

STANFORD GLOBAL STUDIES

The Stanford Global Studies Division (SGS) is a hub for internationally focused research and teaching on campus. SGS prepares Stanford students for the world through an interdisciplinary education that cultivates knowledge of different cultures, and deepens our understanding of the global affairs through innovative research. Stanford Global Studies is comprised of 14 centers and programs, which are described below.

Global Studies Minor

The Global Studies minor (<https://sgs.stanford.edu/programs-centers/global-studies-minor/>) is available to Stanford undergraduates from any major, and is designed to provide students with the opportunity to pursue interdisciplinary study in one of six specializations, including in-depth language study, while integrating this knowledge into a larger vision of global affairs:

- African Studies (<https://africanstudies.stanford.edu/study/academic-programs/undergraduate-minor/>)
- European Studies (<http://tec.fsi.stanford.edu/node/219264/>)
- Iranian Studies (<https://iranian-studies.stanford.edu/students/minor/>)
- Islamic Studies (<https://islamicstudies.stanford.edu/>)
- Latin American Studies (<https://clas.stanford.edu/academics/undergraduate-minor/>)
- South Asian Studies (<https://southasia.stanford.edu/>)

Students who have participated or plan to participate in the Bing Overseas Studies Program (BOSP) are especially encouraged to enroll as most units earned through the BOSP program satisfy the Global Studies minor.

All students are required to complete 28 units, including a 3 unit gateway course GLOBAL 101 Critical Issues in Global Affairs. The remaining 25 units are unique to each specialization. For questions, contact Dr. Katherine Kuhns at kkuhns@stanford.edu.

To declare the Global Studies minor, students must:

1. Set up an appointment with the appropriate specialization adviser (see appropriate specialization page for contact information).
2. Declare the Global Studies minor and subplan in Axess (<http://axess.stanford.edu>).

Center for African Studies

Director: James Ferguson
Office: 127 Encina Commons
Web Site: <http://africanstudies.stanford.edu> (<http://africanstudies.stanford.edu/>)

The Center for African Studies (CAS) coordinates an interdisciplinary program in African Studies for undergraduates and graduate students. The program seeks to enrich understanding of the interactions among the social, economic, cultural, historical, linguistic, genetic, geopolitical, ecological, and biomedical factors that shape and have shaped African societies. CAS offers a certificate and a specialization in African Studies as part of the Global Studies minor (<https://africanstudies.stanford.edu/study/academic-programs/undergraduate-minor/>). For further information, see the "African Studies (<http://exploreddegrees.stanford.edu/schoolofhumanitiesandsciences/africanstudies/>)" section of this bulletin.

Center for East Asian Studies

Director: Dafna Zur
Office: Knight Building, 521 Memorial Way
Web Site: <http://ceas.stanford.edu> (<http://ceas.stanford.edu/>)

The Center for East Asian Studies (CEAS) supports teaching and research on East Asia-related topics across all disciplines; disseminates knowledge about East Asia through projects of local, regional, national, and international scope; and serves as the intellectual gathering point for a collaborative and innovative community of scholars and students of East Asia. CEAS works with all schools, departments, research centers, and student groups to facilitate and enhance all aspects of East Asia-related research, teaching, outreach, and exchange across the Stanford campus.

For further information, see the "East Asian Studies (<http://exploreddegrees.stanford.edu/schoolofhumanitiesandsciences/eastasianstudies/>)" section of this bulletin.

France-Stanford Center for Interdisciplinary Studies

Director: Amalia Kessler
Office: Building 260, Room 122
Web Site: <http://francestanford.stanford.edu> (<http://francestanford.stanford.edu/>)

The France-Stanford Center for Interdisciplinary Studies, founded in partnership with the French Ministry of Foreign Affairs, aims to bridge the disciplines of the humanities, social sciences, sciences, engineering, business, and law, addressing historical and contemporary issues of significance for France and the United States. The Center brings together Stanford faculty and students and academics in France to advance collaborative research and foster interdisciplinary inquiry. Its programs include conferences, support for collaborative research projects, internships, exchanges, lectures, and seminars.

Global Studies Internship Program

Web Site: <https://global-internships.stanford.edu>

The Stanford Global Studies Division offers highly qualified Stanford students an opportunity to extend classroom knowledge of the world to immersive cultural and working experiences every summer through the Global Studies Internship Program. Currently enrolled freshmen, sophomores, juniors, seniors, and coterminals at Stanford in all majors are eligible to apply, including students who are undeclared. For more information, visit <http://global-internships.stanford.edu/>.

WSD HANDA Center for Human Rights and International Justice

Director: David Cohen
Office: Encina Hall West, Room W208
Web Site: <https://handacenter.stanford.edu/>

The WSD HANDA Center equips a new generation of leaders with the knowledge and skills necessary to protect and promote human rights and dignity for all. Reflecting a deep commitment to international justice and the rule of law, the center collaborates with partners across Stanford University and beyond on innovative programs that foster critical inquiry in the classroom and in the world. The center offers an undergraduate minor. For further information, see the "Human Rights (<http://exploreddegrees.stanford.edu/schoolofhumanitiesandsciences/humanrights/#text>)" section of this bulletin.

Program in International Relations

Director: Kenneth Schultz

Office: Encina Hall West, Room W216

Web Site: <http://internationalrelations.stanford.edu> (<http://internationalrelations.stanford.edu/>)

International Relations (IR) is an interdisciplinary undergraduate major focusing on changing political, economic, and cultural relations within the international system in the modern era. The IR program also offers an interdisciplinary minor (<http://exploreddegrees.stanford.edu/schoolofhumanitiesandsciences/internationalrelations/#minortext>) and honors program. For further information, see the "International Relations (<http://exploreddegrees.stanford.edu/schoolofhumanitiesandsciences/internationalrelations/>)" section of this bulletin.

Hamid and Christina Moghadam Program in Iranian Studies

Director: Abbas Milani

Office: 615 Crothers Way

Web Site: <http://iranian-studies.stanford.edu> (<http://iranian-studies.stanford.edu/>)

The Hamid and Christina Moghadam Program in Iranian Studies at Stanford University provides an interdisciplinary and multidisciplinary platform for the study of modern Iranian history, culture, politics, society, and economy. The program combines pedagogy, policy analysis, and research on all aspects of Iran as a civilization, one of the oldest in the world. The program offers research support, internships, a range of events and initiatives, and a specialization in Iranian Studies as part of the Global Studies minor (<https://iranian-studies.stanford.edu/students/minor/>).

Sohaib and Sara Abbasi Program in Islamic Studies

Director: Lisa Blaydes

Office: Encina Commons 124D, 615 Crothers Way

Web Site: <http://islamicstudies.stanford.edu> (<http://islamicstudies.stanford.edu/>)

The mission of the Sohaib and Sara Abbasi Program in Islamic Studies is to serve as a forum for interdisciplinary research and teaching in Islamic studies, complemented by seminars, colloquia and public lectures. The program seeks to illuminate Islamic history from its beginnings to the 21st century, the religion of Islam in its many aspects, and the diversity of Muslim cultures and societies, past and present, not only in the Middle East but also including South and Southeast Asia, Africa, Europe, and America. In addition to geographical breadth, the program promotes scholarship from both the humanities and the social sciences. The program offers student grants for research and language training and a specialization in Islamic Studies as part of the Global Studies minor (<https://islamicstudies.stanford.edu/study/undergraduate-minor/>).

Taube Center For Jewish Studies

Director: Ari Kelman

Office: Building 360, Room 362H

Web Site: <http://jewishstudies.stanford.edu> (<http://jewishstudies.stanford.edu/>)

The interdisciplinary Taube Center for Jewish Studies coordinates and promotes the study of all aspects of Jewish life. The center offers an undergraduate minor and an interdisciplinary major through the Center for Comparative Studies in Race and Ethnicity (<https://ccsre.stanford.edu/academics/undergraduate-program/>). For further information, see the "Jewish Studies (<http://exploreddegrees.stanford.edu/schoolofhumanitiesandsciences/jewishstudies/>)" section of this bulletin.

exploreddegrees.stanford.edu/schoolofhumanitiesandsciences/jewishstudies/)" section of this bulletin.

Center for Latin American Studies

Director: Alberto Díaz-Cayeros

Office: Bolivar House

Web Site: <http://las.stanford.edu> (<http://las.stanford.edu/>)

The Stanford Center for Latin American Studies supports research and teaching on Latin America by the faculty and students of Stanford in all fields of study. The center offers a master's degree, in addition to a specialization in Latin American Studies as part of the Global Studies minor (<https://clas.stanford.edu/academics/undergraduate-minor/>). For further information, see the "Center for Latin American Studies (<http://exploreddegrees.stanford.edu/schoolofhumanitiesandsciences/latinamericanstudies/>)" section of this bulletin.

Mediterranean Studies Forum

Director: Lisa Blaydes

Office: Encina Commons 124D, 615 Crothers Way

Web Site: <http://mediterraneanstudies.stanford.edu> (<http://mediterraneanstudies.stanford.edu/>)

The Mediterranean Studies Forum encourages scholars to explore the interplay among societies, cultures, and communities around the Mediterranean Basin from the Middle Ages to the present. The forum also studies the relations of the Mediterranean with other regions and areas of the world. The central goal of the forum is to contribute to interfield and interdisciplinary dialogue among scholars of these areas through lectures, colloquia, workshops, conferences, and publications. Particular programming fields include Turkish Studies and Sephardic Studies.

Center for Russian, East European and Eurasian Studies

Director: Amir Weiner

Office: 615 Crothers Way

Web Site: <http://creees.stanford.edu> (<http://creees.stanford.edu/>)

The Center for Russian, East European and Eurasian Studies (CREEES) is Stanford University's hub for the interdisciplinary study of a vast region stretching from the former Berlin Wall to the Bering Strait. CREEES is home to a one year master's degree, and supports undergraduates and graduate students throughout campus, especially in regards to funding for research and language study. CREEES also hosts renowned visiting scholars, lecture series, conferences, and public events. For further information, see the "Center for Russian, East European and Eurasian Studies (<http://exploreddegrees.stanford.edu/schoolofhumanitiesandsciences/russianeasteuropeanandeurasianstudies/>)" section of this bulletin.

Center for South Asia

Director: Jisha Menon

Office: 615 Crothers Way

Web Site: <http://southasia.stanford.edu> (<http://southasia.stanford.edu/>)

The Center for South Asia (CSA) serves to coordinate and develop Stanford's resources for the study of South Asia across all the disciplines in the School of Humanities and Sciences. It works closely with departments and other units of the University to increase faculty strength, support research, enhance the curriculum, build the library collection, and sponsor programs and events. The program also offers a specialization in South Asian Studies as part of the Global Studies minor (<https://southasia.stanford.edu/academics/undergraduate-minor/>).

The Europe Center

Director: Anna Grzymala-Busse
Office: Encina Hall Central C243
Web Site: <https://tec.fsi.stanford.edu/>

The Europe Center is a multidisciplinary institute committed to the examination of European society, culture, politics, diplomacy, and security. The program also offers a specialization in European Studies as part of the Global Studies minor (<http://tec.fsi.stanford.edu/node/219264/>).

Minor in Global Studies

The minor in Global Studies is designed to give students an in-depth interdisciplinary study in one of six specializations within a larger global perspective.

Global Studies is centered on the interdisciplinary study of regions and their intersecting cultures, languages, history, politics, and societies. Historically, Global (or Area) Studies have sought ways to understand the distinctiveness of cultures and nations by applying the combined knowledge from the social sciences and humanities to their study. This approach was further developed during World War II and the Cold War to be able to understand both American allies and enemies.

Today, Global Studies examine regions and cultures within the larger context of globalization. It applies more branches of knowledge, from human biology and earth sciences to music and management engineering, to better understand the character of regions, their respective developmental trajectories, and the way those trajectories fit into a larger global context.

All students are required to complete 28 units, including a 3 unit gateway course GLOBAL 101 Critical Issues in Global Affairs. The remaining 25 units are unique to each specialization. Students participating in the Bing Overseas Studies Program are especially encouraged to enroll.

Each student chooses one of the six specializations. The specialization appears on the transcript but it does not appear on the diploma.

Admission

Students from any major interested in applying for admission to the Global Studies minor program should consult the relevant center adviser, or Executive Director of Stanford Global Studies, Kate Kuhns (kkuhns@stanford.edu). To declare the Global Studies minor with one of six specializations, students must:

1. Set up an appointment with the appropriate specialization adviser (see appropriate specialization page for contact information).
2. Declare the Global Studies minor and subplan in Axess (<http://axess.stanford.edu>).

COVID-19-Related Degree Requirement Changes

For information on how the Global Studies with African Studies Specialization minor requirements have been affected by the pandemic, see the "COVID-19 Policies tab (p. 8)" in the "Stanford Global Studies" section of this bulletin. For University-wide policy changes related to the pandemic, see the "COVID-19 and Academic Continuity (<http://exploreddegrees.stanford.edu/covid-19-policy-changes/>)" section of this bulletin.

Minor in Global Studies with African Studies Specialization

The minor in Global Studies, African Studies specialization, offers students the opportunity to complement their major course of study with an in-depth, interdisciplinary exploration of the cultures, histories, politics, religions, and societies of Africa.

Students from any major interested in applying for admission to this minor program should consult the minor adviser at the Center for African Studies. Students declare the minor and the African Studies specialization in Axess (<http://axess.stanford.edu>) (see below for detailed instructions).

Students consult with their minor adviser to develop individual programs. The minor is especially well-suited for undergraduates who plan to make service, research, or study abroad in Africa as part of their Stanford experience.

Declaring the Global Studies Minor with African Studies Specialization

To declare the Global Studies minor with African Studies specialization, students must:

1. Set up an appointment with Laura Hubbard, <lhubbard@stanford.edu>, Associate Director for the Center for African Studies.
2. Declare the Global Studies minor and subplan in Axess (<http://axess.stanford.edu>).

Learning Outcomes

The SGS minor specialization in African Studies enables students to:

1. develop critical knowledge and skills in African Studies
2. organize their interest in Africa into a coherent course of study through directed mentorship and participation in intellectual community.
3. prepare for research, study, or service in Africa

Upon completion of requirements, final certification of the minor is made by the Center for African Studies. The minor and the specialization appear on the transcript but they do not appear on the diploma.

Requirements

A total of 28 units which include the following:

1. GLOBAL 101 Critical Issues in Global Affairs (3 units)
2. A minimum of 25 units of Africa-related courses. Students may not double-count courses for completing major and minor requirements. Coursework must be letter-graded, except where letter grades are not offered.
3. At least one quarter's exposure to a sub-Saharan African language. The Center for African Studies (<http://exploreddegrees.stanford.edu/schoolofhumanitiesandsciences/africanstudies/>) and the Special Languages Program of the Language Center (<http://exploreddegrees.stanford.edu/schoolofhumanitiesandsciences/languagecenter/>) can arrange instruction in any of several languages spoken in West, East, Central, and Southern Africa.
4. One entry level course that covers more than one region of Africa.
5. A designated focus of study, either disciplinary or regional, through a three course concentration developed with the minor adviser.
6. Students may work with the subplan advisor to develop a capstone project to count towards the unit fulfillment of the minor. Projects may include (but are not limited to):

1. Research with units through directed reading under the supervision of the subplan advisor.

- Research may take place at Stanford or during a relevant study abroad program, and options may include regional fieldwork, creative arts projects, short films, etc.

2. Advanced language study beyond the subplan minimum requirement with units through directed reading under the supervision of the subplan advisor.

- Intensive language training may take place at Stanford, off-campus, or overseas.

Students may propose other projects related to their subplan.

Course List

For a representative, rather than comprehensive, list of courses that count towards the minor, see the Related Courses (p. 8) tab in this section of the Bulletin. Other courses may also fulfill the requirements; students should consult their African Studies minor adviser concerning which courses might fulfill minor requirements.

COVID-19-Related Degree Requirement Changes

For information on how the Global Studies with European Studies Specialization minor requirements have been affected by the pandemic, see the "COVID-19 Policies tab (p. 8)" in the "Stanford Global Studies" section of this bulletin. For University-wide policy changes related to the pandemic, see the "COVID-19 and Academic Continuity (<http://exploreddegrees.stanford.edu/covid-19-policy-changes/>)" section of this bulletin.

Minor in Global Studies with European Studies Specialization

The Stanford Global Studies, European Studies specialization, is designed for undergraduates with an interdisciplinary interest in the history, culture, politics, societies, and institutions of Europe, past and present.

