

Sophomore College

2008 Course Catalogue

Application must be
submitted via the web
at soco.stanford.edu

Application Deadline
5:00 p.m., April 15, 2008

Sophomore College runs
September 1–19, 2008



September 1–19



For more information,
contact
Freshman and Sophomore
Programs
Fourth Floor, Sweet Hall
590 Escondido Mall
Stanford University
Stanford, CA 94305-3091
(Freshman and Sophomore
Programs will be in temporary
housing starting June 2008
through the conclusion of
Sophomore College, and are
best reached by phone and
email during this time.)

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Contribute the best of you

To the Class of 2011

Since 1995, Sophomore College has offered sophomores the opportunity to study intensively in small groups with Stanford faculty for several weeks before the beginning of fall quarter. More than 80 faculty and over 3,000 students have participated in the program. Many Sophomore College alumni continue to sustain the rich relationships formed with faculty and with peers in their courses. They find that the critical habits of mind taught in the seminars, the exposure to a field of interest and to Stanford's resources, and the intellectual friendships they make in the program support them in becoming more engaged and entrepreneurial learners through the rest of their careers at Stanford and beyond.

Sophomore College is a chance to immerse yourself in your subject and collaborate with your peers, Sophomore College Assistants, and faculty in constructing a community of scholars. We also encourage you to explore the full range of Stanford's academic resources in workshops and individually. At its best, Sophomore College is charac-

terized by an atmosphere of intense academic exploration. Faculty and students alike attest to the strong relationships formed in these classes, the high level of dedication that faculty expect and that students bring to the work, and the impressive academic achievements that arise from this partnership.

If you seek this kind of intellectual immersion, I encourage you to consider which of the courses described in this catalogue you would like to explore and to which you could contribute the best of your enthusiasm and experience.

Sincerely,



Sharon Palmer
Assistant Vice Provost for
Undergraduate Education and
Director of Freshman and
Sophomore Programs

our enthusiasm and experience

Overview of Sophomore College

Academics

Each Sophomore College course enrolls 12 to 14 students, who receive two units of credit for the academic work done in the course. In addition to faculty instructors, two upperclass Sophomore College Assistants in each class work with the faculty and serve as peer advisors to the participants. (In some cases, Sophomore College Assistants may be graduate students.) Students and staff live together in a Stanford residence and participate in morning classes, required field trips, and other course activities. Students will also attend workshops given by a number of University offices (e.g., Undergraduate Advising and Research). Faculty may schedule special events such as field trips or film screenings, which students are required to attend, in the evenings and on weekends. Some courses will focus on developing speaking, writing, and other presentation skills. All courses will engage students in the materials and methods of inquiry of a particular academic field.

Eligibility

Eligible students will have been enrolled for no more than three academic quarters; be sophomores in the fall of 2008; be in good academic standing; and have completed at least 36 units of academic work by the end of spring quarter. Students must also have an on-campus housing assignment for 2008–2009 and intend to enroll in the autumn quarter 2008–2009. Admitted students who are found to have academic standing problems after the completion of spring quarter may have their admission revoked.

Costs

The Sophomore College program fee covers tuition, room, board, books, and class-required travel arranged by the program. The total fee is \$1,300, but through the generosity of Stanford friends all students will automatically receive an \$800 scholarship. Each student will pay the remaining \$500, which will be included in their University bill. Students are also responsible for travel to campus (or off-campus site for some off-campus seminars), phone, network activation fees, class project materials, and other personal expenses.

Financial aid is available to help defray the \$500 remaining program fee; students should indicate interest in aid on the application form. (These grants cannot be applied toward other personal expenses or travel as described above.) The Financial Aid Office will determine eligibility. Financial need will have no bearing on course applications. (Please note: We may not be able to consider financial aid requests received after May 5, 2008.)

For students on financial aid, the Financial Aid Office has also agreed to replace the portion of expected earnings lost due to participation in Sophomore College with either grants or loans depending on the family financial situation. If you are accepted to a class, contact the Financial Aid Office at financialaid@stanford.edu when you return to campus in the fall. They will work with you to determine how loans or grants may be used to offset your lost earnings.

Build intellectual co

Applications

Student applications for each course are reviewed and selected by the faculty instructors. Faculty look for a variety of backgrounds; therefore, students should provide thoughtful, thorough answers to the questions on the application. Applications must be submitted via the web at soco.stanford.edu by 5:00 p.m. on Tuesday, April 15, 2008. (A sample application form is included in this brochure.) You may apply to up to three classes, but a separate application is required for each. Students may view their application status on the web on approximately May 7, 2008 after 5:00 p.m. Those selected to participate will be asked to complete a registration commitment form by 5:00 p.m. on May 14, 2008.

Calendar

Participating students must arrive back on campus between noon and 5:00 p.m. on Monday, September 1, 2008. Arrival dates and locations may vary as noted in course descriptions for off-campus seminars. An opening convocation will be held that evening for on-campus courses, and classes will start the next day. Sophomore College will remain in session until Monday, September 15. Students are required to attend additional class events scheduled after this date, such as class presentations or field trips, through Friday, September 19.

Student Commitment

Students are expected to be fully committed to Sophomore College. This means attending all class sessions, class field trips, and mandatory college-wide activities. Sophomore College participants cannot work a full- or part-time job or travel outside of required class activities during the program. Because of conflicts with required training schedules, RA, HPAC, RCC, and OV roles all preclude participation in Sophomore College, as do some other dorm staff positions. Participants may serve as Peer Mentors or CTL Subject Tutors in most cases; although a few classes have schedules that do not permit this. These staff positions, as well as any other dorm staff positions, should be disclosed as possible conflicts on your commitment form. All absences from Sophomore College, including weekends, must be approved by the faculty instructor. Students cannot be absent for more than two days between September 2 and 19 and may not arrive late to the program if it will cause them to miss a class meeting. As during the regular academic year, student conduct is guided by the Fundamental Standard and Honor Code. Admission to the program may be revoked at any point if a student is found to be ineligible or in violation of the Fundamental Standard or Honor Code.

