

## What IHUM faculty are saying...

IHUM has been one of the most rewarding teaching experiences of my career.

*Eamonn Callan, Education*

We each enjoy watching the other at work, and profit from the disagreements we often have over our readings of the texts – disagreements we allow our students to see as an incentive to feeling more confident in their own readings and assertions, and to discourage slavish subservience to critical authority.

*Tobias Wolff, English and Lee Yearley, Religious Studies*

The IHUM sequence, as no other set of courses, invites students to consider in a disciplined and systematic fashion what it means to be human.

*Grisha Freidin, Slavic Languages and Literatures*

IHUM has been one of my most rewarding teaching experiences at Stanford. I enjoy both communicating the excitement of my field to a large group of non-specialists and teaching material across a broad historical sweep, which doesn't happen often in the ten-week quarter.

*Jennifer Summit, English*

## What students are saying...

I loved IHUM because my professors loved what they were teaching. They are so passionate that you can't help but become engaged and learn. I don't think Stanford would be the same without IHUM.

*Jessica, Stanford Class of '09*

IHUM helped me gain perspective on life's most important questions.

*Patrick, Stanford Class of '10*

An Invitation to Teach  
Introduction to the Humanities

*Challenging freshmen to explore fundamental questions of the human condition.*

# IHUM

[ihum.stanford.edu](http://ihum.stanford.edu)



IHUM Program  
Office of the Vice Provost for Undergraduate Education  
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*How have representations of race in art, film, popular media and literature shaped Americans' sense of national identity?*

*Do human beings include themselves as part of the natural world or define themselves against it?*

*Is death final? If death is the permanent end of my existence, must my choices be arbitrary and my life meaningless?*

*How has the family, as embodiment of ethical and social relations, been remade by forces of modernity and changing roles of women?*

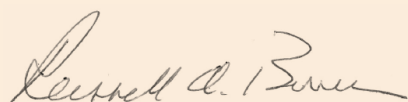
*Which freedoms should a just society promote and which must be curtailed for the sake of justice? Why?*

**Dear Colleagues,**

I invite all interested faculty to contact me about teaching in IHUM. Expanding faculty participation will enhance the creative potential of the program. Whether you have a fully developed theme or a question to explore, I'm eager to learn about your ideas for engaging first-year students in the life of the mind.

In support of IHUM course development, we provide faculty honoraria as well as salaries for graduate student Course Development Assistants. IHUM's Academic Technology Specialist is available to help integrate visual texts and multi-media into your course lectures. We also encourage you to incorporate film series, field trips, outside speakers and live performances into your course plans.

I look forward to working with you to frame and shape IHUM courses that build upon the distinguished tradition of liberal education for freshmen at Stanford.



Russell Berman, Director  
Walter A. Haas Professor in the Humanities  
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**IHUM Teaching Opportunities**

Since 1997, IHUM's one-quarter interdisciplinary course and two-quarter disciplinary course sequence have combined to create a dynamic year-long curriculum for Stanford freshmen that is unique in American higher education. In addition to one- and two-quarter courses, IHUM also welcomes experiments with alternative course formats for a three-year period.

**1) Autumn Interdisciplinary Course**

IHUM autumn courses bring faculty together, normally from different disciplines, to provide multiple perspectives on three to five primary course texts, which may be written documents, artistic works, or cultural artifacts. The courses build a foundation in the study of thought, values, beliefs, creativity and culture and promote the primary pedagogical objective of building students' skills of close analysis and interpretation.

**2) Winter/Spring Course Sequence**

The two-quarter, twenty-week IHUM course sequences promote depth of study, often in a single field. Rather than covering basic knowledge in preparation for advanced study in a given discipline, the IHUM sequences explore broad issues organized around a central theme.

**3) Experiments in Collaboration**

We are eager to consider alternative formats of comparable scope that meet the goals of IHUM through different structures. Courses in this category should continue to emphasize the student-centered pedagogy that has been a hallmark of IHUM.

**Distinctive Features of IHUM**

**General Education Requirement for Freshmen**

All freshmen enroll in three quarters of IHUM courses to satisfy Stanford's first-year General Education Requirement, also known as Area One. The diverse student body therefore has a common experience in the academic transition from high school. Over ninety percent of students receive their first or second preference from among a wide array of course options. The IHUM Governance Board of faculty, fellows and students is responsible for program oversight and approves all courses for the requirement.

**Post-doctoral Fellows**

Selected through a highly competitive national search and appointed for up to three years, post-doctoral fellows are responsible for leading small group discussions and grading student work. They bring extensive experience and proven teaching excellence to the IHUM program. Faculty and fellows work together each week to integrate lectures with sections and to plan the student-centered approaches for teaching course material.

**Team Teaching**

IHUM courses break the normal conventions of teaching by establishing strong team collaboration among faculty and post-doctoral fellows. Conversations -- even disagreements -- about interpretations demonstrate to freshmen the process of knowledge formation. Carefully coordinated teamwork in developing assignments and norming grades reinforces equity across all courses.



1919  
Problems of  
Citizenship

1934  
Western  
Civilization

1977  
Structured  
Liberal  
Education

1979  
Western  
Culture

1988  
Cultures Ideas  
and Values

1997  
Introduction to  
the Humanities

2008  
**IHUM**

*The Stanford tradition of liberal education for freshmen*