The minor is especially well-suited for undergraduates who plan to make Europe-based overseas studies a part of their Stanford experience.

Declaring the Global Studies Minor with European Studies Specialization

To declare the Global Studies minor with European Studies specialization, students must:

1. Set up an appointment with minor advisers, Anna Grzymala-Busse (amgbusse@stanford.edu), Faculty Director for The Europe Center, or Christophe Crombez (crombez@stanford.edu) to discuss your academic plan.
2. Declare the Global Studies minor and subplan in Axess (<http://axess.stanford.edu>).

Learning Outcomes

The SGS minor specialization in European Studies enables students to:

1. Organize their studies in a coherent and mentored minor.
2. Prepare for or follow up on involvement in a Bing Overseas Studies Program in Europe.

Upon completion of requirements, final certification of the minor is made by Stanford Global Studies. The minor and the specialization appear on the transcript but they do not appear on the diploma.

Requirements

1. Completion of 28 units that include the following:

- a. GLOBAL 101 Critical Issues in Global Affairs (3 units)
- b. INTNLREL 122 Introduction to European Studies (5 units)
- c. 5 unit survey course on European history or culture. The list of course alternatives that fulfill this requirement this year are:
 - DLCL 100 CAPITALS: How Cities Shape Cultures, States, and People
 - HISTORY 106B Global Human Geography: Europe and Americas
 - HISTORY 132 Ordinary Lives: A Social History of the Everyday in Early Modern Europe
 - HISTORY 230D Europe in the World, 1789-Present
- d. 15 additional units on a coherent theme of interest developed with the minor adviser. This combination of courses can be on any thematic subject with an interdisciplinary and comparative focus on Europe. See the Related Courses tab below for example courses.
- e. At least 13 of the 28 units need to be completed on the Stanford campus.
- f. Coursework must be letter-graded work, except where letter grades are not offered.

2. Advanced proficiency in a modern European language achieved by one of the following:

- a. Completion of six quarters of college-level study of a modern European language.
- b. Completion of a course taught in a modern European language at the 100-level or higher and with a letter grade of 'B' or higher. This may be a course on a European language or literature, or other subject as long as it fulfills the above criteria. (This course may fulfill both the minor foreign language requirement and the minor 28 unit minimum requirement.)
- c. Achieve the advanced proficiency level on the ACTFL scale in a test administered by the Stanford Language Center. (<http://exploreddegrees.stanford.edu/schoolofhumanitiesandsciences/languagecenter/>)

3. Students may work with the subplan advisor to develop a capstone project to count towards the unit fulfillment of the minor. Projects may include (but are not limited to):

1. Research with units through directed reading under the supervision of the subplan advisor.

- Research may take place at Stanford or during a relevant study abroad program, and options may include regional fieldwork, creative arts projects, short films, etc.

2. Advanced language study beyond the subplan minimum requirement with units through directed reading under the supervision of the subplan advisor.

- Intensive language training may take place at Stanford, off-campus, or overseas.

Students may propose other projects related to their subplan.

Course List

For a representative, rather than comprehensive, list of courses that count towards the minor, see the Related Courses (p. 9) tab in this section of the Bulletin. Other courses may also fulfill the requirements; students should consult their European Studies minor adviser concerning which courses might fulfill minor requirements.

COVID-19-Related Degree Requirement Changes

For information on how the Global Studies with Iranian Studies Specialization minor requirements have been affected by the pandemic, see the "COVID-19 Policies tab (p. 8)" in the "Stanford Global Studies" section of this bulletin. For University-wide policy changes related to the pandemic, see the "COVID-19 and Academic Continuity (<http://exploreddegrees.stanford.edu/covid-19-policy-changes/>)" section of this bulletin.

Minor in Global Studies with Iranian Studies Specialization

The Stanford Global Studies, Iranian Studies specialization, is designed for undergraduates with an interdisciplinary interest in the modern history and politics of Iran or the Middle East; Islam, particularly Shiism; the geopolitics of the Middle East; and the religions, ethnicities, and cultures.

Students consult with their minor adviser to develop individual programs. The minor is especially well-suited for undergraduates who plan graduate studies, teaching, or research and analysis focused on Iran.

Upon completion of requirements, final certification of the minor is made by Stanford Global Studies. The minor and the specialization appear on the transcript but they do not appear on the diploma.

Declaring the Global Studies Minor with Iranian Studies Specialization

To declare the Global Studies minor with Iranian Studies specialization, students must:

1. Set up an appointment with Roma Parhad (rparhad@stanford.edu), Associate Director for the Iranian Studies Program.

Declare the Global Studies minor and subplan in AxBSS (<http://axess.stanford.edu>).

Learning Outcomes

The SGS minor specialization in Iranian Studies enables students to:

1. Develop critical knowledge and skills in Iranian Studies.
2. Organize their interest in Iranian Studies into a coherent course of study through directed mentorship and participation in an intellectual community.
3. Enhance students' ability to understand and participate in an increasingly global world.

Upon completion of requirements, final certification of the minor is made by the Iranian Studies Program. The minor and the specialization appear on the transcript but they do not appear on the diploma.

Requirements

A total of 28 units which include the following:

1. GLOBAL 101 Critical Issues in Global Affairs (3 units)
2. One area-specific entry course that deals with Iran and the Middle East. If a student wants to take a course on a subject matter not directly related to Iran, the consent of the Director of Iranian Studies is required.
3. A minimum of 25 units of qualifying courses. 15 units must be from the list of core courses. The remaining 10 units can be chosen from the list of approved elective courses.

- Coursework must be letter-graded work, except where letter grades are not offered.
 - Students may not double-count courses for completing major and minor requirements.
4. Completion of two quarters of Persian language, or proven proficiency in the language.
 5. Students may work with the subplan advisor to develop a capstone project to count towards the unit fulfillment of the minor. Projects may include (but are not limited to):

1. Research with units through directed reading under the supervision of the subplan advisor.

- Research may take place at Stanford or during a relevant study abroad program, and options may include regional fieldwork, creative arts projects, short films, etc.

2. Advanced language study beyond the subplan minimum requirement with units through directed reading under the supervision of the subplan advisor.

- Intensive language training may take place at Stanford, off-campus, or overseas.

Students may propose other projects related to their subplan.

Course List

For a representative, rather than comprehensive, list of courses that count towards the minor, see the Related Courses (p. 10) tab in this section of the Bulletin. Other courses may also fulfill the requirements; students should consult their Iranian Studies minor adviser concerning which courses might fulfill minor requirements.

COVID-19-Related Degree Requirement Changes

For information on how the Global Studies with Islamic Studies Specialization minor requirements have been affected by the pandemic, see the "COVID-19 Policies tab (p. 8)" in the "Stanford Global Studies" section of this bulletin. For University-wide policy changes related to the pandemic, see the "COVID-19 and Academic Continuity (<http://exploreddegrees.stanford.edu/covid-19-policy-changes/>)" section of this bulletin.

Minor in Global Studies with Islamic Studies Specialization

The minor in Stanford Global Studies, Islamic Studies specialization, offers students an interdisciplinary and global exploration of Islam and Muslim societies and cultures. Focus is on knowledge of Islam in all its internal complexity, the history of Islam from its beginnings to the 21st century, Islamic social contexts, and the diversity of human experience as seen in literature and the arts originating in societies affected by Islamic civilizations. Students explore the global extent of Islam and the growth of its diasporas by taking courses on geographical regions such as the Middle East, South Asia, Eurasia, Africa, Western Europe, and Americas) and from disciplines such as anthropology, art and art history, comparative literature, history, political science, international relations, and religious studies.

Students consult with their minor adviser to develop individual programs.

Declaring the Global Studies Minor with Islamic Studies Specialization

To declare the Global Studies minor with Islamic Studies specialization, students must:

1. Set up an appointment with Colin Hamill <chamill@stanford.edu>, Associate Director for the Islamic Studies Program to discuss your academic plan.
2. Declare the Global Studies minor and subplan in Axess (<http://axess.stanford.edu>).

Learning Outcomes

The SGS minor specialization in Islamic Studies enables students to:

1. organize their studies in a coherent and mentored minor.
2. gain exposure to the past and present of Islam in diverse social, political, and cultural settings around the globe.
3. prepare for or follow up on involvement in a Bing Overseas Studies Program such as in Istanbul, France, Germany, or Cape Town.

Upon completion of requirements, final certification of the minor is made by the Abbasi Program in Islamic Studies. The minor and the specialization appear on the transcript but they do not appear on the diploma.

Requirements

1. Completion of 28 units that includes GLOBAL 101 Critical Issues in Global Affairs (3 units)
2. A minimum of 25 units of Islamic studies-related courses. Coursework must be letter-graded, except where letter grades are not offered.
3. At least one course must be an area-specific entry course focusing on the Islamic world. The following courses may be used to fulfill this requirement:
 - GLOBAL 134 The Birth of Islam: Authority, Community, and Resistance (3-5 units)
 - GLOBAL 133 The Medieval Middle East: Crusaders, Turks, and Mongols (3-5 units)
 - MUSIC 186E Sounds of Islam (3 units)
 - PHIL 101A History of Philosophy from Al-Kindi to Averroes (3-5 units)
 - POLISCI 149S Islam, Iran, and the West (5 units)
 - POLISCI 149T Middle Eastern Politics (5 units)
4. At least one course must be from each of the following areas:
 - Islamic Arts, Literatures, and Cultures
 - Islam, History, and Politics
 - Religion of Islam
5. Completion of three courses in a relevant language such as Arabic, Persian, Turkish, Ottoman Turkish, Urdu, Pashto, Kazakh, or Swahili.
6. Students may work with the subplan advisor to develop a capstone project to count towards the unit fulfillment of the minor. Projects may include (but are not limited to):

1. Research with units through directed reading under the supervision of the subplan advisor.

- Research may take place at Stanford or during a relevant study abroad program, and options may include regional fieldwork, creative arts projects, short films, etc.

2. Advanced language study beyond the subplan minimum requirement with units through directed reading under the supervision of the subplan advisor.

- Intensive language training may take place at Stanford, off-campus, or overseas.

Students may propose other projects related to their subplan.

Course List

For a representative, rather than comprehensive, list of courses that count towards the minor, see the Related Courses (p. 11) tab in this section of the Bulletin. Other courses may also fulfill the requirements; students should consult their Islamic Studies minor adviser concerning which courses might fulfill minor requirements.

COVID-19-Related Degree Requirement Changes

For information on how the Global Studies with Latin American Studies Specialization minor requirements have been affected by the pandemic, see the "COVID-19 Policies tab (p. 8)" in the "Stanford Global Studies" section of this bulletin. For University-wide policy changes related to the pandemic, see the "COVID-19 and Academic Continuity (<http://exploreddegrees.stanford.edu/covid-19-policy-changes/>)" section of this bulletin.

Minor in Global Studies with Latin American Studies Specialization

The minor in Global Studies, Latin American Studies (LAS) specialization, consists of a core set of courses surveying the history, politics, society, ecology, and culture of the Latin American region; advanced language training; and in-depth course work.

Students from any major interested in applying for admission to the minor in Global Studies, Latin American Studies (LAS) specialization, should consult Stanford Global Studies and the Center for Latin American Studies (CLAS (<https://clas.stanford.edu/academics/undergraduate-minor/>)). Students who wish to complete the minor must declare online (through Axess (<http://axess.stanford.edu>)) and submit a proposal of course work no later than the second quarter of the junior year. The minor must be completed by the second quarter of the senior year. Units taken for a student's major cannot be double-counted towards the minor.

Students consult with their minor adviser to develop individual programs. The minor is especially well-suited for undergraduates who plan to make service, research, or study abroad in Latin America a part of their Stanford experience.

The Global Studies Minor with Specialization in Latin American Studies is open to students in any major.

Upon completion of all requirements, final certification of the minor is made by the Center for Latin American Studies subcommittee on undergraduate programs. The minor and the specialization appear on the transcript but they do not appear on the diploma.

Declaring the Global Studies Minor with Latin American Studies Specialization

To declare the Global Studies minor with Latin American Studies specialization, students must:

1. Set up an appointment with the CLAS associate director to discuss your academic plan.
2. Declare the Global Studies minor and subplan in Axess (<http://axess.stanford.edu>).

Requirements

1. Students may not double-count courses for completing major and minor requirements. Completion of 28 units as follows:

- a. GLOBAL 101 Critical Issues in Global Affairs (3 units)
 - b. A 5-unit course surveying Latin America, either ILAC 131 Introduction to Latin America: Cultural Perspectives or an approved substitute. For further information contact a CLAS undergraduate adviser at latinamerica@stanford.edu.
 - c. 20 additional units in courses which together comprise a coherent focus on a theoretical problem or issue of the region, such as but not limited to
 - i. culture and identity
 - ii. political economy
 - iii. sustainable development.
 - d. At least 15 of the 28 units must be completed at Stanford.
 - e. All courses to be counted toward the minor must be taken for a letter grade, except where letter grades are not offered.
2. Foreign Language Requirement. The minimum requirement for completion of the minor in Global Studies with Latin American Studies Specialization is advanced proficiency in Spanish or Portuguese by one of the following:
- a. Completion of seven quarters of college-level study of Spanish or Portuguese.
 - b. Completion of a course taught in Spanish or Portuguese at the 100-level or higher, with a letter grade of 'B' or higher. This may be a course on Spanish or Portuguese language or literature, or some other subject.
 - c. Achievement of the advanced proficiency level on the ACTFL scale in a test administered by the Stanford Language Center. Contact the Stanford Language Center (<http://exploreddegrees.stanford.edu/schoolofhumanitiesandsciences/languagecenter/>) for test dates and procedures.
3. Students may work with the subplan advisor to develop a capstone project to count towards the unit fulfillment of the minor. Projects may include (but are not limited to):
1. Research with units through directed reading under the supervision of the subplan advisor.
 - Research may take place at Stanford or during a relevant study abroad program, and options may include regional fieldwork, creative arts projects, short films, etc.
 2. Advanced language study beyond the subplan minimum requirement with units through directed reading under the supervision of the subplan advisor.
 - Intensive language training may take place at Stanford, off-campus, or overseas.

Students may propose other projects related to their subplan.

Course List

For a representative, rather than comprehensive, list of courses that count towards the minor, see the Related Courses (p. 13) tab in this section of the Bulletin. Other courses may also fulfill the requirements; students should consult their Latin American Studies minor adviser concerning which courses might fulfill minor requirements.

COVID-19-Related Degree Requirement Changes

For information on how the Global Studies with South Asian Studies Specialization minor requirements have been affected by the pandemic, see the "COVID-19 Policies tab (p. 8)" in the "Stanford Global Studies" section of this bulletin. For University-wide policy changes related to the pandemic, see the "COVID-19 and Academic Continuity (<http://exploreddegrees.stanford.edu/covid-19-policy-changes/>)" section of this bulletin.

Minor in Global Studies with South Asian Studies Specialization

The minor in Stanford Global Studies, South Asian Studies specialization, offers students a focused study from an interdisciplinary perspective of the cultures, histories, politics, religions, and societies of South Asia, including India, Pakistan, Sri Lanka, Nepal, Bhutan, Bangladesh, and the Maldives.

The Global Studies Minor with Specialization in South Asian Studies is open to students in any major. Students consult with their minor adviser to develop individual programs.

Declaring the Global Studies Minor with South Asian Studies Specialization

To declare the Global Studies minor with South Asian Studies specialization, students must:

1. Set up an appointment with Lalita du Perron (lalita@stanford.edu), Associate Director for the South Asian Studies Center, to discuss your academic plan.
2. Declare the Global Studies minor and subplan in AxBESS (<http://axess.stanford.edu>).

Learning Outcomes

The SGS minor specialization in South Asian Studies enables students to:

1. acquire a nuanced and sophisticated understanding of the texts and contexts of South Asian Studies .
2. work on this geographical and disciplinary area within the broader contours, conversations, and methods of Global Studies.
3. enhance students' ability to understand and participate in an increasingly global world.
4. develop critical and wide-ranging insight into a key world area.

Upon completion of requirements, final certification of the minor is made by the Center for South Asian Studies. The minor and the specialization appear on the transcript but they do not appear on the diploma.