Students who commit to attend and then withdraw will be charged a withdrawal assessment fee of \$500 on their University bill. If a student withdraws from Sophomore College prior to June 14 and if a student from the waitlist agrees to fill the vacated spot, the withdrawal assessment fee will be reduced to \$250. Beginning June 14th, the withdrawal assessment fee of \$500 will be imposed whether or not the vacated spot is filled. Note: The student will also be charged for the cost of all distributed reading materials if these materials are not returned to the program. Exceptions would be due to illness require a doctor's letter in order to waive the withdrawal fee. In other circumstances students must work with the Resident Dean and Program Director to discuss having the fee reduced or waived.

community

Natural History, Marine Biology, and Research

Professor Stuart Thompson

Department of Biology

Monterey Bay is home to the nation's largest marine sanctuary and also home to Stanford's Hopkins Marine Station. This course, which is held at Hopkins, provides an introduction to the spectacular biology of Monterey Bay and the coastal mountains and redwood forests of Big Sur. We also address, to equal depth, the rich literary, artistic, and political history of the region. The course focuses on issues of conservation, sanctuary, and stewardship of the oceans and coastal lands.

We will meet with conservationists, authors, environmentalists, politicians, land-use planners, and lawyers, as well as scientists and educators, to learn what is being done to appreciate, protect, and study the coastline and nearshore waters at local and national levels. We will take a look at the discipline of marine biology to discover the range of topics and methods of research it embraces and to help define some of the larger issues in biology that loom in our future.

The course emphasizes interactions and discussions between individuals, groups, and our guests; it is a total immersion experience. We will be together all of the time, either at our base at the Belden House in Pacific Grove or hiking and camping in the field. Students are expected to have read the several books provided as introductory material before the course begins. Each is also expected to become our local expert in an area such as plant identification, bird identification, poetry, weather prediction, photography, history, ethnography, etc. The course also requires an individual research project of your choice on a topic related to the general theme. Final reports will be presented at the last meeting of the group and may involve any medium including written, oral, and performance media.

Note: This course will be held at the Hopkins Marine Station in the Monterey region, and housing will be provided nearby. Transportation from campus to the housing site will be provided once students arrive on campus on September 1.



Stuart Thompson graduated from UC-Santa Barbara and received his doctoral degree from the joint program for zoology and physiology and biophysics at the University of Washington before coming to Stanford as a postdoctoral fellow. Professor Thompson then joined the faculty of the department of biology and is presently in residence at the

Hopkins Marine Station in Pacific Grove. His research concerns the flow of information at synapses between neurons, intracellular signal transduction and Ca²⁺ homeostasis in neurons, and the physiology of neural stem cells.

Energy Technologies for a Sustainable Future

Professor Stacey Bent and Professor Bruce Clemens

Departments of Chemical Engineering and Materials Science & Engineering

Prerequisites: High-school chemistry and physics.

Wondering what the buzz is about sustainability, renewable energy, and clean fuels? Meeting the world's growing energy needs in a sustainable fashion is one of the most pressing problems of our time. This class will introduce the scope of the energy problem and will define some of the options for sustainable energy. We will look into the scientific basis of sustainable energy technologies, such as solar cells, which convert the energy of the sun directly into electricity, and fuel cells, which convert chemical energy directly into electricity. Other topics will include bio-fuels, i.e. fuel derived from plant matter, and clean fuels such as hydrogen. The course will emphasize the fundamental science behind the devices, and will highlight some of the cutting edge technological issues that are currently being explored.

Assigned reading will include books on global energy issues as well as technical reading on the science and engineering of sustainable energy technologies. Students are expected to participate in classroom discussions, attend field trips, complete homework assignments, and carry out laboratory experiments.



Stacey Bent has been a professor of chemical engineering since 1998. She is also professor by courtesy in the electrical engineering, materials science and engineering, and chemistry departments. Professor Bent's research focuses on chemical processing and surface chemistry of electronic and energy-related materials. Professor Bent received

her B.S. from UC-Berkeley and her Ph.D. from Stanford, and is a recipient of several awards for both research and teaching, including the Tau Beta Pi Award in the School of Engineering for Excellence in Undergraduate Teaching (2006). One of her current projects is a collaborative effort to develop low cost solar cells made of earth-abundant, non-toxic materials.



Bruce Clemens is a professor of materials science and engineering and also a member of the photon science faculty at the Stanford Linear Accelerator Center, and is a professor by courtesy in the applied physics department. He and his group work on thin films and nanostructured materials for electronic, magnetic and energy applications and have

recently focused on developing nanomaterials which use size to tune hydrogen storage properties. He and his group are also working to develop inexpensive solar cell materials. His hobbies include monitoring the output of the rooftop solar array on his campus home.

Ghost Stories: Why the Dead Return and What They Want From Us

Professor Russell Berman

Department of Comparative Literature

Ghost stories haunt our imagination. When the dead return they may scare us or warn us, they may pursue us with violence or burden us with sorrow. They shock us with the “boo” of surprise, just as they frustrate us by their elusiveness. Blood-chilling stories terrify us, but they also provide entertainment. The ghost story is one of the most enduring genres, from classical literature to popular film. Yet behind the door of the story lurk both anxiety and wisdom: anxiety about our own mortality and wisdom about the cultural place of the past, between memory and regret, mourning and forgetting. The undead point to what we have not accomplished, just as they direct us—since the ghost of Hamlet’s father—toward deeds. In this seminar, we will explore some of these ghostly ambitions. During the summer, in preparation for the seminar, students will read selected stories and novels and post comments to the course website. When we convene in the autumn, we will examine classic incarnations of ghost literature by authors such as Hoffmann, Poe, James, Joyce, and Ibsen, before turning to more recent sightings in fiction by Paul Auster, Marie Darrieussecq, and Toni Morrison. We will also spend some dark and stormy nights with ghost films and even follow the trail to some hauntings at Stanford and in the Bay Area. Students are expected to participate regularly in the CourseWork discussion forum and will work in small groups with other course members to discuss and present readings.



Russell A. Berman is the Walter A. Haas Professor in the Humanities, chair of the department of comparative literature, and the faculty director of the Introduction to the Humanities Program. He received his B.A. from Harvard in 1972 and his Ph.D. from Washington University in 1979, when he also joined the faculty at Stanford.

