*5 units, Win (Hajek)*

**221X. Political Transition and Democratic Consolidation: Chile in Comparative Perspective**—(Same as Political Science 221X.) The dynamics of the Chilean transition, considered by many observers among the most analytically interesting. Topics: the challenges faced by democratic governments in 1990s, framed by the legacy of military rule (1973-1990); the country's political culture; institutional traditions of democracy in Chile; and the Chilean process within the broader context of Latin American political development. GER:3b (DR:9)

*5 units, Aut (Heine)*

#### MULTISITE COURSE

See the "Berlin" section of Overseas Studies Program for course descriptions

**91. Literary Institutions: A Comparative Approach**—(Same as Comparative Literature 91, German Studies 126A.) GER:3a (DR:7)

*4 units, Win (Berman)*