Requirements

A total of 28 units which include the following:

1. GLOBAL 101 Critical Issues in Global Affairs (3 units)
2. At least 25 units of qualifying courses. Students may not double-count courses for completing major and minor requirements. At least 10 of the 25 units must be completed at Stanford. All courses to be counted toward the minor must be taken for a letter grade, except where letter grades are not offered.
 - a. A 5-unit core course such as ANTHRO 149 or HISTORY 106A Global Human Geography: Asia and Africa.
 - b. 20 units in courses that together represent an area of interdisciplinary focus such as, but not limited to, the following:
 - i. immigration and law
 - ii. urbanization and film
 - iii. history and culture
 - c. All courses, with the exception of Overseas Studies courses, must be taken at the 100-level or higher. For a list of courses, see the "Related Courses" tab in this section.
3. Foreign Language Requirement. Language requirement: Intermediate proficiency in a South Asian language by one of the following methods:
 - a. Completion of two introductory language courses in a South Asian language such as Urdu, Hindi, Persian, Bengali, Pashto,

Tamil, Telugu, Kannada, Gujarati, Malayalam, Garhwali, Nepalese, Tibetan, or Sindhi; other languages may also qualify.

- b. Intermediate proficiency in any of the above languages, as measured by the ACTFL scale in a test administered by the Stanford Language Center (<http://exploreddegrees.stanford.edu/schoolofhumanitiesandsocieties/languagecenter/>).
4. Students may work with the subplan advisor to develop a capstone project to count towards the unit fulfillment of the minor. Projects may include (but are not limited to):

1. Research with units through directed reading under the supervision of the subplan advisor.
 - Research may take place at Stanford or during a relevant study abroad program, and options may include regional fieldwork, creative arts projects, short films, etc.
2. Advanced language study beyond the subplan minimum requirement with units through directed reading under the supervision of the subplan advisor.
 - Intensive language training may take place at Stanford, off-campus, or overseas.

Students may propose other projects related to their subplan.

Course List

For a representative, rather than comprehensive, list of courses that count towards the minor, see the Related Courses (p. 15) tab in this section of the Bulletin. Other courses may also fulfill the requirements; students should consult their South Asian Studies minor adviser concerning which courses might fulfill minor requirements.

COVID-19 Policies

On July 30, the Academic Senate adopted grading policies effective for all undergraduate and graduate programs, excepting the professional Graduate School of Business, School of Law, and the School of Medicine M.D. Program. For a complete list of those and other academic policies relating to the pandemic, see the "COVID-19 and Academic Continuity (<http://exploreddegrees.stanford.edu/covid-19-policy-changes/#tempdepttemplatetabtext>)" section of this bulletin.

The Senate decided that all undergraduate and graduate courses offered for a letter grade must also offer students the option of taking the course for a "credit" or "no credit" grade and recommended that deans, departments, and programs consider adopting local policies to count courses taken for a "credit" or "satisfactory" grade toward the fulfillment of degree-program requirements and/or alter program requirements as appropriate.

Stanford Global Minor Requirements

Grading

Stanford Global Studies counts all courses taken in academic year 2020-21 with a grade of 'CR' (credit) or 'S' (satisfactory) towards satisfaction of undergraduate degree requirements that otherwise require a letter grade.

SGS Division Director

Jeremy Weinstein (<https://profiles.stanford.edu/jeremy-weinstein/>) (Political Science)

SGS Directors

Center for African Studies: James Ferguson (<https://www.stanford.edu/dept/anthropology/cgi-bin/web/?q=node/42>) (Anthropology)

Center for East Asian Studies: Dafna Zur (<https://profiles.stanford.edu/dafna-zur/>) (East Asian Languages and Cultures)

France-Stanford Center: Amalia Kessler (<https://law.stanford.edu/directory/amalia-d-kessler/>) (Law)

WSD Handa Center for Human Rights and International Justice: David Cohen (<https://classics.stanford.edu/people/david-cohen/>) (Classics)

Program in International Relations: Kenneth Schultz (<https://politicalscience.stanford.edu/people/kenneth-schultz/>) (Political Science)

Hamid and Christina Moghadam Program In Iranian Studies: Abbas Milani (<https://iranian-studies.stanford.edu/people/abbas-milani/>) (Hoover Institution)

Sohaib and Sara Abbasi Program in Islamic Studies: Lisa Blaydes (<https://politicalscience.stanford.edu/people/lisa-blaydes/>) (Political Science)

Taube Center For Jewish Studies: Ari Kelman (<http://jewishstudies.stanford.edu/faculty/ari-y-kelman/>) (Graduate School of Education)

Center for Latin American Studies: Alberto Díaz-Cayeros (<https://profiles.stanford.edu/alberto-diaz-cayeros/>) (Freeman Spogli Institute for International Studies)

Mediterranean Studies Forum: Lisa Blaydes (<https://politicalscience.stanford.edu/people/lisa-blaydes/>) (Political Science)

Center for Russian, East European and Eurasian Studies: Amir Weiner (<https://history.stanford.edu/people/amir-weiner/>) (History)

Center for South Asia: Jisha Menon (<https://profiles.stanford.edu/jisha-menon/>) (Theater and Performance Studies)

The Europe Center: Anna Gryzmala-Busse (<https://politicalscience.stanford.edu/people/anna-grzymala-busse/>) (Political Science)

The following lists are representative rather than comprehensive lists of courses that may apply to the six specializations in the minor in Stanford Global Studies. Students should consult their adviser to determine courses that apply to their specific program.

African Studies Specialization

The following is a current selection of courses related to African Studies. Students should consult with their minor adviser to determine the applicability of any course to the minor in Stanford Global Studies, African Studies specialization.

		Units
AFRICAST 111	Education for All? The Global and Local in Public Policy Making in Africa	3-5
AFRICAST 112	AIDS, Literacy, and Land: Foreign Aid and Development in Africa	3-5
AFRICAST 113V	Freedom in Chains: Black Slavery in the Atlantic, 1400s-1800s	3-5
AFRICAST 132	Literature and Society in Africa and the Caribbean	4
AFRICAST 135	Designing Research-Based Interventions to Solve Global Health Problems	3-4

AFRICAST 142	Challenging the Status Quo: Social Entrepreneurs Advancing Democracy, Development and Justice	3-5	ARTHIST 102	Introduction to Greek Art II: The Classical Period	4
AFRICAST 195	Shifting Frames	1-2	ARTHIST 108	Virginity and Power: Mary in the Middle Ages	4
AFRICAST 300	Contemporary Issues in African Studies	1	ARTHIST 111	Introduction to Italian Renaissance, 1420-1580	4
Related Courses from Other Departments					
AFRICAST 114N	Desert Biogeography of Namibia Prefield Seminar	3	ARTHIST 114	Mystical Naturalism: Van Eyck, Dürer, and the Northern Renaissance	4
AFRICAST 119	Novel Perspectives on South Africa	2-3	ARTHIST 117	Picturing the Papacy, 1300-1850	4
AFRICAST 122F	Histories of Race in Science and Medicine at Home and Abroad	4	ARTHIST 118	Titian, Veronese, Tintoretto	4
AFRICAST 199	Independent Study or Directed Reading	1-5	ARTHIST 124	The Age of Naturalism, Painting in Europe 1830-1874	4
AFRICAST 220E	Renaissance Africa	3-5	ARTHIST 142	Architecture Since 1900	4
AFRICAST 235	Designing Research-Based Interventions to Solve Global Health Problems	3-4	ARTHIST 147	Modernism and Modernity	4
AFRICAST 249	Bodies, Technologies, and Natures in Africa	4-5	ARTHIST 203	Artists, Athletes, Courtesans and Crooks	5
ANTHRO 1	Introduction to Cultural and Social Anthropology	3-5	ARTHIST 210	Giotto	5
ANTHRO 41	Genes and Identity	4	ARTHIST 213	Renaissance Print Culture: Art in the Cantor Arts Center	5
COMPLIT 121	Poems, Poetry, Worlds	5	COMPLIT 115	Vladimir Nabokov: Displacement and the Liberated Eye	3-5
ECON 118	Development Economics	5	COMPLIT 181	Philosophy and Literature	3-5
HISTORY 47	History of South Africa	3	DLCL 100	CAPITALS: How Cities Shape Cultures, States, and People	3-5
HISTORY 48	The Egyptians	3-5	ENGLISH 81	Philosophy and Literature	3-5
HISTORY 48Q	South Africa: Contested Transitions	4	FRENCH 181	Philosophy and Literature	3-5
HISTORY 106A	Global Human Geography: Asia and Africa	5	FRENCH 192	Women in French Cinema: 1958-	3-5
HISTORY 145B	Africa in the 20th Century	5	FRENCH 205	Songs of Love and War: Gender, Crusade, Politics	3-5
HISTORY 146	History of Humanitarian Aid in sub-Saharan Africa	4-5	FRENCH 219	The Renaissance Body in French Literature and Medicine	3-5
HISTORY 238J	The European Scramble for Africa: Origins and Debates	4-5	GERMAN 181	Philosophy and Literature	3-5
OSPCPTWN 30	Introduction to Contemporary Issues in South Africa	2	GERMAN 267	Prospects for Transatlantic Relations: What Holds the West Together?	1-2
OSPCPTWN 36	The Archaeology of Southern African Hunter Gatherers	4	GLOBAL 101	Critical Issues in Global Affairs	3
OSPCPTWN 38	Genocide: African Experiences in Comparative Perspective	3-5	HISTORY 10C	The Problem of Modern Europe	3
OSPCPTWN 55	Arts of Change	3	HISTORY 30C	Culture and Society in Reformation England	3
OSPCPTWN 67	ICT4D: An Introduction to the Use of ICTs for Development	3	HISTORY 85B	Jews in the Contemporary World: The American Jewish Present & Past in Popular Culture, Film, & TV	3
OSPCPTWN 78	Postcolonial Modernist Art Movements in Africa	3	HISTORY 106B	Global Human Geography: Europe and Americas	5
POLISCI 11N	The Rwandan Genocide	3	HISTORY 110C	The Problem of Modern Europe	5
POLISCI 114D	Democracy, Development, and the Rule of Law	3-5	HISTORY 132	Ordinary Lives: A Social History of the Everyday in Early Modern Europe	5
POLISCI 146A	African Politics	4-5	HISTORY 137A	Europe, 1945-2002	5
SURG 150	Politics, Culture, and Economics of Global Surgery	1-4	HISTORY 140A	The Scientific Revolution	5
THINK 42	Thinking Through Africa: Perspectives on Health, Wealth, and Well-Being	4	HISTORY 185B	Jews in the Contemporary World: The American Jewish Present & Past in Popular Culture, Film, & TV	4-5

return to top (p. 8)

European Studies Specialization

The following is a current selection of courses related to European Studies. Students should consult with their minor adviser to determine the applicability of any course to the minor in Stanford Global Studies, European Studies specialization.

		Units
ARTHIST 101	Introduction to Greek Art I: The Archaic Period	4
ARTHIST 102	Introduction to Greek Art II: The Classical Period	4
ARTHIST 108	Virginity and Power: Mary in the Middle Ages	4
ARTHIST 111	Introduction to Italian Renaissance, 1420-1580	4
ARTHIST 114	Mystical Naturalism: Van Eyck, Dürer, and the Northern Renaissance	4
ARTHIST 117	Picturing the Papacy, 1300-1850	4
ARTHIST 118	Titian, Veronese, Tintoretto	4
ARTHIST 124	The Age of Naturalism, Painting in Europe 1830-1874	4
ARTHIST 142	Architecture Since 1900	4
ARTHIST 147	Modernism and Modernity	4
ARTHIST 203	Artists, Athletes, Courtesans and Crooks	5
ARTHIST 210	Giotto	5
ARTHIST 213	Renaissance Print Culture: Art in the Cantor Arts Center	5
COMPLIT 115	Vladimir Nabokov: Displacement and the Liberated Eye	3-5
COMPLIT 181	Philosophy and Literature	3-5
DLCL 100	CAPITALS: How Cities Shape Cultures, States, and People	3-5
ENGLISH 81	Philosophy and Literature	3-5
FRENCH 181	Philosophy and Literature	3-5
FRENCH 192	Women in French Cinema: 1958-	3-5
FRENCH 205	Songs of Love and War: Gender, Crusade, Politics	3-5
FRENCH 219	The Renaissance Body in French Literature and Medicine	3-5
GERMAN 181	Philosophy and Literature	3-5
GERMAN 267	Prospects for Transatlantic Relations: What Holds the West Together?	1-2
GLOBAL 101	Critical Issues in Global Affairs	3
HISTORY 10C	The Problem of Modern Europe	3
HISTORY 30C	Culture and Society in Reformation England	3
HISTORY 85B	Jews in the Contemporary World: The American Jewish Present & Past in Popular Culture, Film, & TV	3
HISTORY 106B	Global Human Geography: Europe and Americas	5
HISTORY 110C	The Problem of Modern Europe	5
HISTORY 132	Ordinary Lives: A Social History of the Everyday in Early Modern Europe	5
HISTORY 137A	Europe, 1945-2002	5
HISTORY 140A	The Scientific Revolution	5
HISTORY 185B	Jews in the Contemporary World: The American Jewish Present & Past in Popular Culture, Film, & TV	4-5
HISTORY 222	Crime and Punishment in Early Modern Europe and Russia	4-5
HISTORY 230D	Europe in the World, 1789-Present	4-5
HISTORY 233G	Catholic Politics in Europe, 1789-1992	5
HISTORY 239H	Colonialism and Empire in Modern Europe	5
HISTORY 330D	Europe in the World, 1789-Present	4-5
ILAC 130	Introduction to Iberia: Cultural Perspectives	3-5
ILAC 136	Modern Iberian Literatures	3-5
ILAC 157	Medieval and Early Modern Iberian Literatures	3-5
ILAC 193	The Cinema of Pedro Almodovar	3-5

COMPLIT 243A	From Idol to Equal: Changing Images of Love in 20th-Century Persian and Turkish Literature	3-5
COMPLIT 244	Modern Persian Poetry	3-5
COMPLIT 249	Rumi: Rhythms of Creation	3-5
COMPLIT 249A	The Iranian Cinema: Image and Meaning	1-3
COMPLIT 249B	Iranian Cinema in Diaspora	1-3
COMPLIT 249C	Contemporary Iranian Theater	1-3
COMPLIT 399	Individual Work	1-15
CSRE 95I	Space, Public Discourse and Revolutionary Practices	3-4
DLCL 144	An Introduction to Persian Literature, an Aesthetic Tradition Over a Millennium Old	3-4
DLCL 227	Persian, Arabic, Turkish, and Hebrew Languages, Literatures, and Cultures	1
FILMSTUD 135	Around the World in Ten Films	3-4
GLOBAL 101	Critical Issues in Global Affairs	3
GLOBAL 104	Iranian Cuisine	1
GLOBAL 249A	The Iranian Cinema: Image and Meaning	1-3
GLOBAL 249B	Iranian Cinema in Diaspora	1-3
GLOBAL 249C	Contemporary Iranian Theater	1-3
HISTORY 81B	Formation of the Contemporary Middle East	3
HISTORY 87	The Islamic Republics: Politics and Society in Iran, Afghanistan and Pakistan	3
HISTORY 181B	Formation of the Contemporary Middle East	5
HISTORY 187	The Islamic Republics: Politics and Society in Iran, Afghanistan and Pakistan	5
HISTORY 201A	The Global Drug Wars	4-5
HISTORY 252B	Diplomacy on the Ground: Case Studies in the Challenges of Representing Your Country	5
HISTORY 284F	Empires, Markets and Networks: Early Modern Islamic World Between Europe and China, 1400-1900	4-5
HISTORY 288C	Jews of the Modern Middle East and North Africa	5
HISTORY 384F	Empires, Markets and Networks: Early Modern Islamic World Between Europe and China, 1400-1900	4-5
INTNLREL 174	Diplomacy on the Ground: Case Studies in the Challenges of Representing Your Country	5
INTNLREL 198	Senior Thesis	2-10
JEWISHST 288C	Jews of the Modern Middle East and North Africa	5
POLISCI 118P	U.S. Relations with Iran	5
POLISCI 149S	Islam, Iran, and the West	5
POLISCI 149T	Middle Eastern Politics	5
POLISCI 211N	Nuclear Politics	3-5
POLISCI 215F	Nuclear Weapons and International Politics	5
POLISCI 219	Directed Reading and Research in International Relations	1-10
POLISCI 229	Directed Reading and Research in American Politics	1-10
POLISCI 245R	Politics in Modern Iran	5
POLISCI 311N	Nuclear Politics	3-5

POLISCI 315F	Nuclear Weapons and International Politics	5
RELIGST 180	Gender Relations in Islam	4

return to top (p. 8)

Islamic Studies Specialization

The following is a current selection of courses related to Islamic Studies. Students should consult with their minor adviser to determine the applicability of any course to the minor in Stanford Global Studies, Islamic Studies specialization.