Awarded fellowships from the National Endowment for the Humanities and the prestigious Alexander von Humboldt Foundation, he was also honored by the German government, which presented to him the Federal Officer’s Service Cross.

Professor Berman lived for many years in Germany and Austria and has published extensively on their literature and culture. His interests range widely, including the modern novel, the history of journalism and the media, poetry, and film, as well as comparisons between German, French, and American literature. His published work includes treatments of many periods in German cultural history, including the Nazi era and German unification. His book, *The Rise of the Modern German Novel*, won the German Studies Association Award, as did his *Enlightenment or Empire: Colonial Discourse and German Culture*.

The Intellectual Excitement of Computer Science

Professor Eric Roberts

Department of Computer Science

All too often, students today have come to equate computer science with programming, oblivious to the fact that computer science is a much broader field with a rich intellectual tradition. This seminar introduces students to several of the most interesting and challenging problems in computer science, exploring a range of topics including the analysis of algorithms, computability, cryptography, hardware design, and artificial intelligence. This year’s course will place particular emphasis on British contributions to computer science, including the work of Charles Babbage, Ada Lovelace, Alan Turing, and Tony Hoare. Students are expected to undertake a small-group research project examining other intellectually exciting aspects of the field. No prior experience with computer science is required, but an interest in and enthusiasm for problem-solving will help enormously. Note: This course will include both Stanford students and undergraduates from the University of Oxford, who will join us on the Stanford campus.



Eric Roberts is professor of computer science, the John A. and Cynthia Fry Gunn University Fellow in Undergraduate Education, and the faculty director for interdisciplinary science education in the Office of the Vice Provost for Undergraduate Education. He is the author of five textbooks, including the ones used in Stanford’s introductory courses. His teaching and service to Stanford have earned him numerous honors, including the Bing Fellowship, the Hoagland Prize, and the Dinkelspiel Award. In 2003, Roberts received the annual award for Outstanding Contributions to Computer Science Education from the Association for Computing Machinery’s Special Interest Group in Computer Science Education

Playwriting Lab: The Art of Dramatic Writing

Artist-in-Residence Amy Freed

Department of Drama

Drama is a vehicle both to escape and to illuminate our everyday experience. The playwright is the author of this alchemy, and the playwright's craft involves a very particular range of attributes. He or she must be an unusual and passionate thinker, a creative poet, and as skilled in the basics of engaging an audience as a stage magician.

To enjoin an audience to surrender to a journey of the imagination is no ordinary skill. To create an engaging entertainment requires ability. But beyond that, and more powerfully, the dramatist can awaken profound feeling and insight. To write successfully for the theater depends first of all on a writer's love and understanding for the theater's meaning and its practices. The playwright must know why and how a drama "plays."

In directed lecture, demonstration, and discussion, always protective of the autonomy and space of writers and their process, this lab will propose ways to develop, expand, and condition the creative mind, as well as tackling such essential topics of the craft as dramatic action, text and subtext, characterization, language and style.

The students will each develop original scripts, from a proposal or premise generated in advance of this workshop. Students will continue to develop this work and importantly, will function with each other like a theatrical collective in which each student has the opportunity to participate in reading and serving the vision of each author. The culmination of the workshop will be final development and presentation of the work in an actual theater space, where writers can gain experience with the effect of actual staging and the role of direction in the communicative power of their words.



Amy Freed is the author of *The Beard of Avon*, *Freedomland*, *Safe in Hell* (all commissioned by South Coast Repertory Theater (SCR)), *The Psychic Life of Savages*, and other plays. Her work has been produced at SCR, New York Theater Workshop, Seattle Repertory, American Conservatory Theater, the Goodman Theatre, Playwright's Horizons, Woolly Mammoth, and other theaters around the country.

Restoration Comedy debuted at Seattle Repertory in December 2005. She recently completed *Merely Nero*, a full-length play concerned with the destruction of humanism in first-century Roman theater and how this refracts with our current culture. Amy has been the recipient of the Joseph Kesselring Award, the Charles MacArthur Award, is a multiple times winner of the LA Drama Critics Circle Award, and was a Pulitzer finalist for *Freedomland*. She is artist-in-residence in Stanford's drama department and is currently working on commissions for SCR, the Old Globe, and Playwright's Horizons.

Learning Theater: From Audience to Critic at the Oregon Shakespeare Festival

Professor Alice Rayner and Dr. Linda Paulson

Department of Drama

Who doesn't love going to a play: sitting in the darkened theater, an anonymous member of the audience waiting to be entertained, charmed, and challenged? But how many of us know enough about the details of the plays, their interpretation, their production, and acting itself, to allow us to appreciate fully the theatrical experience? In this seminar, we will spend 13 days in Ashland, Oregon, at the Oregon Shakespeare Festival (OSF), where we will attend these plays: Shakespeare's *Comedy of Errors*, *Othello*, *Midsummer Night's Dream*, and *Coriolanus*; Thornton Wilder's *Our Town*; Sudraka's *The Clay Cart*; Arthur Miller's *A View from the Bridge*; Luis Alfaro's *Breakfast, Lunch and Dinner*; and Jeff Whitty's *The Further Adventures of Hedda Gabler*. We will also spend time backstage, meeting with actors, designers, and artistic and administrative directors of OSF.

Students will read the plays before the seminar begins. In Ashland, they will produce staged readings and design a final paper based on one of the productions. These reviews will be delivered to the group and turned in on Friday, September 19.

This seminar will convene in Ashland on Monday, September 1, and will adjourn to Stanford on Sunday, September 14. Students must arrive in Ashland by 4:00 p.m. on September 1. Room and board in Ashland and transportation to Stanford will be provided and paid for by the program.



Alice Rayner teaches dramatic literature and theory in the drama department. Her interests include the phenomenology of theater as well as comedy, genre theory, and rhetoric. She has taught freshman seminars on Shakespeare as interpreted on stage and in film. Published books include *Comic Persuasion*; *To Act, To Do, To Perform: Drama and the Phenomenology of Action*, and *Ghosts: Death's Double and the Phenomena of Theatre*.



Linda Paulson received her Ph.D. in comparative literature from UCLA. She has taught at Stanford since 1985. Her research focuses on the Victorian social novel and on the development of a British woman's novel from Jane Austen to Doris Lessing. In 1989, she received Stanford's Dinkelspiel Award for Distinctive Contributions to Undergraduate Education. She frequently lectures for Stanford Travel/Study groups in England and France. She has been taking Stanford undergraduates to the Oregon Shakespeare Festival since 1995.

Economic Policies of the Presidential Candidates

Professor John Shoven

Department of Economics

Prerequisite: Economics 1A or equivalent.

This course will look at the performance of the economy over the past twenty years with particular attention to the past four years. Macroeconomic data such as the unemployment rate, the inflation rate, the rate of productivity growth, and the budget deficit will be reviewed. The performance of financial markets will be examined, along with issues such as job creation and the outsourcing of work overseas. The economic outlook and budget documents of the Congressional Budget Office and the Office of Management and Budget will be evaluated. There will be some emphasis on such spending categories as Social Security, Medicare, and defense. We also will try to include a brief overview of U.S. tax policies. With this overview of the economy and its problems as a backdrop, we will invite the economic advisors of the two major presidential candidates to address the class.

There will be a required paper and an oral presentation in which students will choose from a variety of topics for evaluating particular programs or proposals. A wide variety of topics are possible evaluating particular programs or proposals. We will try to avoid strictly political debates and stick to economic and political economy analyses.



John B. Shoven is the Charles R. Schwab Professor of Economics and the Wallace R. Hawley Director of the Stanford Institute for Economic Policy Research. He is a former dean of the School of Humanities and Sciences. He received his B.A. in physics at UC-San Diego and his Ph.D. in economics at Yale. He has published over 100 articles

and written or edited 20 books. He received the Dean's Award for Distinguished Teaching in 2003. He is also chairman of the board of Cadence Design Systems and on the board of American Century Funds.

Mathematics of the Information Age

Professor Brad Osgood

Department of Electrical Engineering

The world may be made of earth, wind, fire, and water, but it runs on information. What is information? How do we measure it, manipulate it, send it, and protect it? Why has everything gone digital and what does this mean? The mathematics of the Information Age is part of your everyday life, from imaging to the Internet. We will discuss the elements of information theory and how information is represented in different ways for different purposes. This course will help you look behind the scenes at some of the profound ways mathematics is used to shape and direct the way we live and work. There will be regular assignments, readings, and a research project and presentation on a topic of your choice that goes beyond the class material.



Brad Osgood has been at Stanford since 1985, first in the mathematics department and now in electrical engineering. He received the Walter J. Gores Award for Excellence in Teaching and was the first holder of the Bing Centennial Professorship. His research is in geometric function theory and its applications, particularly signal processing and imaging. Though he's becoming more digital, he plays jazz trombone—the ultimate analog device.

The Meaning of Life: Moral and Spiritual Inquiry through Literature

Dean for Religious Life **Scotty McLennan**

Program in Ethics in Society

Short novels and plays will provide the basis for reflection on ethical values and the purpose of life. Some of the works to be studied are F. Scott Fitzgerald's *The Great Gatsby*, Leo Tolstoy's *The Death of Ivan Ilyich*, Arthur Miller's *Death of a Salesman*, Hermann Hesse's *Siddhartha*, Jane Smiley's *Good Will* and John Steinbeck's *Of Mice and Men*. We will read for plot, setting, character, and theme using a two-text method—looking at both the narrative of the literary work and students' own lives—rather than either deconstructing the literature or relating it to the author's biography and psychology.

The kinds of questions we will ask have many answers: Why are we here? How do we find meaningful work? What can death teach us about life? What is the meaning of success? What is the nature of true love? How can one find balance between work and personal life? How free are we to seek our own destiny? What obligations do we have to others?

Half of the literature examined will be set in the United States, and the rest in other countries around the world. Both secular and religious world views from a variety of traditions will be considered. The authors chosen are able to hold people up as jewels to the light, turning them around to show all of their facets, both blemished and pure, while at the same time pointing to any internal glow beneath the surface.

Classes will be taught in a Socratic, discussion-based style. Study questions will accompany each reading and provide a foundation for class discussion. Grading will be based 50 percent on class participation, 25 percent on one-page reflection papers on reading assignments, and 25 percent on a four-page final paper due on September 21.



Scotty McLennan is the dean for religious life. He received his B.A. from Yale in 1970 and his M.Div. and J.D. degrees from the Harvard Divinity and Law Schools in 1975. He is both an ordained minister and an attorney. He has been at Stanford since 2001, having taught previously at Tufts University and the Harvard Business School.

For the first decade of his career he practiced church-sponsored poverty law in a low-income neighborhood of Boston. He is the author of *Finding Your Religion: When the Faith You Grew Up With Has Lost Its Meaning* and co-author of *Church on Sunday, Work on Monday: The Challenge of Fusing Christian Values and Business Life*. He lives on campus with his wife.

Environmental and Geological Field Studies in the Rocky Mountains

Professor **C. Page Chamberlain**

Department of Geological and Environmental Sciences

The Rocky Mountain area, ecologically and geologically diverse, is being strongly impacted by changing land-use patterns, global and regional environmental change, and societal demands for energy and natural resources. This three-week field program emphasizes coupled environmental and geological problems in the Rocky Mountains and will cover a broad range of topics including the geologic origin of the America West from three billion years ago to the recent, paleoclimatology and the glacial history of this mountainous region, the long- and short-term carbon cycle and global climate change, and environmental issues in the American West that are related to changing land-use patterns and increased demand for its abundant natural resources. These broad topics are integrated into a coherent field-study by examining earth/environmental science-related questions in three different settings: 1) the three-billion-year-old rocks and the modern glaciers of the Wind River Mountains of Wyoming; 2) the sediments in the adjacent Wind River basin that host abundant gas and oil reserves and also contain the long-term climate history of this region; and 3) the volcanic center of Yellowstone National Park and mountainous region of Teton National Park, and the economic and environmental problems associated with gold mining and extraction of oil and gas in areas adjoining these national parks. Students will complete six assignments based upon field exercises, working in small groups to analyze data and prepare reports and maps. Lectures will be held in the field prior to and after fieldwork.