		Units
Islamic Arts, Literatures, and Cultures		
AFRICAAM 94	Public Space in Iran: Murals, Graffiti, Performance	3-4
AMELANG 126	Reflection on the Other: The Arab Israeli Conflict in Literature and Film	3-5
AMSTUD 15	Global Flows: The Globalization of Hip Hop Art, Culture, and Politics	1-2
ANTHRO 132	Religion and Politics in the Muslim World	5
ANTHRO 147B	World Heritage in Global Conflict	5
ANTHRO 247B	World Heritage in Global Conflict	5
ARCHLGY 147B	World Heritage in Global Conflict	5
ARTHIST 1A	Decolonizing the Western Canon: Introduction to Art and Architecture from Prehistory to Medieval	5
ARTHIST 105B	Medieval Journeys: Introduction through the Art and Architecture	5
ARTHIST 208	Hagia Sophia	5
ARTHIST 208B	The Art of Medieval Spain: Muslims, Christians, Jews	5
ARTHIST 405	Art, Ekphrasis, and Music in Byzantium and Islam	5
ARTHIST 408	Hagia Sophia	5
ARTHIST 408B	The Art of Medieval Spain: Muslims, Christians, Jews	5
ARTHIST 409	Theories of the Image: Byzantium, Islam and the Latin West	5
CLASSICS 47	Ancient Knowledge, New Frontiers: How the Greek Legacy Became Islamic Science	3
CLASSICS 56	Decolonizing the Western Canon: Introduction to Art and Architecture from Prehistory to Medieval	5
COMPLIT 102	Film Series: Understanding Turkey Through Film	1-2
COMPLIT 107A	Ancient Knowledge, New Frontiers: How the Greek Legacy Became Islamic Science	3
COMPLIT 121	Poems, Poetry, Worlds	5
COMPLIT 134A	Classics of Persian Literature	3-5
COMPLIT 145	Reflection on the Other: The Arab Israeli Conflict in Literature and Film	3-5
COMPLIT 234	Classics of Persian Literature	3-5
COMPLIT 243	The Age of Beloveds: Inflections of Desire in Persian and Ottoman Literature	3-5
COMPLIT 243A	From Idol to Equal: Changing Images of Love in 20th-Century Persian and Turkish Literature	3-5
COMPLIT 243B	Advanced Readings in Arabic Literature and Science II	3-5
COMPLIT 244	Modern Persian Poetry	3-5
COMPLIT 249A	The Iranian Cinema: Image and Meaning	1-3

COMPLIT 249B	Iranian Cinema in Diaspora	1-3	HISTORY 18S	Pirates, Captives, and Renegades: Encounters in the Early Modern Mediterranean World	5
COMPLIT 249C	Contemporary Iranian Theater	1-3	HISTORY 39	Modern Britain and the British Empire	3
COMPLIT 252A	Great Arabic Poetry	3-5	HISTORY 45B	Africa in the 20th Century	3
COMPLIT 252B	Great Arabic Prose	3-5	HISTORY 81B	Formation of the Contemporary Middle East	3
CSRE 129	Camus	4-5	HISTORY 83S	Refugees of Palestine and Syria: History, Identity, and Politics of Exile in the Middle East	5
CSRE 160M	Introduction to Representations of the Middle East in Dance, Performance, & Popular Culture	3-4	HISTORY 87	The Islamic Republics: Politics and Society in Iran, Afghanistan and Pakistan	3
CSRE 249	The Algerian Wars	3-5	HISTORY 97	Southeast Asia: From Antiquity to the Modern Era	3-5
DLCL 227	Persian, Arabic, Turkish, and Hebrew Languages, Literatures, and Cultures	1	HISTORY 102	History of the International System since 1914	5
DLCL 245	LA ALJAMÍA, ROMÁRABE LANGUAGE	3-5	HISTORY 139	Modern Britain and the British Empire	5
ENGLISH 92AP	Arab and Arab-American Poetry	5	HISTORY 181B	Formation of the Contemporary Middle East	5
FRENCH 249	The Algerian Wars	3-5	HISTORY 182G	Making Palestine Visible	3-5
GLOBAL 199	Capstone Project: Global Studies Minor	1-5	HISTORY 187	The Islamic Republics: Politics and Society in Iran, Afghanistan and Pakistan	5
GLOBAL 249A	The Iranian Cinema: Image and Meaning	1-3	HISTORY 201A	The Global Drug Wars	4-5
GLOBAL 249B	Iranian Cinema in Diaspora	1-3	HISTORY 210	The History of Occupation, 1914-2010	4-5
GLOBAL 249C	Contemporary Iranian Theater	1-3	HISTORY 249	The Mamluks: Slave-Soldiers and Sultans of Medieval Egypt	3-5
HISTORY 239G	The Algerian Wars	3-5	HISTORY 284	The Ottoman Empire: Conquest, Coexistence, and Coffee	4-5
HUMCORE 121	Ancient Knowledge, New Frontiers: How the Greek Legacy Became Islamic Science	3	HISTORY 284F	Empires, Markets and Networks: Early Modern Islamic World Between Europe and China, 1400-1900	4-5
ILAC 157	Medieval and Early Modern Iberian Literatures	3-5	HISTORY 292C	Gender in Modern South Asia	5
ILAC 278A	Senior Seminar: The Iberian Pastoral	3-5	HISTORY 301A	The Global Drug Wars	4-5
JEWISHST 106	Reflection on the Other: The Arab Israeli Conflict in Literature and Film	3-5	HISTORY 345B	African Encounters with Colonialism	4-5
MUSIC 7B	Musical Cultures of the World	2-3	HISTORY 349A	The Mamluks: Slave-Soldiers and Sultans of Medieval Egypt	3-5
MUSIC 186E	Sounds of Islam	3	HISTORY 381	Economic and Social History of the Modern Middle East	4-5
MUSIC 187	Spiritual Sound of Central Asia: Introduction to the Music of Central Asia	1-5	HISTORY 384	The Ottoman Empire: Conquest, Coexistence, and Coffee	4-5
OSPMADRD 74	Islam in Spain and Europe: 1300 Years of Contact	4	HISTORY 384F	Empires, Markets and Networks: Early Modern Islamic World Between Europe and China, 1400-1900	4-5
PHIL 101A	History of Philosophy from Al-Kindi to Averroes	3-5	ILAC 278A	Senior Seminar: The Iberian Pastoral	3-5
RELIGST 283	Religion and Literature	4	POLISCI 149S	Islam, Iran, and the West	5
TAPS 157	World Drama and Performance	4	POLISCI 215A	Special Topics: State-Society Relations in the Contemporary Arab World-Key Concepts and Debates	5
TAPS 157P	Performing Arabs and Others in Theory and Practice	4	PSYC 86Q	Psychology of Xenophobia	3
TAPS 160M	Introduction to Representations of the Middle East in Dance, Performance, & Popular Culture	3-4	TAPS 157S	Edward Said, or Scholar vs Empire	3-4
TAPS 357	World Drama and Performance	4	Islamic Politics		
Islamic History			COMM 177Y	Specialized Writing and Reporting: Foreign Correspondence	4-5
AFRICAAM 145B	Africa in the 20th Century	5	COMM 277Y	Specialized Writing and Reporting: Foreign Correspondence	4-5
ANTHRO 108B	Gender in the Arab and Middle Eastern City	5	CSRE 82G	Making Palestine Visible	3-5
CSRE 82G	Making Palestine Visible	3-5	INTLPOL 214	Refugees in the Twenty-first Century	3-5
CSRE 218	Islam, Race and Revolution: A Pan-American Approach	3-5	POLISCI 118P	U.S. Relations with Iran	5
FEMGEN 5S	Comparative Partitions: Religion, Identity, and the Nation-State	5	POLISCI 149S	Islam, Iran, and the West	5
GLOBAL 102	The Mamluks: Slave-Soldiers and Sultans of Medieval Egypt	3-5	POLISCI 149T	Middle Eastern Politics	5
GLOBAL 133	The Medieval Middle East: Crusaders, Turks, and Mongols	3-5			
GLOBAL 134	The Birth of Islam: Authority, Community, and Resistance	3-5			
GLOBAL 210	The Mamluks: Slave-Soldiers and Sultans of Medieval Egypt	3-5			
HISTORY 5S	Comparative Partitions: Religion, Identity, and the Nation-State	5			

POLISCI 222	The Political Psychology of Intolerance	5	ARABLANG 297	Directed Reading	1-5
POLISCI 245R	Politics in Modern Iran	5	ARABLANG 394	Graduate Studies in Arabic Conversation	1-3
POLISCI 246A	Paths to the Modern World: The West in Comparative Perspective	3-5	ARABLANG 395	Graduate Studies in Arabic	1-5
POLISCI 441L	Grad Seminar on Middle Eastern Politics	3-5	COMPLIT 245	Introductory Ottoman Turkish	1-3
Languages			COMPLIT 248A	Reading Turkish I	2-4
AMELANG 15T	Intermediate to Advanced Turkish Conversation	2	COMPLIT 248B	Reading Turkish II	2-4
AMELANG 84A	Accelerated First-Year Turkish, Part 1	5	COMPLIT 248C	Advanced Turkish-English Translation	2-4
AMELANG 84B	Accelerated First-Year Turkish, Part 2	5	SPECLANG 152A	First-Year Hindi, First Quarter	5
AMELANG 144A	First-Year Modern Persian, First Quarter	5	SPECLANG 152B	First-Year Hindi, Second Quarter	5
AMELANG 144B	First-Year Modern Persian, Second Quarter	5	SPECLANG 152C	First-Year Hindi, Third Quarter	5
AMELANG 144C	First-Year Modern Persian, Third Quarter	5	SPECLANG 153A	Second-Year Hindi, First Quarter	4
AMELANG 145A	Second-Year Modern Persian, First Quarter	5	SPECLANG 153B	Second-Year Hindi, Second Quarter	4
AMELANG 145B	Second-Year Modern Persian, Second Quarter	5	SPECLANG 153C	Second-Year Hindi, Third Quarter	4
AMELANG 145C	Second-Year Modern Persian, Third Quarter	5	SPECLANG 154A	Third-Year Hindi, First Quarter	4
AMELANG 146A	Third-Year Persian, First Quarter	4	SPECLANG 154B	Third-Year Hindi, Second Quarter	4
AMELANG 146B	Third-Year Persian, Second Quarter	4	SPECLANG 154C	Third-Year Hindi, Third Quarter	4
AMELANG 146C	Third-Year Persian, Third Quarter	4	SPECLANG 156A	First-Year Indonesian, First Quarter	5
AMELANG 185A	Second-Year Turkish, First Quarter	5	SPECLANG 157A	Second-Year Indonesian, First Quarter	4
AMELANG 185B	Second-Year Turkish, Second Quarter	5	SPECLANG 192A	First-Year Kazakh, First Quarter	4
AMELANG 185C	Second-Year Turkish, Third Quarter	5	SPECLANG 192B	First-Year Kazakh, Second Quarter	4
AMELANG 297	Directed Reading in African and Middle Eastern Languages	1-5	SPECLANG 192C	First-Year Kazakh, Third Quarter	4
AMELANG 395	Graduate Studies in African and Middle Eastern Languages	1-5	SPECLANG 193A	Second-Year Kazakh, First Quarter	4
ARABLANG 1	First-Year Arabic, First Quarter	5	SPECLANG 193B	Second-Year Kazakh, Second Quarter	4
ARABLANG 1A	Accelerated First-Year Arabic, Part I	5	SPECLANG 193C	Second-Year Kazakh, Third Quarter	4
ARABLANG 2	First-Year Arabic, Second Quarter	5	SPECLANG 194B	Third-Year Kazakh, Second Quarter	3
ARABLANG 2A	Accelerated First-Year Arabic, Part II	5	SPECLANG 194C	Third-Year Kazakh, Third Quarter	3
ARABLANG 3	First-Year Arabic, Third Quarter	5	SPECLANG 218A	Beginning Urdu, First Quarter	5
ARABLANG 10	Arabic Calligraphy	3	SPECLANG 218B	Beginning Urdu, Second Quarter	4
ARABLANG 21	Second-Year Arabic, First Quarter	5	SPECLANG 218C	Beginning Urdu, Third Quarter	4
ARABLANG 21A	Accelerated Second-Year Arabic, Part I	5	SPECLANG 219B	Intermediate Urdu, Second Quarter	4
ARABLANG 21H	Second-Year Arabic for Heritage Learners, First Quarter	5	SPECLANG 229A	Beginning Pashto, First Quarter	5
ARABLANG 22	Second-Year Arabic, Second Quarter	5	SPECLANG 229B	Beginning Pashto, Second Quarter	5
ARABLANG 22A	Accelerated second-Year Arabic, Part II	5	SPECLANG 239A	Second-Year Uzbek, First Quarter	3
ARABLANG 22H	Second-Year Arabic for Heritage Learners, Second Quarter	5	SPECLANG 239B	Second-Year Uzbek, Second Quarter	3
ARABLANG 23	Second-Year Arabic, Third Quarter	5	SPECLANG 239C	Second-Year Uzbek, Third Quarter	3
ARABLANG 23H	Second-Year Arabic for Heritage Learners, Third Quarter	5	SPECLANG 240A	Third-Year Uzbek, First quarter	3
ARABLANG 24	Arabic Skills Workshop	4			
ARABLANG 116	Arabic of the Qur'an	3			
ARABLANG 125A	Colloquial Arabic, First Quarter	4			
ARABLANG 125B	Conversational/Colloquial Arabic, Second Quarter	4			
ARABLANG 127	Intermediate to Advanced Conversation	3			
ARABLANG 131	Third-Year Arabic, First Quarter	4			
ARABLANG 131H	Third-Year Arabic for Heritage Learners, First Quarter	4			
ARABLANG 132	Third-Year Arabic, Second Quarter	4			
ARABLANG 132H	Third-Year Arabic for Heritage Learners, Second Quarter	4			
ARABLANG 133	Third-Year Arabic, Third Quarter	4			
ARABLANG 133H	Third-Year Arabic for Heritage Learners, Third Quarter	5			

return to top (p. 8)

Latin American Studies Specialization

1. All courses to be counted toward the minor must be taken at the 100-level or higher, with the exception of Overseas Studies courses (see also note 1, above).
2. All courses to be counted toward the minor must be taken for a letter grade.
3. Some courses have prerequisites or special enrollment requirements. Students are responsible for making sure they have completed any prerequisites and/or secured an instructor's permission, as needed.

Culture and Society

		Units
AMSTUD 271	Mexicans in the United States	5
ANTHRO 100D	Chavin de Huantar Research Seminar	3-5
ANTHRO 153	Asylum: Knowledge, Politics, and Population	3-5
ANTHRO 181	Religion and Science in the Amazon and Elsewhere	5

ANTHRO 206A	Incas and their Ancestors: Peruvian Archaeology	3-5	HUMRTS 108	Advanced Spanish Service-Learning: Migration, Asylum, and Human Rights at the Border	1-3
ANTHRO 281	Religion and Science in the Amazon and Elsewhere	5	ILAC 113Q	Borges and Translation	3-5
ARCHLGY 100D	Chavin de Huantar Research Seminar	3-5	ILAC 122A	Radical Poetry: The Avant-garde in Latin America and Spain	4
CHILATST 111	Curander@s, remedios y espiritualidad: Chican@/Latin@ healing practices	3-5	ILAC 124	Coming of Age in Latin America	3-5
CHILATST 140	Migration in 21st Century Latin American Film	3-5	ILAC 128	Spanish Literature and Language through Comics	3-5
CHILATST 173	Mexican Migration to the United States	3-5	ILAC 131	Introduction to Latin America: Cultural Perspectives	3-5
CHILATST 212	Biology, Culture and Social Justice in Latin America: Perspectives from Forensic Anthropology	5	ILAC 132	Drug Wars: from Pablo Escobar to the Mara Salvatrucha to Iguala Mass Student Kidnapping	3-5
COMPLIT 100	CAPITALS: How Cities Shape Cultures, States, and People	3-5	ILAC 132E	Introduction to Global Portuguese: Cultural Perspectives	3-5
COMPLIT 142	The Literature of the Americas	5	ILAC 140	Migration in 21st Century Latin American Film	3-5
COMPLIT 348	US-Mexico Border Fictions: Writing La Frontera, Tearing Down the Wall	3-5	ILAC 157	Medieval and Early Modern Iberian Literatures	3-5
CSRE 23	Race and the War on Drugs: Long Roots and Other Futures	3-5	ILAC 161	Modern Latin American Literature	3-5
CSRE 156X	Theater of Dissent: Social Movements, Migration, and Revolution in the Americas	4	ILAC 175	CAPITALS: How Cities Shape Cultures, States, and People	3-5
CSRE 189	Race and Immigration	4-5	ILAC 214	Colonial Mexico: Images and Power	3-5
CSRE 212	Biology, Culture and Social Justice in Latin America: Perspectives from Forensic Anthropology	5	ILAC 227	The Making of Modern Brazil	3-5
DLCL 100	CAPITALS: How Cities Shape Cultures, States, and People	3-5	ILAC 238	Latin American Poetry as Witness to Self and World.	4
FILMSTUD 116	International Documentary	4	ILAC 241	Fiction Workshop in Spanish	3-5
FILMSTUD 316	International Documentary	4	ILAC 242	Poetry Workshop in Spanish	3-5
FRENCH 264	Crossing the Atlantic: Race and Identity in the African Diaspora	3-5	ILAC 243	Latin American Aesthetics	3-5
HISTORY 106B	Global Human Geography: Europe and Americas	5	ILAC 254	Crónicas: Soccer, Pop Icons, Shipwrecks, and Populism	3-5
HISTORY 112	Medicine and Disease in the Ancient World	5	ILAC 255	Climate Change and Latin American Naturecultures	3-5
HISTORY 166C	The Cold War: An International History	5	ILAC 268	INDIGENISMOS REVISITED	3-5
HISTORY 173	Mexican Migration to the United States	3-5	ILAC 272	New Brazilian Cinema	3-5
HISTORY 174	Mexico Since 1876: The Road to Ayotzinapa	5	ILAC 277	Senior Seminar: Horror, Gothic, and Fantasy in Spanish	3-5
HISTORY 178	Film and History of Latin American Revolutions and Counterrevolutions	3-5	ILAC 278A	Senior Seminar: The Iberian Pastoral	3-5
HISTORY 201A	The Global Drug Wars	4-5	ILAC 336	One World or Many? Representing Distance, Time, and Place in Iberian Expansion	3-5
HISTORY 272	Colonial Mexico: Images and Power	3-5	ILAC 342	Meat	3-5
HISTORY 274E	Urban Poverty and Inequality in Latin America	5	ILAC 348	US-Mexico Border Fictions: Writing La Frontera, Tearing Down the Wall	3-5
HISTORY 279	Latin American Development: Economy and Society, 1800-2014	4-5	ILAC 373	Baroque Brazil	3-5
HISTORY 279B	Potatoes, Coca, and Tamales: Food in Latin American History	5	INTNLREL 154	The Cold War: An International History	5
HISTORY 301A	The Global Drug Wars	4-5	LATINAM 177A	Mapping Poverty, Colonialism and Nation Building in Latin America	3-5
HISTORY 366B	Immigration Debates in America, Past and Present	3-5	LATINAM 248	Racial and Gender Inequalities in Latin America	3-5
HISTORY 371	Graduate Colloquium: Explorations in Latin American History and Historiography	4-5	LATINAM 264VP	Indigenous resistance and contradictions in Latin America	3-5
HISTORY 372A	Mexico: From Colony to Nation or the History of an Impossible Republic?	5	LATINAM 266VP	A Critical Review of Guatemala's Indigenous Movements	3-5
HISTORY 373E	The Emergence of Nations in Latin America: Independence Through 1880	4-5	LATINAM 268VP	Democracy, crisis and disease: Covid-19 and Indigenous People in Latin America.	3-5
HISTORY 379	Latin American Development: Economy and Society, 1800-2014	4-5	LAW 5027	Social Conflict, Social Justice, and Human Rights in 21st Century Latin America	2
			LAW 5028	Regional Human Rights Protections: The Inter-American System	3

OSPMADRD 55	Latin Americans in Spain: Cultural Identities, Social Practices, and Migratory Experience	4	EDUC 404	Topics in Brazilian Education: Public Policy and Innovation for the 21st Century	1-2
OSPSANTG 14	Women Writers of Latin America in the 20th Century	4-5	HISTORY 177D	U.S. Intervention and Regime Change in 20th Century Latin America	5
OSPSANTG 29	Sustainable Cities: Comparative Transportation Systems in Latin America	5	INTNLREL 141A	Camera as Witness: International Human Rights Documentaries	5
OSPSANTG 30	Short Latin American Fiction of the 20th Century	4-5	INTNLREL 146A	Energy and Climate Cooperation in the Western Hemisphere	4
OSPSANTG 68	The Emergence of Nations in Latin America	4-5	INTNLREL 147	Political Economy of the Southern Cone Countries of South America	5
OSPSANTG 119X	The Chilean Economy: History, International Relations, and Development Strategies	5	INTNLREL 179	Major Themes in U.S.-Latin America Diplomatic History	5
RELIGST 270X	Religion and Science in the Amazon and Elsewhere	5	LAW 5017	Law in Latin America	2
RELIGST 370X	Religion and Science in the Amazon and Elsewhere	5	LAW 5041	Business, Institutions, and Corruption in Latin America	2
SOC 189	Race and Immigration	4-5	OSPSANTG 119X	The Chilean Economy: History, International Relations, and Development Strategies	5
SOC 289	Race and Immigration	4-5	POLISCI 247G	Governance and Poverty	5
SOC 350W	Workshop: Migration, Ethnicity, Race and Nation	1-3	POLISCI 248S	Latin American Politics	3-5
SPECLANG 101A	First-Year Nahuatl, First Quarter	4	POLISCI 347G	Governance and Poverty	3-5
SPECLANG 102A	Second-Year Nahuatl	4	POLISCI 348S	Latin American Politics	3-5
SPECLANG 174A	First-Year Quechua, First Quarter	4	POLISCI 440B	Comparative Political Economy	3-5
SPECLANG 174B	First-Year Quechua, Second Quarter	4			
SPECLANG 174C	First-Year Quechua, Third Quarter	4			
SPECLANG 175A	Second-Year Quechua, First Quarter	4			
SPECLANG 175B	Second-Year Quechua, Second Quarter	4			
SPECLANG 175C	Second-Year Quechua, Third Quarter	4			

[return to top \(p. 8\)](#)

South Asian Studies Specialization

The following is a current selection of courses related to South Asian Studies. Students should consult with their minor adviser to determine the applicability of any course to the minor in Stanford Global Studies, South Asian Studies specialization.

Environment, Ecology, and Sustainability

		Units
ANTHRO 139C	Anthropology of Global Health	5
ANTHRO 162	Indigenous Peoples and Environmental Problems	3-5
ANTHRO 262	Indigenous Peoples and Environmental Problems	3-5
BIO 234	Conservation Biology: A Latin American Perspective	3
BIOE 371	Global Biodesign: Medical Technology in an International Context	1
EARTHSYS 121	Building a Sustainable Society: New Approaches for Integrating Human and Environmental Priorities	3
ETHICSOC 278M	Introduction to Environmental Ethics	4-5
GEOPHYS 212	Topics in Climate Change	2
HISTORY 278B	The Historical Ecology of Latin America	4-5
HISTORY 378	The Historical Ecology of Latin America	4-5
HISTORY 471A	Environmental History of Latin America	5
HISTORY 471B	Environmental History of Latin America	5
HUMBIO 129S	Global Public Health	3
ILAC 255	Climate Change and Latin American Naturecultures	3-5
OSPSANTG 58	Global Change in Chile	5

Political Economy

		Units
ECON 106	World Food Economy	5
EDUC 306A	Economics of Education in the Global Economy	5

		Units
AMELANG 144A	First-Year Modern Persian, First Quarter	5
AMELANG 144B	First-Year Modern Persian, Second Quarter	5
AMELANG 144C	First-Year Modern Persian, Third Quarter	5
AMELANG 146A	Third-Year Persian, First Quarter	4
AMELANG 146B	Third-Year Persian, Second Quarter	4
AMELANG 146C	Third-Year Persian, Third Quarter	4
ANTHRO 126	Urban Culture in Global Perspective	5
HISTORY 39	Modern Britain and the British Empire	3
HISTORY 139	Modern Britain and the British Empire	5
RELIGST 114	Yoga: Ancient and Modern	4
RELIGST 124	Sufi Islam	4
SPECLANG 152A	First-Year Hindi, First Quarter	5
SPECLANG 152B	First-Year Hindi, Second Quarter	5
SPECLANG 152C	First-Year Hindi, Third Quarter	5
SPECLANG 153A	Second-Year Hindi, First Quarter	4
SPECLANG 153B	Second-Year Hindi, Second Quarter	4
SPECLANG 153C	Second-Year Hindi, Third Quarter	4
SPECLANG 154A	Third-Year Hindi, First Quarter	4
SPECLANG 154B	Third-Year Hindi, Second Quarter	4
SPECLANG 154C	Third-Year Hindi, Third Quarter	4
SPECLANG 183A	First-Year Sanskrit, First Quarter	4
SPECLANG 183B	First-Year Sanskrit, Second Quarter	4
SPECLANG 183C	First-Year Sanskrit, Third Quarter	4
SPECLANG 218A	Beginning Urdu, First Quarter	5
SPECLANG 218B	Beginning Urdu, Second Quarter	4
SPECLANG 218C	Beginning Urdu, Third Quarter	4
SPECLANG 219A	Intermediate Urdu, First Quarter	4

SPECLANG 219B	Intermediate Urdu, Second Quarter	4
SPECLANG 229A	Beginning Pashto, First Quarter	5
SPECLANG 229B	Beginning Pashto, Second Quarter	5
TAPS 157	World Drama and Performance	4
TIBETLNG 3	First Year Tibetan, Third Quarter	4
TIBETLNG 23	Intermediate/Advance Tibetan, Third Quarter	4
URBANST 114	Urban Culture in Global Perspective	5

return to top (p. 8)

African Studies Courses

AFRICAST 51N. Visible Bodies: Black Female Authors and the Politics of Publishing in Africa. 3-4 Units.

Where are the African female writers of the twentieth century and the present day? This Introductory Seminar addresses the critical problem of the marginalization of black female authors within established canons of modern African literature. We will explore, analyse and interrogate the reasons why, and the ways in which, women-authored bodies of work from this period continue to be lost, misplaced, forgotten, and ignored by a male-dominated and largely European/white publishing industry in the context of colonialism, apartheid and globalization. You will be introduced to key twentieth-century and more contemporary female authors from Africa, some of them published but many more unpublished or out-of-print. The class will look at the challenges these female authors faced in publishing, including how they navigated a hostile publishing industry and a lack of funding and intellectual support for black writers, especially female writers. We will also examine the strategies these writers used to mitigate their apparent marginality, including looking at how women self-published, how they used newspapers as publication venues, how they have increasingly turned to digital platforms, and how many sought international publishing networks outside of the African continent. As one of the primary assessments for the seminar, you will be asked to conceptualize and design an in-depth and imaginative pitch for a new publishing platform that specializes in African female authors. You will also have the opportunity for in-depth engagement (both in class and in one-on-one mentor sessions) with a range of leading pioneers in the field of publishing and literature in Africa. Figures like Ainehi Edoro (founder of Brittle Paper) and Zukiswa Wanner (prize-winning author of *The Madams and Men of the South*), amongst others, will be guests to our Zoom classroom. One of our industry specialists will meet with you to offer detailed feedback on your proposal for your imagined publishing platform. You can expect a roughly 50/50 division between synchronous and asynchronous learning, as well as plenty of opportunity to collaborate with peers in smaller settings. Same as: AFRICAAM 140N, ENGLISH 54N, HISTORY 41N

AFRICAST 58. Egypt in the Age of Heresy. 3-5 Units.

Perhaps the most controversial era in ancient Egyptian history, the Amarna period (c. 1350-1334 BCE) was marked by great sociocultural transformation, notably the introduction of a new 'religion' (often considered the world's first form of monotheism), the construction of a new royal city, and radical departures in artistic and architectural styles. This course will introduce archaeological and textual sources of ancient Egypt, investigating topics such as theological promotion, projections of power, social structure, urban design, interregional diplomacy, and historical legacy during the inception, height, and aftermath of this highly enigmatic period. Students with or without prior background are equally encouraged.

Same as: AFRICAAM 58A, ARCHLGY 58, CLASSICS 58

AFRICAST 90. Black Earth Rising: Law and Society in Postcolonial Africa. 5 Units.

Is the International Criminal Court a neocolonial institution? Should African art in Western museums be returned? Why have anti-homosexuality laws emerged in many African countries? This course engages these questions, and more, to explore how Africans have grappled with the legacies of colonialism through law since independence. Reading court documents, listening to witness testimonies, analyzing legal codes, and watching cultural commentaries including hit TV series *Black Earth Rising*; students will examine the histories of legal conflict in Africa and their implications for the present and future of African societies. This course fulfills the Social Inquiry and Engaging Diversity Ways requirements. Same as: AFRICAAM 47S, HISTORY 47S

AFRICAST 111. Education for All? The Global and Local in Public Policy Making in Africa. 3-5 Units.

Policy making in Africa and the intersection of policy processes and their political and economic dimensions. The failure to implement agreements by international institutions, national governments, and nongovernmental organizations to promote education. Case studies of crowded and poorly equipped schools, overburdened and underprepared teachers, and underfunded education systems. Same as: AFRICAAM 211, AFRICAST 211

AFRICAST 112. AIDS, Literacy, and Land: Foreign Aid and Development in Africa. 3-5 Units.

Foreign aid can help Africa, say the advocates. Certainly not, say the critics. Is foreign aid a solution? or a problem? Should there be more aid, less aid, or none at all? Africa has developed imaginative and innovative approaches in many sectors. At the same time, many African countries have become increasingly dependent on foreign aid. How do foreign aid and local initiatives intersect? We will examine several contentious issues in contemporary Africa, exploring roots, contested analyses, and proposed solutions, examining foreign aid and the aid relationship. As African communities and countries work to shape their future, what are the foreign roles, and what are their consequences? Same as: AFRICAAM 111, AFRICAST 212

AFRICAST 113V. Freedom in Chains: Black Slavery in the Atlantic, 1400s-1800s. 3-5 Units.

This course will focus on the history of slavery in the British, French, Spanish, Portuguese and Dutch Atlantic world(s), from the late 1400s to the 1800s. Its main focus will be on the experiences of enslaved Africans and their descendants. Between the sixteenth and nineteenth centuries, the Europeans forcibly embarked over 10 million Africans to the Americas. Drawing on methodologies used by historians, archaeologists and anthropologists, the course will reconstruct the daily lives and the socio-economic, cultural and political histories of these captives. We will seek to hear their voices by investigating a variety of historical testimonies and recent scholarship. The course will examine slavery in the context of broader trends in Atlantic World studies, a field that has grown considerably in recent years, providing new ways of understanding historical developments across national boundaries. We will seek to identify commonalities and differences across time periods and regions and the reasons for those differences. Covered topics will include slave ship voyages, labor, agency, the creation of new identities (creolization), religion, race, gender, resistance, legacies, and memory. Same as: AFRICAAM 113V, CSRE 113V, HISTORY 205D

AFRICAST 114N. Desert Biogeography of Namibia Prefield Seminar. 3 Units.

Desert environments make up a third of the land areas on Earth, ranging from the hottest to the coldest environments. Aridity leads to the development of unique adaptations among the organisms that inhabit them. Climate change and other processes of desertification as well as increasing human demand for habitable and cultivatable areas have resulting in increasing need to better understand these systems. Namibia is a model system for studying these processes and includes the Sossuvlei (Sand Sea) World Heritable Site. This seminar will prepare students for their overseas field experience in Namibia. The seminar will provide an introduction to desert biogeography and culture, using Namibia as a case study. During the seminar, students will each give two presentations on aspects of desert biogeography and ecology, specific organisms and their adaptations to arid environments, cultural adaptations of indigenous peoples and immigrants, ecological threats and conservation efforts, and/or national and international policy towards deserts. Additional assignments include a comprehensive dossier and a final exam. Students will also carry out background research for the presentations they will be giving during the field seminar where access to the internet and to other scholarly resources will be limited. In addition, we will cover logistics, health and safety, cultural sensitivity, geography, and politics. We will deal with post-field issues such as reverse culture shock, and ways in which participants can consolidate and build up their abroad experiences after they return to campus.

Same as: EARTHSYS 115N

AFRICAST 119. Novel Perspectives on South Africa. 2-3 Units.