Note: This course involves one week of backpacking in the Wind Rivers and hiking while staying in cabins near Jackson Hole, Wyoming. Students must arrive in Salt Lake City on September 1 (hotel lodging will be provided for the night of September 1 and thereafter students will travel as a Sophomore College group.) The group will return to Stanford by car on September 20.



C. Page Chamberlain received his Ph.D. in geology and geophysics from Harvard in 1985. He was a professor at Dartmouth College for 14 years before moving to Stanford in 2001. He has served as chair of the department of geological and environmental sciences, and is now a professor in the new department of environmental earth

system science. His research is in the broad area of isotope biogeochemistry, and it focuses on a wide variety of problems such as the link between climate and the origin of mountainous regions, the relationship between surface processes and tectonics, the chemical weathering of rocks, and isotopic studies of bird migration and the paleo-ecology of California condors. He has worked extensively in the northern Appalachians, Rocky Mountains, Sierra Nevada, Tibet and the Himalayas, and the Southern Alps of New Zealand.

Land and Water Policies in the West

Professor David Kennedy, Professor Roger Noll, Dr. Tammy Frisby, and Professor David Brady

Departments of History, Economics, and Political Science

This course will address the historical development and current status of land and water policies in the American West, with a focus on California. The course will explore the political origins and economic implications of federal laws and programs that define and allocate rights to land and water, and their effects on competition for resources between cities and agriculture. Students will examine the history of federal involvement with the West, starting with the Northwest Ordinance of 1787, and including the Civil War-era acts creating the land-grant colleges and transcontinental railroads, the reclamation projects that spanned the entire twentieth-century, and contemporary policies and controversies regarding the use of federal lands and the allocation of water from reclamation projects. The history of western development and resource policies will be used to shed light on contemporary policy controversies in resource management, agriculture, water, energy, and environmental quality.

The seminar will meet on the Stanford campus, but will include a field trip to California's Central Valley and Owens Valley, where we will meet with local residents and managers of water resources, and Sacramento, where we will meet with public officials and lobbyists. Students will be divided into research teams, with each team preparing a formal presentation, suitable for posting on the Bill Lane Center for the Study of the North American West website, that analyzes a key issue in resource policy in the West.



David M. Kennedy has taught at Stanford for more than 30 years. He received his graduate education at Yale in American studies. He is the Donald J. McLachlan Professor of History and co-director of the Bill Lane Center for the Study of the North American West. His research interests include World Wars I and II, the Great Depression, state formation,

immigration, civil-military relations, and the concept of an American national character. His work has been recognized with the Bancroft, Parkman, and Pulitzer Prizes. He has also received the Hoagland Prize for undergraduate teaching. In his spare time, he can be found river rafting, bicycling, backpacking, or fly-fishing somewhere beyond the right bank of the Mississippi.



Roger G. Noll is professor of economics emeritus. Prior to Stanford, he was a senior economist at the President's Council of Economic Advisers, and a senior fellow at the Brookings Institution. Professor Noll's primary research interests include technology policy in the U.S.; antitrust regulation and privatization policies in both advanced

and developing economies; the economic approach to public law; and the economics of sports.



Tammy M. Frisby is a lecturer in political science and executive director of the Bill Lane Center for the Study of the North American West. She studies Congress, the effects of election laws on state politics and policy-making, and environmental politics in the West.



David Brady is deputy director and senior fellow at the Hoover Institution. He is also the Bowen H. and Janice Arthur McCoy Professor of Political Science and Leadership Values in the Graduate School of Business and professor of political science in Humanities and Sciences. He is an expert on the U.S. Congress and congressional decision making.

Professor Brady has received the Richard W. Lyman Award, and the Dinkelspiel and Phi Beta Kappa teaching awards.

How Is a Buddhist?

Professor Mark Mancall

Department of History

Buddhism is a system of thought, a culture, a way of life. It is both a definition of reality and a method for investigating it. It is a mental, physical, and social practice that engages all the senses and constitutes a universe quite different from the world of Western daily experience.

In the West, Buddhism is studied as a religious system or a philosophy, sometimes as a psychology. Historians and other social scientists examine it from the perspective of their particular disciplines. As Buddhism becomes acculturated in the West, particularly in North America, it becomes another religion and even a consumable commodity.

This course will approach Buddhism as a total phenomenon, to the extent that is possible. In addition to the reading and analysis of some key texts, we will use films, music, and art to open a window on the world of Buddhist experience. Various Buddhist practices will be observed and analyzed to see how they constitute the world the Buddhist lives. Among the issues we will examine are: Do demons exist and, if so, how should we interact with them? To kill an ant or not to kill an ant, that is the question. These and other burning issues will be considered from the perspective primarily of Tibetan and Southeast Asian, particularly Thai and Burmese, Buddhism.

The seminar will include field trips to Buddhist centers in the Bay Area and close examination of a Buddhist ritual. As a course whose purpose is to approach its subject as an integrated whole, each person in the seminar is expected to participate fully in all its activities. Films and field trips are as central as reading and discussion. Each student will be asked to keep a journal and, later, to write a reflective essay analyzing her or his own experience or understanding of an aspect of the subject.



Mark Mancall, professor of history, teaches courses on Buddhism, particularly Buddhist social and political theory. He was director of Structured Liberal Education. Currently he is working on a book about Buddhist social and political theory, with a focus on the Bhutanese national development concept of Gross National Happiness, which is rooted in Buddhism. He is also writing a textbook of Dzongkha, the national language of Bhutan.

Darwin, Evolution, and Galapagos

Professor William Durham

Program in Human Biology

Prerequisites: None required, but previous coursework in evolution and/or conservation is a plus.

The tiny, remote islands of Galapagos have played a large and central role in the study of evolution and conservation. This seminar explores the paradox, focusing on the lessons learned from the study of flora and fauna in Galapagos from Darwin's time to the present. Using case-study material on finches, iguanas, tortoises, and more, we will explore current theory and debate about adaptation, sexual selection, speciation, and adaptive radiation. We will also consider the special challenges the Galapagos Islands pose today for conservation, both because of their unusual biota and because of increasing human impact on their fragile ecosystems.

This course includes an intensive ten-day expedition to Galapagos to observe firsthand the evolutionary phenomena and conservation issues discussed in class. A chartered ship will serve as our floating classroom, dormitory, and dining hall, as we work our way around the archipelago to visit ten islands. For this portion of the class, undergraduates will be joined by a group of Stanford alumni and friends. Because our class-time on campus is limited to one week before travel, students will be required to complete all course readings over the summer.

Both on campus and in South America, the course emphasizes student contributions and presentations. Students will be asked to lead discussions and carry out literature research on the evolutionary and conservation biology of particular Galapagos species. The final assignment for the seminar is to complete a seven to ten-page paper on the evolutionary biology and conservation challenges of a particular organism or adaptation, and to present the main findings of that paper in a joint seminar of undergrads and alumni as we travel in Galapagos.

Note: Students will arrive on campus and will be housed at Stanford until we leave for Galapagos. Travel to Galapagos will be provided and paid by Sophomore College (except incidentals) and is made possible by the support of the Stanford Alumni Association Travel/Study Program and generous donors. Students will return to campus on Thursday, September 18, before the fall term begins.



William Durham received his Ph.D. in ecology and evolutionary biology from the University of Michigan before joining the Stanford faculty in human biology and anthropology. His current research focuses on conservation and development issues in Latin America, especially in the Amazon and Galapagos, and on connections between environmental change and emerging infectious diseases. Winner of a MacArthur Prize and several awards for research and teaching, Durham is author of *Scarcity and Survival in Central America* and *Coevolution: Genes, Culture, and Human Diversity*. He has led 16 previous expeditions to Galapagos.

Diamonds from Peanut Butter: Material Technologies and Human History

Professor John Bravman

Department of Materials Science and Engineering

Prerequisites: High-school science; fierce curiosity.

Throughout history humans have found ingenious ways to transform the materials provided by nature into engineered artifacts. From simple tools, weapons, and shelters, to the most complex structures and systems, increasingly sophisticated means of processing materials have defined entire epochs of human development: from the stone age, to the bronze age, to the iron age, and right down to the present “silicon age,” the human journey has been modulated by materials technologies. We will explore this theme in our class, focusing on developments of the past 100 years or so. We’ll link the first phone to the iPhone and the Wright Flyer to the 747; we’ll explore how you turn sand into a multi-trillion-dollar industry, and yes, how to turn peanut butter into diamonds.



John C. Bravman earned his B.S. (1979), M.S. (1981), and Ph.D. (1984) from Stanford in materials science and engineering. He is vice provost for undergraduate education, a professor of materials science and engineering, and dean of the Freshman-Sophomore College at Sterling Quad. He has also served as senior associate dean for student affairs for the School of Engineering and as acting vice provost for student affairs. In recognition of his excellence in teaching, Professor Bravman has received several awards, including a Gores Award, Stanford’s highest honor for teaching. He has been a freshman advisor or resident fellow every year for the past 22 years. In his spare time, Professor Bravman enjoys photography, cooking, and discussing politics and economics.

Hands-on Jet Engines

Professor John Eaton

Department of Mechanical Engineering

Prerequisites: Normal first year courses for engineers including math and physics. Hands-on experience with engineering hardware is preferred.

The jet engine has arguably done more than any other twentieth century invention to transform the world. Prior to the advent of commercial jet airliners, cross-country travel was a rarity, world travel was the province of the idle rich, and Stanford was a regional university. Nowadays, intercontinental travel is common, and internationalization has affected nearly everything we do. From an engineering perspective, jet engines continue to embody some of the most sophisticated technology as competition drives continual improvements in fuel economy, engine lifetime, noise, and emissions. The focus of this course is to learn about some of the advanced technologies in a modern jet engine by actually building a working engine. The 2008 course will be an extension of last year’s course in which we built the engine from scratch. We will start with that basic engine and revise it to make it safer, more powerful, and operable under computer control. The course will start with intensive classroom and laboratory instruction in how jet engines operate. As the term progresses we will spend less time in lecture and more time designing, building, and testing engine upgrades. Work will be in small teams, that will come together for major full-engine tests. This course will be a lot of work, and things will inevitably go wrong requiring long hours to fix. Please don’t sign up if you expect to have free time during Sophomore College.



John Eaton is professor and vice chairman of the mechanical engineering department and directs the GE Aircraft Engines/Stanford University Strategic Alliance. He has a large experimental research program on fundamental fluid mechanics and heat transfer along with applications to jet engines. He worked as an undergraduate for a jet engine company and regularly takes his freshman seminar class to visit the company. Professor Eaton is a Fellow of the American Society of Mechanical Engineers and the American Physical Society and has won both the Tau Beta Pi and Perin Awards for undergraduate teaching in the School of Engineering. He is an active participant in many sports, especially surfing, swimming, and biking, and he is an avid fan of Stanford sports.

Stanford Safari: Field Observations in Our Own Backyard

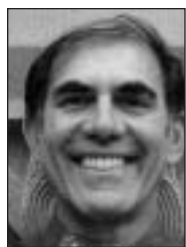
Professor Robert Siegel

Department of Microbiology and Immunology

The goal of this class is to approach Stanford University as a subject worthy of study—in and of itself. Students will study Stanford in terms of the built environment (e.g. architecture; how buildings and styles interact; how the landscape shapes the flow of people, plants, or animals), the human interactions (e.g. sociology of tourism, the politics of land use), and the ecology (flora, fauna, geology, climatology, and pest control) of campus.

The students in this course will defamiliarize themselves with their campus environment and approach Stanford with new eyes—the eyes of the anthropologist, the photographer, the historian, the artist, and the tourist. We will explore its edifices, gardens, sculptures, open spaces, and commercial areas. Moreover, we will use Stanford as a lens to discuss a variety of disciplines: architecture, educational theory, California history, climatology, and natural history.

In taking the course students will hone their skills in field observation which will carry over to future field work in more distant locales, develop an interdisciplinary approach to analyzing complex institutions, and gain a deeper appreciation for the complexity and richness of Stanford which will enhance all aspects of their remaining time as undergraduates. On a daily basis, the class will consist of three components: class presentations and discussions, formal and informal talks by many of the local experts at Stanford, and topical field trips. Students will select a theme that is of personal interest and develop field observation techniques useful for their particular topics. Course assignments will be to give two presentations on specific aspects of Stanford. In addition, each student will keep a field note-book with daily observations and field notes, post a collection of photographic observations, and complete pertinent readings. Plan to work intensely and have a great time in the process.