21st-century South Africa continues its literary effervescence. In this class we'll sample some recent novels and related writings to tease out the issues shaping the country (and to some degree the continent) at present. Is 'South African literature' a meaningful category today? What are the most significant features we can identify in new writings and how do they relate to contemporary social dynamics? The course will appeal to anyone interested in present-day Cape Town or Johannesburg, including students who have spent a term in BOSP-Cape Town or plan to do so in future. Both undergraduate and graduate students are welcome. 2-3 units. Course may be repeated for credit. All students will write short analyses from the prescribed texts. Students taking the course for three units will write an extended essay on a topic agreed with the instructor.

Same as: AFRICAAM 119, AFRICAAM 219, AFRICAST 219, CSRE 119

AFRICAST 122F. Histories of Race in Science and Medicine at Home and Abroad. 4 Units.

This course has as its primary objective, the historical study of the intersection of race, science and medicine in the US and abroad with an emphasis on Africa and its Diasporas in the US. By drawing on literature from history, science and technology studies, sociology and other related disciplines, the course will consider the sociological and cultural concept of race and its usefulness as an analytical category. The course will explore how the study of race became its own 'science' in the late-Enlightenment era, the history of eugenics—a science of race aimed at the ostensible betterment of the overall population through the systematic killing or "letting die" of humanity's "undesirable" parts, discuss how the ideology of pseudo-scientific racism underpinned the health policies of the French and British Empires in Africa, explore the fraught relationship between race and medicine in the US, discuss how biological notions of race have quietly slipped back into scientific projects in the 21st century and explore how various social justice advocates and scholars have resisted the scientific racisms of the present and future and/or proposed new paths towards a more equitable and accessible science.

Same as: AFRICAAM 122F, CSRE 122F, HISTORY 248D

AFRICAST 127. African Art and Politics, c. 1900 - Present. 4 Units.

This course explores the relationship between art and politics in twentieth century Africa. Artistic production and consumption is considered in the context of various major political shifts, from the experience of colonialism to the struggle against Apartheid. Each week we will look closely at different works of art and examine how artists and designers responded to such challenges as independence, modernization and globalization. We will look at painting, sculpture, religious art, public and performance art, photography and film. How western perceptions and understanding of African art have shifted, and how museums have framed African art throughout the twentieth century will remain important points of discussion throughout the course.

Same as: ARTHIST 127A

AFRICAST 132. Literature and Society in Africa and the Caribbean. 4 Units.

This course explores texts and films from Francophone Africa and the Caribbean in the 20th and 21st centuries. The course will explore the connections between Sub-Saharan Africa, the Maghreb and the Caribbean through both foundational and contemporary works while considering their engagement with the historical and political contexts in which they were produced. This course will also serve to improve students' speaking and writing skills in French while sharpening their knowledge of the linguistic and conceptual tools needed to conduct literary analysis. The diverse topics discussed in the course will include national and cultural identity, race and class, gender and sexuality, orality and textuality, transnationalism and migration, colonialism and decolonization, history and memory, and the politics of language. Readings include the works of writers and filmmakers such as Djibril Tamsir Niane, Léopold Senghor, Aimé Césaire, Albert Memmi, Patrick Chamoiseau, Leonora Miano, Leila Slimani, Dani Laferrière and Ousmane Sembène. Taught in French. Students are highly encouraged to complete FRENLANG 124 or to successfully test above this level through the Language Center. This course fulfills the Writing in the Major (WIM) requirement.

Same as: AFRICAAM 133, COMPLIT 133A, COMPLIT 233A, CSRE 133E, FRENCH 133, JEWISHST 143

AFRICAST 135. Designing Research-Based Interventions to Solve Global Health Problems. 3-4 Units.

The excitement around social innovation and entrepreneurship has spawned numerous startups focused on tackling world problems, particularly in the fields of education and health. The best social ventures are launched with careful consideration paid to research, design, and efficacy. This course offers students insights into understanding how to effectively develop, evaluate, and scale social ventures. Using TeachAids (an award-winning nonprofit educational technology social venture used in 82 countries) as a primary case study, students will be given an in-depth look into how the entity was founded and scaled globally. Guest speakers will include world-class experts and entrepreneurs in Philanthropy, Medicine, Communications, Education, and Technology. Open to both undergraduate and graduate students.

Same as: AFRICAST 235, EDUC 135, EDUC 335, EPI 235, HUMBIO 26, MED 235

AFRICAST 142. Challenging the Status Quo: Social Entrepreneurs Advancing Democracy, Development and Justice. 3-5 Units.

This seminar is part of a broader program on Social Entrepreneurship at CDDRL in partnership with the Haas Center for Public Service. It will use practice to better inform theory. Working with three visiting social entrepreneurs from developing and developed country contexts students will use case studies of successful and failed social change strategies to explore relationships between social entrepreneurship, gender, democracy, development and justice. It interrogates current definitions of democracy and development and explores how they can become more inclusive of marginalized populations. This is a service learning class in which students will learn by working on projects that support the social entrepreneurs' efforts to promote social change. Students should register for either 3 OR 5 units only. Students enrolled in the full 5 units will have a service-learning component along with the course. Students enrolled for 3 units will not complete the service-learning component. Limited enrollment. Attendance at the first class is mandatory in order to participate in service learning.

Same as: AFRICAST 242, CSRE 142C, INTNLREL 142

AFRICAST 146M. New Keywords in African Sound. 3-4 Units.

This course identifies and considers new keywords for the study of contemporary African music and sound. Each week we will foster discussion around a keyword and a constellation of case studies. The sonic practices we will encounter range from South African house music to Ghanaian honk horns; from Congolese rumba bands to Tunisian trance singers; from listening to the radio in a Tanzanian homestead to making hip hop music videos on the Kenyan coast. By exploring the unexpected interconnections between contemporary African musical communities, we will discuss new keywords arising in current scholarship, including technologies like the amplifier and the hard drive, spaces like the studio and the city, and analytics like pleasure and hotness. We will also engage with established concepts for the study of postcolonial African cultures, including nationalism, cosmopolitanism, globalization, diaspora, and Pan-Africanism. This is a seminar-based course open to graduate students, upper level undergraduate students, and other students with consent of the instructor. Proficiency in music is not required. WIM at 4 units only. Same as: AFRICAAM 146D, CSRE 146D, MUSIC 146M, MUSIC 246M

AFRICAST 151. AIDS in Africa. 3 Units.

Medical, social, and political aspects of the HIV epidemic in sub-Saharan Africa including: biology, transmission, diagnosis, and treatment of HIV; mother-to-child transmission and breastfeeding; vaccines; community and activist responses to the HIV epidemic; economics of HIV treatment; governance and health; ethics in research and program implementation.

AFRICAST 195. Shifting Frames. 1-2 Unit.

This is a student driven, dialogue based, and intellectual community focused course. We will explore and challenge the taken-for-granted framing of key African issues and debates. Engagement with discussion leaders drawing on their own research and case studies from across the African continent will guide us across shifting terrain. This course centers the scholarship and voices of African students. Topics include: Afropolitanism, Brain Drain/ Gain, Education, Leadership, Global Health, AI Application in Africa, Economic Development, Industrial Policy, LGBTQI Rights, Gender and Sexuality.

AFRICAST 199. Independent Study or Directed Reading. 1-5 Unit.

May be repeated for credit.

AFRICAST 211. Education for All? The Global and Local in Public Policy Making in Africa. 3-5 Units.

Policy making in Africa and the intersection of policy processes and their political and economic dimensions. The failure to implement agreements by international institutions, national governments, and nongovernmental organizations to promote education. Case studies of crowded and poorly equipped schools, overburdened and underprepared teachers, and underfunded education systems.

Same as: AFRICAAM 211, AFRICAST 111

AFRICAST 212. AIDS, Literacy, and Land: Foreign Aid and Development in Africa. 3-5 Units.

Foreign aid can help Africa, say the advocates. Certainly not, say the critics. Is foreign aid a solution? or a problem? Should there be more aid, less aid, or none at all? Africa has developed imaginative and innovative approaches in many sectors. At the same time, many African countries have become increasingly dependent on foreign aid. How do foreign aid and local initiatives intersect? We will examine several contentious issues in contemporary Africa, exploring roots, contested analyses, and proposed solutions, examining foreign aid and the aid relationship. As African communities and countries work to shape their future, what are the foreign roles, and what are their consequences?.

Same as: AFRICAAM 111, AFRICAST 112

AFRICAST 219. Novel Perspectives on South Africa. 2-3 Units.

21st-century South Africa continues its literary effervescence. In this class we'll sample some recent novels and related writings to tease out the issues shaping the country (and to some degree the continent) at present. Is 'South African literature' a meaningful category today? What are the most significant features we can identify in new writings and how do they relate to contemporary social dynamics? The course will appeal to anyone interested in present-day Cape Town or Johannesburg, including students who have spent a term in BOSP-Cape Town or plan to do so in future. Both undergraduate and graduate students are welcome. 2-3 units. Course may be repeated for credit. nn nnAll students will write short analyses from the prescribed texts. Students taking the course for three units will write an extended essay on a topic agreed with the instructor.

Same as: AFRICAAM 119, AFRICAAM 219, AFRICAST 119, CSRE 119

AFRICAST 220E. Renaissance Africa. 3-5 Units.

Literature and Portuguese expansion into Africa during the sixteenth century. Emphasis on forms of exchange between Portuguese and Africans in Morocco, Angola/Congo, South Africa, the Swahili Coast, and Ethiopia. Readings in Portuguese and English. Taught in English.

Same as: COMPLIT 220, ILAC 220E, ILAC 320E

AFRICAST 224. Memory and Heritage In South Africa Syllabus. 1 Unit.

The focus of this course is to provide a forum in which students examine the role of memory and heritage in South Africa. The course will include visiting speakers, discussion and other activities. The complex relationship between memory and heritage in South Africa will provide the basis for a series of broad conversations about citizenship, national reconciliation, memorialization, justice, modernity and heritage ethics.

AFRICAST 235. Designing Research-Based Interventions to Solve Global Health Problems. 3-4 Units.

The excitement around social innovation and entrepreneurship has spawned numerous startups focused on tackling world problems, particularly in the fields of education and health. The best social ventures are launched with careful consideration paid to research, design, and efficacy. This course offers students insights into understanding how to effectively develop, evaluate, and scale social ventures. Using TeachAids (an award-winning nonprofit educational technology social venture used in 82 countries) as a primary case study, students will be given an in-depth look into how the entity was founded and scaled globally. Guest speakers will include world-class experts and entrepreneurs in Philanthropy, Medicine, Communications, Education, and Technology. Open to both undergraduate and graduate students.

Same as: AFRICAST 135, EDUC 135, EDUC 335, EPI 235, HUMBIO 26, MED 235

AFRICAST 242. Challenging the Status Quo: Social Entrepreneurs Advancing Democracy, Development and Justice. 3-5 Units.

This seminar is part of a broader program on Social Entrepreneurship at CDDRL in partnership with the Haas Center for Public Service. It will use practice to better inform theory. Working with three visiting social entrepreneurs from developing and developed country contexts students will use case studies of successful and failed social change strategies to explore relationships between social entrepreneurship, gender, democracy, development and justice. It interrogates current definitions of democracy and development and explores how they can become more inclusive of marginalized populations. This is a service learning class in which students will learn by working on projects that support the social entrepreneurs' efforts to promote social change. Students should register for either 3 OR 5 units only. Students enrolled in the full 5 units will have a service-learning component along with the course. Students enrolled for 3 units will not complete the service-learning component. Limited enrollment. Attendance at the first class is mandatory in order to participate in service learning.

Same as: AFRICAST 142, CSRE 142C, INTNLREL 142

AFRICAST 248. Religion, Radicalization and Media in Africa since 1945. 4-5 Units.

What are the paths to religious radicalization, and what role have media- new and old- played in these conversion journeys? We examine how Pentecostal Christians and Reformist Muslims in countries such as South Africa, Nigeria, Sudan, and Ethiopia have used multiple media forms- newspapers, cell phones, TV, radio, and the internet- to gain new converts, contest the authority of colonial and post-colonial states, construct transnational communities, and position themselves as key political players.

Same as: AFRICAST 348, HISTORY 248, HISTORY 348, RELIGST 230X, RELIGST 330X

AFRICAST 249. Bodies, Technologies, and Natures in Africa. 4-5 Units.

This interdisciplinary course explores how modern African histories, bodies, and natures have been entangled with technological activities. Viewing Africans as experts and innovators, we consider how technologies have mediated, represented, or performed power in African societies. Topics include infrastructure, extraction, medicine, weapons, communications, sanitation, and more. Themes woven through the course include citizenship, mobility, labor, bricolage, in/formal economies, and technopolitical geographies, among others. Readings draw from history, anthropology, geography, and social/cultural theory.

Same as: ANTHRO 348B, HISTORY 349

AFRICAST 299. Independent Study or Directed Reading. 1-10 Unit.**AFRICAST 300. Contemporary Issues in African Studies. 1 Unit.**

Guest scholars present analyses of major African themes and topics. Brief response papers required. May be repeated for credit.

AFRICAST 302. Research Workshop. 1 Unit.

Required for African Studies master's students. Student presentations.

AFRICAST 303E. Infrastructure & Power in the Global South. 4-5 Units.

In the last decade, the field of infrastructure studies has entered into conversation with area studies, post/colonial studies, and other scholarship on the "Global South." These intersections have produced dramatic new understandings of what "infrastructures" are, and how to analyze them as conduits of social and political power. This course offers a graduate-level introduction to this recent scholarship, drawing primarily on works from history, anthropology, geography, and architecture.

Same as: ANTHRO 303E, HISTORY 303E

AFRICAST 348. Religion, Radicalization and Media in Africa since 1945. 4-5 Units.

What are the paths to religious radicalization, and what role have media- new and old- played in these conversion journeys? We examine how Pentecostal Christians and Reformist Muslims in countries such as South Africa, Nigeria, Sudan, and Ethiopia have used multiple media forms- newspapers, cell phones, TV, radio, and the internet- to gain new converts, contest the authority of colonial and post-colonial states, construct transnational communities, and position themselves as key political players.

Same as: AFRICAST 248, HISTORY 248, HISTORY 348, RELIGST 230X, RELIGST 330X

AFRICAST 801. TGR Project. 0 Units.**East Asian Studies Courses****EASTASN 77. Divided Memories & Reconciliation: the formation of wartime historical memory in the Pacific. 4 Units.**

Divided Memories will examine the formation of historical memory about World War Two in Asia, looking comparatively at the national memories of China, Japan, Korea, and the United States. It will also study efforts at reconciliation in contemporary Asia. The course will look at the role of textbooks, popular culture, with an emphasis on cinema, and elite opinion on the formation of wartime memory. We will study and discuss controversial issues such as war crimes, forced labor, sexual servitude, and the use of atomic weapons. Class will combine lectures with in class discussion, with short essays or papers.

Same as: EASTASN 277

EASTASN 94. The Rise of China in World Affairs. 3-5 Units.

This course examines the impact and implications of the rise of China in contemporary world politics from a historical and international relations perspective. It reviews China's halting progress into the international system, sketches the evolution of PRC foreign policy since 1949, and analyzes China's developmental priorities and domestic political context as they figure into Beijing's interactions with the world. It sketches American policy toward the PRC, and it assesses alternative approaches to dealing with China on such issues as arms and nuclear proliferation, regional security arrangements, international trade and investment, human rights, environmental problems, and the Taiwan and Tibet questions.

Same as: EASTASN 294

EASTASN 97. The International Relations of Asia since World War II. 3-5 Units.

Asian international relations since World War II were dominated by the efforts of the newly independent nation-states of Asia, almost all of which had been colonies before the war, to establish and maintain sovereignty in a context of American and Soviet competition for influence in the region. This course traces the major developments of the period, including the Chinese civil war, the U.S. occupation of Japan, the division of Korea and the Korean War, the South and Southeast Asian independence struggles, the American and Soviet alliance systems, the Vietnam War, the strategic realignments that led to the end of the Cold War in Asia, the emergence of Central Asia, and the legacy of issues that the period has posed for the region today.

Same as: EASTASN 297

EASTASN 117. Health and Healthcare Systems in East Asia. 3-5 Units.

China, Japan, and both Koreas. Healthcare economics as applied to East Asian health policy, including economic development, population aging, infectious disease outbreaks (SARS, avian flu), social health insurance, health service delivery, payment incentives, competition, workforce policy, pharmaceutical industry, and regulation. No prior knowledge of economics or healthcare required.

Same as: EASTASN 217

EASTASN 143. Taiwan's Democratic Evolution. 3-5 Units.