Robert Siegel, M.D., Ph.D., arrived at the Farm 36 years ago as a freshman and has spent many of the intervening years exploring Stanford's secrets. As an undergraduate, his exploits included conducting undergraduate research, studying for six months at an overseas campus, acting in a campus-wide play, playing intercollegiate soccer, participating in the incomparable LSJUMB (as a congo drummer), working as a teaching assistant, and performing as the second Tree. He earned two of his four graduate degrees at Stanford (M.A. in education and M.D.). Currently, Professor Siegel is an associate professor in the department of microbiology and immunology, the program in human biology, and the Center of African Studies. He teaches classes on virology, Darwin, and international health, and has traveled with Stanford students to six continents.

Musical Collisions and Radical Creativity

Professor Mark Applebaum

Department of Music

Prerequisites: Prior ability and experience as an improviser or instrumental virtuoso is welcome but NOT required: enthusiasm and an open mind is of the highest priority. Participants should bring an instrument to perform on: laptop computer performance is welcome; however participants are especially encouraged to bring an acoustic instrument or sing.

Is the common practice tradition of composing, performing, and listening to music dead? And if not, how can we kill it?

This course examines the margins of musical culture in search of nonconformist, maverick, and eccentric creative impulses that radically expand the definition of art. The course consists of three daily parts: (1) a survey and critical discussion of musical works, ideas, and projects that serve as tools for leveraging innovation, questioning artistic boundary conditions, and celebrating the experimentalist's aspiration to succeed but willingness to fail in search of new musical orientations; (2) an ongoing presentation on the role of the "artistic collision" in the sphere of new music and media; and (3) a laboratory atmosphere in which students create collaborative works, build instruments, collect sounds in an audio scavenger hunt, give fluxus tours of unconventional sites, and learn to improvise together.

The course will include several concerts: a performance by the Applebaum Jazz Piano Duo at the Mountain View School for the Arts; a concert of sound-sculpture improvisations on the Mouseketier; and a final public student concert at CCRMA (the Center for Computer Research in Music and Acoustics) involving collaborations with local musicians, and presentations of student-composed works created during the course. The students will prepare for the final concert through daily rehearsals together, forming the performance ensemble SO-[sic] (The Sophomore Stanford Improvisation Collective). There will also be evening film screenings and eccentric projects (e.g. the speculative pairing of music with food in a trans-SoCo collaboration with the concurrent Food and Politics course).



Mark Applebaum is a composer of experimental music, a jazz pianist, and a builder of sound-sculptures. His solo, chamber, choral, orchestral, operatic, and electronic music compositions have been performed throughout the United States, Europe, Africa, and Asia. Professor Applebaum has received commissions from the Merce Cunningham Dance Company, the American Composers Forum, the Vienna Modern Festival, and Zeitgeist, among others. His recordings include *Mousetrap Music*; *The Janus ReMixes*; *Exercises in Auto-Plundering*; *The Apple Doesn't Fall Far from the Tree*; *Intellectual Property*; *Catfish*; *Martian Anthropology*; *Disciplines*; *56 1/2 ft.*; *The Bible Without God*; and *Asylum*. In 2003, Professor Applebaum received Stanford's Gores Award for Excellence in Teaching. He earned his Ph.D. from UC-San Diego, received the American Music Center's Stephen Albert Prize, and served as the Dayton-Hudson Visiting Artist at Carleton College.

American Foreign Policy in the Twenty-First Century

Professor Coit Blacker

Department of Political Science

As the people of this country prepare to elect a new president, the United States confronts a dizzying array of foreign policy challenges. The world that is emerging is complex, contradictory and highly uncertain. What role can and should the United States play in such a world? What are the major international challenges with which U.S. policymakers and the American people will have to contend in the immediate future and over the longer term? Given that the power of the United States is limited, how should we determine our priorities? Under what conditions should the United States be prepared to use force, and when is the resort to force inappropriate? What lessons have we learned from the wars in Iraq and Afghanistan? Can—and should—the United States provide the kind of global leadership that our political leaders tell us that we must?

In this course we will explore the substance of U.S. foreign policy, as well as the political considerations that influence both the making and the actual conduct of American diplomacy. Topics will include the challenges to policy associated with the proliferation of weapons of mass destruction, international terrorism, failing and failed states, and regional, interstate and intrastate conflict. We will also examine how the changing distribution of power in the international system is likely to impact the United States. Finally, we will consider how domestic political considerations influence both the framing and the implementation of this country's foreign policy.

In addition to the readings, students, operating in teams of three, will research and write a short policy memorandum on a topic the instructor designates. Students, each of whom will be assigned a particular role, will also take part in a 48-hour simulation at the end of the course.



Coit D. Blacker is director and senior fellow at the Freeman Spogli Institute for International Studies at Stanford and, by courtesy, professor of political science. He is also the Olivier Nomellini Family University Fellow in Undergraduate Education. During the first Clinton Administration, he served as special assistant to the president for

National Security Affairs. At the NSC, he oversaw the implementation of U.S. policy toward Russia and the New Independent States, while also serving as principal staff assistant to the president and national security advisor on the former Soviet Union. Professor Blacker is a graduate of Occidental College and the Fletcher School of Law and Diplomacy at Tufts University. He has held fellowships at Harvard, Stanford, and the Council on Foreign Relations, and is the author or editor of numerous books.

America in Vietnam

Professor Judith Goldstein and Professor Jack Rakove

Departments of Political Science and History

A generation has passed since the United States ended its military involvement in Indochina, and Vietnam was reunified under a Communist government. Today Vietnam, like China, remains a communist state—but also a society increasingly enmeshed in the economic, social, and cultural changes of globalization. For Americans preoccupied with our continuing commitment in Iraq, the Vietnam War (circa 1961–75) has regained a disturbing relevance for what it suggests about the difficulty a superpower can experience in attempting to impose its will and authority on a very different society and then simultaneously trying to suppress military conflict while enabling civil institutions to restore orderly governance.

We will examine the American intervention in Vietnam, focusing on the political motives and moral justifications for intervention; the military and political strategies of counterinsurgency and nation-building; the political uses of terror and the mobilization strategies of the Viet Cong and North Vietnam; and the consequences of the war at home, including such issues as the draft and the efforts of Congress to devise a constitutional remedy to the problem of unilateral presidential war-making. Readings will range from scholarly studies of the origins and conduct of the war and the American intervention to the contemporary journalism of Michael Herr and Norman Mailer.

The instructors plan to do a second version of this course in Vietnam in September 2009, under the auspices of the Bing Overseas Studies Program, and encourage participants in the SoCo version this year to join that expedition as well.



Judith Goldstein is the Fisher Family Director of the Division of International Comparative and Area Studies, the William and Dorothy Kaye University Fellow in Undergraduate Education, professor of political science, and a senior fellow at both the Stanford Institute for Economic Policy Research and the Freeman Spogli Institute.

She is a specialist in international trade policy, and has authored numerous books on the subject, including, *Ideas, Interests, and American Trade Policy*; *Ideas and Foreign Policy*; and *Legalization and World Politics*. Professor Goldstein is a recipient of the Dean's Teaching Award.



Jack Rakove is the William Robertson Coe Professor of History and American Studies, and professor of political science and (by courtesy) law. Professor Rakove's principal area of scholarship is political and constitutional history, with a focus on the American Revolutionary era. He is the author of four books, including *Original Meanings: Politics*

and Ideas in the Making of the Constitution (1996), which won the Pulitzer Prize in History. He is a member of the American Academy of Arts and Sciences and the American Philosophical Society.

Food and Politics

Professor Rob Reich

Department of Political Science

The premise of this course is that eating is a political and ethical activity. George Orwell wrote on this topic in his novel *The Road to Wigan Pier*:

A human being is primarily a bag for putting food into; the other functions and faculties may be more godlike, but in point of time they come afterwards. A man dies and is buried, and all his words and actions are forgotten, but the food he has eaten lives after him in the sound or rotten bones of his children. I think it could be plausibly argued that changes of diet are more important than changes of dynasty or even of religion. The Great War, for instance, could never have happened if tinned food had not been invented. And the history of the past four hundred years in England would have been immensely different if it had not been for the introduction of root-crops and various other vegetables at the end of the Middle Ages, and a little later the introduction of non-alcoholic drinks (tea, coffee, cocoa) and also of distilled liquors to which the beer-drinking English were not accustomed. Yet it is curious how seldom the all-importance of food is recognized. You see statues everywhere to politicians, poets, bishops, but none to cooks or bacon-curers or market-gardeners.

We will examine the history of farming and food distribution; organic and sustainable farming; federal agricultural and free trade policies; genetically modified food; animal ethics; and the political context of famine and obesity. Special emphasis will be placed on ethical consideration of these issues. Students will write short reflection papers on readings, post regular blog entries, and carry out a short service-learning project. Possible activities during Sophomore College include a visit to the San Francisco Farmers Market in the Ferry Building, conversations with Stanford Dining services, and visits to local farms. We'll also cook some meals together and pursue a speculative pairing of music with food in a trans-SoCo collaboration with the concurrent Musical Collisions and Radical Creativity course.



Rob Reich is an associate professor of political science, ethics in society, and (by courtesy) education at Stanford. His main interests are in contemporary liberal theory, and he is currently at work on two projects: one on ethics, public policy, and philanthropy; and the other on the ideals of equality and adequacy in education. Professor Reich is

the author of *Bridging Liberalism and Multiculturalism in American Education*. He is a recipient of the Walter J. Gores Award for excellence in undergraduate and graduate teaching, Stanford's highest award for teaching.

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Application Process

The application process has two parts:

1. Student application (see sample copy below)
2. Financial aid application (see next page)

1. Sophomore College 2008 Application

Due by 5:00 p.m. on Tuesday, April 15, 2008.

Note: This is a SAMPLE COPY of the Sophomore College application form. All applications must be submitted via the Sophomore College website: soco.stanford.edu.

Name _____ Student ID# _____

Address _____ Email _____

Course Name _____ Professor _____

Faculty review these essays carefully and look for a variety of backgrounds when selecting students for their class. Please write thoughtful, thorough replies to the questions below.

Recall your academic goals and interests when you first entered Stanford. How have your goals evolved? How do you see this course contributing to your academic development and/or personal growth?

Please apply on the web at
soco.stanford.edu

Describe any experiences you have had or courses you have taken (at Stanford or outside of Stanford) which relate to the subject of this Sophomore College course.

What are your expectations about what you will learn from this seminar?

Note: A few seminars may have an additional course-specific question. See website for more details.

SAMPLE APPLICATION

2. Sophomore College Financial Aid Application

Note: This is a SAMPLE COPY of the Sophomore College financial aid application form. All applications must be submitted via the Sophomore College website at soco.stanford.edu.

Information below will not be used for purposes of reviewing your application. Seminar instructors will not see this page.

The Sophomore College program fee covers tuition, room, board, books, and class-required travel arranged by the program. The total fee is \$1,300, but through the generosity of Stanford friends all students will automatically receive an \$800 scholarship. Each student will pay the remaining \$500, which will be included in his or her University bill. Students are also responsible for travel to campus (or off-campus site for some off-campus seminars), phone, network activation fees, class project materials, and other personal expenses.

Financial aid is available to help defray the \$500 remaining program fee; students should indicate interest in aid on the application form. (These grants cannot be applied toward other personal expenses.) The Financial Aid Office will determine eligibility. Financial need will have no bearing on course applications.

Name _____

Stanford ID# _____

Are you requesting financial aid? Check one.

Yes No

(Please note: We may not be able to consider financial aid requests received after May 5, 2007.)

For students on financial aid:

The Financial Aid Office has agreed to replace the portion of expected earnings lost due to participation in Sophomore College with either grants or loans depending on the family financial situation. If you are accepted to a class, contact the Financial Aid Office at financialaid@stanford.edu when you return to campus in the fall. The staff members will work with you to determine how loans or grants may be used to offset your lost earnings.

*Please apply on the web
at soco.stanford.edu*

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and explore Stanford's resources.