This course is an introduction to the contemporary politics of Taiwan. Once a poor, insecure autocracy, today Taiwan has been transformed into a prosperous and stable liberal democracy, albeit one whose long-term security remains imperiled by the rising power of the People's Republic of China. We will draw on concepts and theories from political science to explore distinct aspects of this ongoing political evolution, including the transition to and consolidation of democracy, origins and trajectory of economic and social development, sources of Taiwanese nationalism, security of the Taiwanese state and its relationship to the PRC and the United States, parties and elections, and public policy processes and challenges.

Same as: EASTASN 243

EASTASN 162. Seminar on the Evolution of the Modern Chinese State, 1550-Present. 3-5 Units.

This seminar will assess the evolving response of the late imperial, early Republican, Nanjing Republic, and the PRC regimes in response to China's changing international setting, to successive revolutions in warfare, and to fundamental economic, social and demographic trends domestically from the 16th century to present. It will assess the capacities of each successive Chinese state to extract resources from society and economy and to mobilize people behind national purposes, to elaborate centralized institutions to pursue national priorities, to marshal military forces for national defense and police forces to sustain domestic order, and to generate popular identities loyal to national authority.

Same as: EASTASN 262

EASTASN 168. Taiwan Security Issues. 3-5 Units.

This course will provide a broad overview of Taiwan's place in the security environment of East Asia, covering the history of US-Taiwan-People's Republic of China relations, Taiwan's ambiguous status in the contemporary inter-state system, cross-Strait trends including the military balance of power and economic integration, the emergence and evolution of "sharp power" threats to Taiwan's security, and domestic politics and the quality of Taiwan's democracy. The course will be offered remotely and integrated with the fall 2020 quarter programming of the Project on Taiwan in the Indo-Pacific at the Hoover Institution. It will feature a combination of guest presentations by outside speakers as part of the PTIP's fall conference agenda, online lectures and discussions led by the instructor, and student presentations. Some course events may be open to the public.

Same as: EASTASN 268

EASTASN 179. Rebalancing Economic Systems in a World Driven by Tech: Quality-of-Life in Socio-Cultural Context. 4 Units.

This course examines the broader consequences of economic models that rely on innovation-driven growth, e.g. increases in social inequality, tension between globalism and isolationism, and tendencies toward authoritarianism. After an overview of the historical outcomes of previous industrial revolutions, we examine how the above trends are exacerbated in the era of digital transformation, comparing different economic systems (e.g. China, India, Japan, and the U.S.) as realized in their socio-political and cultural contexts. We then discuss approaches toward rebalancing existing systems, including metrics for evaluating economic performance and its impact, in order to satisfy the imperatives of social, environmental, and economic sustainability.

Same as: EASTASN 279

EASTASN 189K. Korea and the World. 3 Units.

This course investigates the theoretical and empirical underpinnings of modern Korea. The course offers a rough mix of history, domestic politics, and foreign relations. It also approaches the empirics of Korea through various theoretical lenses ranging from identity to balance of power to alliance theory to sports diplomacy. We will cover a vast expanse of time, ranging from the Kanghai treaty to Donald Trump and Kim Jong-un. The course divides into four sections. The first is an understanding of the traditional historical and Cold War context of Korea's external relations. The second assesses the drivers of Korea's relations with the region, including Japan, the United States, China, and Russia. The next section is a three-week unit on North Korea. The last section investigates the policy priorities and potential pitfalls in Korea's path to unification as well as the implications of a united Korea on the balance of power in East Asia. No previous background on Korea is required.

Same as: EASTASN 289K

EASTASN 217. Health and Healthcare Systems in East Asia. 3-5 Units.

China, Japan, and both Koreas. Healthcare economics as applied to East Asian health policy, including economic development, population aging, infectious disease outbreaks (SARS, avian flu), social health insurance, health service delivery, payment incentives, competition, workforce policy, pharmaceutical industry, and regulation. No prior knowledge of economics or healthcare required.

Same as: EASTASN 117

EASTASN 243. Taiwan's Democratic Evolution. 3-5 Units.

This course is an introduction to the contemporary politics of Taiwan. Once a poor, insecure autocracy, today Taiwan has been transformed into a prosperous and stable liberal democracy, albeit one whose long-term security remains imperiled by the rising power of the People's Republic of China. We will draw on concepts and theories from political science to explore distinct aspects of this ongoing political evolution, including the transition to and consolidation of democracy, origins and trajectory of economic and social development, sources of Taiwanese nationalism, security of the Taiwanese state and its relationship to the PRC and the United States, parties and elections, and public policy processes and challenges.

Same as: EASTASN 143

EASTASN 262. Seminar on the Evolution of the Modern Chinese State, 1550-Present. 3-5 Units.

This seminar will assess the evolving response of the late imperial, early Republican, Nanjing Republic, and the PRC regimes in response to China's changing international setting, to successive revolutions in warfare, and to fundamental economic, social and demographic trends domestically from the 16th century to present. It will assess the capacities of each successive Chinese state to extract resources from society and economy and to mobilize people behind national purposes, to elaborate centralized institutions to pursue national priorities, to marshal military forces for national defense and police forces to sustain domestic order, and to generate popular identities loyal to national authority.

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This course will provide a broad overview of Taiwan's place in the security environment of East Asia, covering the history of US-Taiwan-People's Republic of China relations, Taiwan's ambiguous status in the contemporary inter-state system, cross-Strait trends including the military balance of power and economic integration, the emergence and evolution of "sharp power" threats to Taiwan's security, and domestic politics and the quality of Taiwan's democracy. The course will be offered remotely and integrated with the fall 2020 quarter programming of the Project on Taiwan in the Indo-Pacific at the Hoover Institution. It will feature a combination of guest presentations by outside speakers as part of the PTIP's fall conference agenda, online lectures and discussions led by the instructor, and student presentations. Some course events may be open to the public.

Same as: EASTASN 168

EASTASN 277. Divided Memories & Reconciliation: the formation of wartime historical memory in the Pacific. 4 Units.

Divided Memories will examine the formation of historical memory about World War Two in Asia, looking comparatively at the national memories of China, Japan, Korea, and the United States. It will also study efforts at reconciliation in contemporary Asia. The course will look at the role of textbooks, popular culture, with an emphasis on cinema, and elite opinion on the formation of wartime memory. We will study and discuss controversial issues such as war crimes, forced labor, sexual servitude, and the use of atomic weapons. Class will combine lectures with in class discussion, with short essays or papers.

Same as: EASTASN 77

EASTASN 279. Rebalancing Economic Systems in a World Driven by Tech: Quality-of-Life in Socio-Cultural Context. 4 Units.

This course examines the broader consequences of economic models that rely on innovation-driven growth, e.g. increases in social inequality, tension between globalism and isolationism, and tendencies toward authoritarianism. After an overview of the historical outcomes of previous industrial revolutions, we examine how the above trends are exacerbated in the era of digital transformation, comparing different economic systems (e.g. China, India, Japan, and the U.S.) as realized in their socio-political and cultural contexts. We then discuss approaches toward rebalancing existing systems, including metrics for evaluating economic performance and its impact, in order to satisfy the imperatives of social, environmental, and economic sustainability.

Same as: EASTASN 179

EASTASN 285. The United States, China, & Global Security. 2 Units.

This graduate-level seminar will be taught simultaneously on the campuses of Stanford University and Peking University and will feature a lecture series in which prominent American and Chinese scholars provide presentations that focus on key global security issues. The course content will highlight topics relevant to current U.S.-China relations and their respective roles in Asian and global security. Proposed lecture topics include: an introduction to U.S.-China relations; finance, trade, and investment; cyber security; nonproliferation; maritime security; terrorism; and energy and the environment. Hosted jointly by Stanford University and Peking University, enrollment will be limited to 20 students at each campus and, at Stanford, will be restricted to graduate students and undergraduates with senior standing. Enrollment is competitive, so potential students must complete an application by March 12, 2018 at 5pm: <https://web.stanford.edu/dept/CEAS/EASTASN285.fb>.

Same as: INTLPOL 285

EASTASN 289K. Korea and the World. 3 Units.

This course investigates the theoretical and empirical underpinnings of modern Korea. The course offers a rough mix of history, domestic politics, and foreign relations. It also approaches the empirics of Korea through various theoretical lenses ranging from identity to balance of power to alliance theory to sports diplomacy. We will cover a vast expanse of time, ranging from the Kanghai treaty to Donald Trump and Kim Jong-un. The course divides into four sections. The first is an understanding of the traditional historical and Cold War context of Korea's external relations. The second assesses the drivers of Korea's relations with the region, including Japan, the United States, China, and Russia. The next section is a three-week unit on North Korea. The last section investigates the policy priorities and potential pitfalls in Korea's path to unification as well as the implications of a united Korea on the balance of power in East Asia. No previous background on Korea is required.

Same as: EASTASN 189K

EASTASN 294. The Rise of China in World Affairs. 3-5 Units.

This course examines the impact and implications of the rise of China in contemporary world politics from a historical and international relations perspective. It reviews China's halting progress into the international system, sketches the evolution of PRC foreign policy since 1949, and analyzes China's developmental priorities and domestic political context as they figure into Beijing's interactions with the world. It sketches American policy toward the PRC, and it assesses alternative approaches to dealing with China on such issues as arms and nuclear proliferation, regional security arrangements, international trade and investment, human rights, environmental problems, and the Taiwan and Tibet questions.

Same as: EASTASN 94

EASTASN 297. The International Relations of Asia since World War II. 3-5 Units.

Asian international relations since World War II were dominated by the efforts of the newly independent nation-states of Asia, almost all of which had been colonies before the war, to establish and maintain sovereignty in a context of American and Soviet competition for influence in the region. This course traces the major developments of the period, including the Chinese civil war, the U.S. occupation of Japan, the division of Korea and the Korean War, the South and Southeast Asian independence struggles, the American and Soviet alliance systems, the Vietnam War, the strategic realignments that led to the end of the Cold War in Asia, the emergence of Central Asia, and the legacy of issues that the period has posed for the region today.

Same as: EASTASN 97

EASTASN 300. Graduate Directed Reading. 1-5 Unit.

Independent studies under the direction of a faculty member for which academic credit may properly be allowed. For East Asian Studies M.A. students only.

EASTASN 301. Graduate Archival Directed Reading. 1 Unit.

Independent studies under the direction of a faculty member for which academic credit may properly be allowed. Research will require in-person access to archival materials in Hoover Institution, Stanford's East Asia Library, and/or Branner Map Collections. For East Asian Studies M.A. students only.

EASTASN 330. Core Seminar: Issues and Approaches in East Asian Studies. 1 Unit.

For East Asian Studies M.A. students only.

EASTASN 390. Practicum Internship. 1 Unit.

On-the-job training under the guidance of experienced, on-site supervisors. Meets the requirements for curricular practical training for students on F-1 visas. Students submit a concise report detailing work activities, problems worked on, and key results. May be repeated for credit. Prerequisite: qualified offer of employment and consent of adviser.

EASTASN 402A. Topics in International Technology Management. 1 Unit.

Theme for Autumn 2020 is "Digital transformation among new and traditional industries in Asia." Distinguished guest speakers and panels from industry discuss approaches in Asia to data-driven business models, influencer marketing, DevOps for new AI solutions, data privacy and security, new value chain relationships, etc. See syllabus for specific requirements, which may differ from those of other seminars at Stanford. Same as: EALC 402A, EE 402A

EASTASN 402T. Entrepreneurship in Asian High Tech Industries. 1 Unit.

Distinctive patterns and challenges of entrepreneurship in Asia; update of business and technology issues in the creation and growth of start-up companies in major Asian economies. Distinguished speakers from industry, government, and academia. Same as: EALC 402T, EE 402T

EASTASN 801. TGR Project. 0 Units.

Courses

International Relations Courses

INTNLREL 5C. Human Trafficking: Historical, Legal, and Medical Perspectives. 3 Units.

(Same as History 105C. History majors and others taking 5 units, enroll in 105C.) Interdisciplinary approach to understanding the extent and complexity of the global phenomenon of human trafficking, especially for forced prostitution, labor exploitation, and organ trade, focusing on human rights violations and remedies. Provides a historical context for the development and spread of human trafficking. Analyzes the current international and domestic legal and policy frameworks to combat trafficking and evaluates their practical implementation. Examines the medical, psychological, and public health issues involved. Uses problem-based learning. Required weekly 50-min. discussion section, time TBD. Students interested in service learning should consult with the instructor and will enroll in an additional course.

Same as: CSRE 5C, FEMGEN 5C, HISTORY 5C

INTNLREL 33SI. Myths and Realities of U.S.-China Relations. 2 Units.

This course introduces students to the U.S.-China relationship through a weekly speaker series followed by student-led discussions. Speakers from academia and industry will explore topics such as the business environment of China, the politics of the Sino-American dynamic, and technological growth in China. The purpose of the course is to tackle the myths and misconceptions surrounding U.S.-China relations, and build in students a strong foundational understanding of the multiple facets of the bilateral relationship. Students will be exposed to a variety of issues and will be able to explore a topic of interest through a capstone presentation at the end of the course.

INTNLREL 60Q. United Nations Peacekeeping. 3 Units.

Focus is on an examination of United Nations peacekeeping, from its inception in 1956 in the wake of the Suez Crisis, to its increasingly important role as an enforcer of political stability in sub-Saharan Africa. Examines the practice of "classic" peacekeeping as it developed during the Cold War, the rise and fall of "second-generation" peacekeeping, and the reemergence of a muscular form of peacekeeping in sub-Saharan Africa more recently. Topics include the basic history of the United Nations since 1945, the fundamentals of the United Nations Charter, and the historical trajectory of U.N. peacekeeping and the evolving arguments of its proponents and critics over the years.

Same as: PEDS 60Q

INTNLREL 61Q. Food and security. 3 Units.

The course will provide a broad overview of key policy issues concerning agricultural development and food security, and will assess how global governance is addressing the problem of food security. At the same time the course will provide an overview of the field of international security, and examine how governments and international institutions are beginning to include food in discussions of security.

Same as: EARTHSYS 61Q, ESS 61Q

INTNLREL 62Q. Mass Atrocities: Reckoning and Reconciliation. 3 Units.

Imagine you live in a country in which a delusional dictator imprisons untold masses in labor and concentration camps, and kills millions of them. Imagine you live in another country, in which one ethnic group slaughters the other. Imagine you live in yet another country in which a racial white minority terrorizes and violently discriminates against a huge majority of black population. Or, imagine you live in a country in which members of one group engage in an "ethnic cleansing" of their former neighbors. Now imagine this: Some big political change comes to each of these societies, and the perpetrators lose their power and are finally stopped from committing any more crimes and atrocities. Now comes the time to decide how to bring about justice for the past wrongs. It is also a question of how to come to terms with the terrible past. How to remember it? How to confront it? How to judge the perpetrators? How to identify them? How to punish them appropriately if at all? Also, is it possible to ever reconcile with the former oppressors and enemies? Maybe even to forgive them? If so, under what circumstances? What is necessary for such reconciliation? What if some of the victims were also perpetrators? The scenarios mentioned above are real ones; they happened in Germany, Rwanda, South Africa, Bosnia, and elsewhere. In this IntroSem we will explore the social, political, and legal arrangements societies debated about, negotiated, and used to deal with the atrocities of the past. We will assess their utility in the process of transitional justice. We will scrutinize crimes tribunals and truth commissions, and inquire whether they enabled the victims to gain a sense of justice and fairness. Likewise, we will consider under what conditions those victims might ever be capable of a genuine reconciliation.

INTNLREL 63Q. International Organizations and Accountability. 3 Units.

International organizations (IOs), like the IMF, the World Bank, the United Nations, and others, have been widely criticized as insufficiently accountable. For example, some argue that states are not able to control IOs whose bureaucracies have grown out of control and run amok, while others argue that the real problem is that communities most impacted by IO activities, such as those receiving World Bank loans or UN peacekeeping operations, are least able to influence their activities. Still others contend that the voting rules by which states control IOs are outdated and should be reformed to remedy these problems. Through readings, discussions and case studies, students will learn about a range of international organizations in order to better understand what they do and how they are supposed to be controlled. In addition, we will evaluate the critiques of IO accountability that come from the right and the left, as well as the North, South, East and West, and will analyze different mechanisms of accountability, both formal and informal. Students will have the opportunity to research and present on specific international organizations and accountability mechanisms.

INTNLREL 64Q. Leadership and International Organizations. 3 Units.

What do intergovernmental organizations like the United Nations, the World Food Program, the United Nations High Commission for Refugees actually do? Do these organizations simply act on the interests of the governments that comprise them? Or do they have some autonomy to pursue their own programs, plans, and priorities? Does leadership of these organizations matter for their performance? What dilemmas do the leaders of intergovernmental organizations face as they try to satisfy governments while serving people in need all over the world? This course will get at these questions through examining the lives, careers and choices of leaders of major international organizations over the last thirty years. Reading assignments will include memoirs and biographies of leaders of international organizations, as well as analytical and empirical studies of international organizations. We plan on inviting former and current leaders of international organizations to visit the seminar.

INTNLREL 76. Protagonists in Policy. 1 Unit.

Interested in learning from activists, academics, and politicians about the different ways you can be an agent of change and affect public policy? This course presents a lecture/discussion series in which students will have the opportunity to engage with influential speakers to discover and learn more about timely topics relating to policy, government, and international affairs. Speakers will be selected in cooperation with the Policy Dinners Committee, a branch of Stanford in Government.

Same as: POLISCI 76

INTNLREL 82. The Ending of World War I: Three Perspectives. 2 Units.

This course is required for those students who will be taking the BOSP Overseas Seminar, The Ending of the First World War and the Shaping of the 20th Century. Enrollment is limited to students who will be taking the overseas seminar, or are waitlisted for the seminar. This course has three learning goals: 1.) to provide historical background on the war and the events and processes leading up to the ending of the war; 2.) to help students formulate possible research topics for the Overseas Seminar; and 3.) to acquaint the students with archival research in preparation for their time in London. The course will be taught from the perspectives of military history, political science, and literature. Each week we will meet to discuss the reading material.

INTNLREL 101Z. Introduction to International Relations. 4 Units.

Approaches to the study of conflict and cooperation in world affairs. Applications to war, terrorism, trade policy, the environment, and world poverty. Debates about the ethics of war and the global distribution of wealth.

Same as: POLISCI 101Z

INTNLREL 102. History of the International System since 1914. 5 Units.

After defining the characteristics of the international system at the beginning of the twentieth century, this course reviews the primary developments in its functioning in the century that followed. Topics include the major wars and peace settlements; the emergence of Nazism and Communism; the Cold War; decolonization; and globalization. The role of international institutions and international society will also be a focus as will the challenges of climate change, inequality, migration, and terrorism.

Same as: HISTORY 102

INTNLREL 103F. The Changing Face of War: Introduction to Military History. 3-5 Units.

Introduces students to the rich history of military affairs and, at the same time, examines the ways in which we think of change and continuity in military history. How did war evolve from ancient times, both in styles of warfare and perceptions of war? What is the nature of the relationship between war and society? Is there such a thing as a Western way of war? What role does technology play in transforming military affairs? What is a military revolution and can it be manufactured or induced? Chronologically following the evolution of warfare from Ancient Greece to present day so-called new wars, we will continuously investigate how the interdependencies between technological advances, social change, philosophical debates and economic pressures both shaped and were influenced by war. Students satisfying the WiM requirement for the major in International Relations, must enroll in INTNLREL 103F course listing.

Same as: HISTORY 3F, HISTORY 103F

INTNLREL 105C. Human Trafficking: Historical, Legal, and Medical Perspectives. 5 Units.

(Same as HISTORY 5C. History majors and others taking 5 units, enroll in 105C.) Interdisciplinary approach to understanding the extent and complexity of the global phenomenon of human trafficking, especially for forced prostitution, labor exploitation, and organ trade, focusing on human rights violations and remedies. Provides a historical context for the development and spread of human trafficking. Analyzes the current international and domestic legal and policy frameworks to combat trafficking and evaluates their practical implementation. Examines the medical, psychological, and public health issues involved. Uses problem-based learning. Required weekly 50-min. discussion section, time TBD. Students interested in service learning should consult with the instructor and will enroll in an additional course.

Same as: CSRE 105C, FEMGEN 105C, HISTORY 105C, HUMRTS 112

INTNLREL 110C. America and the World Economy. 5 Units.

Examination of contemporary US foreign economic policy. Areas studied: the changing role of the dollar; mechanism of international monetary management; recent crises in world markets including those in Europe and Asia; role of IMF, World Bank and WTO in stabilizing world economy; trade politics and policies; the effects of the globalization of business on future US prosperity. Political Science majors taking this course for WIM credit should enroll in POLISCI 110C.

Same as: POLISCI 110C, POLISCI 110X

INTNLREL 110D. War and Peace in American Foreign Policy. 3-5 Units.

The causes of war in American foreign policy. Issues: international and domestic sources of war and peace; war and the American political system; war, intervention, and peace making in the post-Cold War period. Political Science majors taking this course to fulfill the WIM requirement should enroll in POLISCI 110D for 5 units. International Relations majors taking this course should enroll in INTNLREL 110D for 5 units. SCPD students should enroll for 3 units.

Same as: AMSTUD 110D, POLISCI 110D, POLISCI 110Y

INTNLREL 114D. Democracy, Development, and the Rule of Law. 3-5 Units.

This course explores the different dimensions of development - economic, social, and political - as well as the way that modern institutions (the state, market systems, the rule of law, and democratic accountability) developed and interacted with other factors across different societies around the world. The class will feature additional special guest lectures by Francis Fukuyama, Larry Diamond, Michael McFaul, Anna Grzymala-Busse, and other faculty and researchers affiliated with the Center on Democracy, Development, and the Rule of Law. Undergraduate students should enroll in this course for 5 units. Graduate students should enroll for 3.

Same as: INTLPOL 230, POLISCI 114D, POLISCI 314D

INTNLREL 118S. Political Economy of International Trade and Investment. 5 Units.

How domestic and international politics influence the economic relations between countries. Why do governments promote or oppose globalization? Why do countries cooperate economically in some situations but not others? Why do countries adopt bad economic policies? Focus on the politics of international trade and investment. Course approaches each topic by examining alternative theoretical approaches and evaluate these theories using historical and contemporary evidence from many geographical regions around the world. Prerequisites: ECON 1A, ECON 1B, and a statistics course.

Same as: POLISCI 218S

INTNLREL 122. Introduction to European Studies. 5 Units.

This course offers an introduction to major topics in the study of historical and contemporary Europe. We focus on European politics, economics and culture. First, we study what makes Europe special, and how its distinct identity has been influenced by its history. Next, we analyze Europe's politics. We study parliamentary government and proportional representation electoral systems, and how they affect policy. Subsequently, we examine the challenges the European economy faces. We further study the European Union and transatlantic relations. Same as: POLISCI 213E

INTNLREL 123. The Future of the European Union: Challenges and Opportunities. 5 Units.

First, this course analyzes the EU's greatest challenge, preserving the monetary union, and discusses the political and economic reforms needed to achieve that goal. In this context the course also studies the fiscal and budgetary policies of the EU. Second, the course discusses the EU's role in global politics, its desire to play a more prominent role, and the ways to reach that objective. Third, the course analyzes the EU's institutional challenges in its efforts to enhance its democratic character.

INTNLREL 124. Immigration Issues in Europe. 4-5 Units.

This course will consider responses to mass migration in Europe and its contribution to a radicalized political landscape. Sampling immigrant integration policies from Germany, Sweden, Denmark, France, Britain, Hungary, Poland, and Italy will help us examine public discourse on cultural and civic assimilation of mostly Muslim immigrants. Issues such as security and counterterrorism, as well as obstacles to cooperation with countries outside the EU (Turkey, Libya), will be included.

INTNLREL 131. Understanding Russia: Its Power and Purpose in a New Global Order. 5 Units.

Russia presents a puzzle for theories of socio-economic development and modernization and their relationship to state power in international politics. The collapse of the Soviet Union in 1991 brought into being the new Russia (or Russian Federation) as its successor in international politics. Russia suffered one of the worst recessions and experienced 25 years of halting reform. Despite these issues, Russia is again a central player in international affairs. Course analyzes motivations behind contemporary Russian foreign policy by reviewing its domestic and economic underpinnings. Examination of concept of state power in international politics to assess Russia's capabilities to influence other states' policies, and under what conditions its leaders use these resources. Is contemporary Russia strong or weak? What are the resources and constraints its projection of power beyond its borders? What are the determinants of state power in international politics in the twenty-first century? Includes lectures, readings, class discussions, films and documentaries.

Same as: INTLPOL 231B, POLISCI 213C, REES 231B

INTNLREL 135A. International Environmental Law and Policy: Oceans and Climate Change. 4-5 Units.

This seminar offers an introduction to International Environmental Law, with a strong emphasis on oceans and climate change, its underlying principles, how it is developed and implemented, and the challenges of enforcing it. We will focus on oceans and climate change, exploring the United Nations Law of the Sea Convention (UNCLOS) and the United Nations Framework Convention for Climate Change (UNFCCC). We will explain why these agreements are described as "umbrella conventions," and how new conventions like the Paris Agreement fit within them. There will be guest speakers, a negotiation simulation, and a legal design sprint focused on re-imagining International Environmental Law.

INTNLREL 136R. Introduction to Global Justice. 4 Units.

This course explores the normative demands and definitions of justice that transcend the nation-state and its borders, through the lenses of political justice, economic justice, and human rights. What are our duties (if any) towards those who live in other countries? Should we be held morally responsible for their suffering? What if we have contributed to it? Should we be asked to remedy it? At what cost? These are some of the questions driving the course. Although rooted in political theory and philosophy, the course will examine contemporary problems that have been addressed by other scholarly disciplines, public debates, and popular media, such as immigration and open borders, climate change refugees, and the morality of global capitalism (from exploitative labor to blood diamonds). As such, readings will combine canonical pieces of political theory and philosophy with readings from other scholarly disciplines, newspaper articles, and popular media.

Same as: ETHICSOC 136R, PHIL 76, POLISCI 136R, POLISCI 336

INTNLREL 140A. International Law and International Relations. 4-5 Units.

International law, as a body of law, performs multiple, competing functions. It serves the interests, and seeks to limit the actions, of state actors. It is also a political rhetoric captured by the oppressed, and a foundation for activism and resistance. The purpose of this seminar is to illuminate this malleable nature of international law, to explain its foundational principles and sources, and to evaluate the contours of its role as law and discourse. Questions that will accompany us throughout this seminar include: What is the character of international legal rules? Do they matter in international politics? How effective are they? What potential and what limitations do they have? In addition to exploring such questions against the backdrop of theories of international relations, we will consider several topics which bring tensions between international law and international relations to the fore, such as use of force, human rights, and international criminal law.

INTNLREL 140C. The U.S., U.N. Peacekeeping, and Humanitarian War. 4-5 Units.

The involvement of U.S. and the UN in major wars and international interventions since the 1991 Gulf War. The UN Charter's provisions on the use of force, the origins and evolution of peacekeeping, the reasons for the breakthrough to peacemaking and peace enforcement in the 90s, and the ongoing debates over the legality and wisdom of humanitarian intervention. Case studies include Croatia and Bosnia, Somalia, Rwanda, Kosovo, East Timor, and Afghanistan. *International Relations majors taking this course to fulfill the WiM requirement should enroll in INTNLREL 140C for 5 units.

Same as: HISTORY 201C, INTNLREL 140X

INTNLREL 140X. The U.S., U.N. Peacekeeping, and Humanitarian War. 4-5 Units.

The involvement of U.S. and the UN in major wars and international interventions since the 1991 Gulf War. The UN Charter's provisions on the use of force, the origins and evolution of peacekeeping, the reasons for the breakthrough to peacemaking and peace enforcement in the 90s, and the ongoing debates over the legality and wisdom of humanitarian intervention. Case studies include Croatia and Bosnia, Somalia, Rwanda, Kosovo, East Timor, and Afghanistan. *International Relations majors taking this course to fulfill the WiM requirement should enroll in INTNLREL 140C for 5 units.

Same as: HISTORY 201C, INTNLREL 140C

INTNLREL 141A. Camera as Witness: International Human Rights Documentaries. 5 Units.

Rarely screened documentary films, focusing on global problems, human rights issues, and aesthetic challenges in making documentaries on international topics. Meetings with filmmakers.

INTNLREL 142. Challenging the Status Quo: Social Entrepreneurs Advancing Democracy, Development and Justice. 3-5 Units.

This seminar is part of a broader program on Social Entrepreneurship at CDDRL in partnership with the Haas Center for Public Service. It will use practice to better inform theory. Working with three visiting social entrepreneurs from developing and developed country contexts students will use case studies of successful and failed social change strategies to explore relationships between social entrepreneurship, gender, democracy, development and justice. It interrogates current definitions of democracy and development and explores how they can become more inclusive of marginalized populations. This is a service learning class in which students will learn by working on projects that support the social entrepreneurs' efforts to promote social change. Students should register for either 3 OR 5 units only. Students enrolled in the full 5 units will have a service-learning component along with the course. Students enrolled for 3 units will not complete the service-learning component. Limited enrollment. Attendance at the first class is mandatory in order to participate in service learning.

Same as: AFRICAST 142, AFRICAST 242, CSRE 142C

INTNLREL 143. State and Society in Korea. 4 Units.

20th-century Korea from a comparative historical perspective. Colonialism, nationalism, development, state-society relations, democratization, and globalization with reference to the Korean experience.

Same as: SOC 111, SOC 211

INTNLREL 145. Genocide and Humanitarian Intervention. 4 Units.

The course, traces the history of genocide in the 20th century and the question of humanitarian intervention to stop it, a topic that has been especially controversial since the end of the Cold War. The pre-1990s discussion begins with the Armenian genocide during the First World War and includes the Holocaust and Cambodia under the Khmer Rouge in the 1970s. Coverage of genocide and humanitarian intervention since the 1990s includes the wars in Bosnia, Rwanda, Kosovo, the Congo, and Sudan. The final session of the course will be devoted to a discussion of the International Criminal Court and the separate criminal tribunals that have been tasked with investigating and punishing the perpetrators of genocide.

INTNLREL 146A. Energy and Climate Cooperation in the Western Hemisphere. 4 Units.

The seminar provides an overview of the current political dynamics in each of the major fossil fuel producing countries in the Western Hemisphere and its impact on local energy exploration and production. It also explores the potential for expanding existing or developing new renewable energy resources throughout the Americas, and impacts on the local environment, food prices, and land use issues. The course examines the feasibility of integrating energy markets and establishing initiatives to reduce greenhouse gas emissions at the regional and hemispheric level. The seminar focuses on Chile, a country that lacks significant petroleum and natural gas reserves and has traditionally been a major user of coal. Accordingly, the country has been at the forefront of efforts to facilitate the regional integration of energy markets and develop renewable and non-traditional energy resources. The course concludes with a discussion of the Energy and Climate Partnership of the Americas or ECPA, launched by the Obama administration at the Fifth Summit of the Americas in Trinidad in April 2009, and China's increasing role in Latin America's energy sector.

INTNLREL 147. Political Economy of the Southern Cone Countries of South America. 5 Units.

This seminar examines the economic and political development of the five countries that make up South America's Southern Cone (i.e., Argentina, Brazil, Chile, Paraguay, and Uruguay) as well as Bolivia (which was historically part of the sub-region and with which today it has close commercial ties). In particular, the course focuses on the era of Import Substitution Industrialization (ISI), explores the reasons why that model of economic development eventually collapsed and how this contributed to the rise of military dictatorships, looks at the return to democratic rule and the adoption of market-oriented economic policies, and concludes with a discussion of the contemporary situation.

INTNLREL 154. The Cold War. An International History. 5 Units.

Though it ended twenty years ago, we still live in a world shaped by the Cold War. Beginning with its origins in the mid-1940s, this course will trace the evolution of the global struggle, until its culmination at the end of the 1980s. Students will be asked to ponder the fundamental nature of the Cold War, what kept it alive for nearly fifty years, how it ended, and its long term legacy for the world. As distinguished from the lecture taught in previous quarters, this class will closely investigate ten major Cold War battlegrounds over the quarter. Selected case studies will include: the division of Germany, Iran in the 1950s, Cuba, Vietnam, the Six Day War, the Chilean coup, sub-Saharan Africa, Afghanistan, Central America, and the Eastern European revolutions of 1989. Students will be asked to consult a combination of original documents and recent histories.

Same as: HISTORY 166C

INTNLREL 158. Chinese Politics. 3-5 Units.

China, one of the few remaining communist states in the world, has not only survived, but has become a global political actor of consequence with the fastest growing economy in the world. What explains China's authoritarian resilience? Why has the CCP thrived while other communist regimes have failed? How has the Chinese Communist Party managed to develop markets and yet keep itself in power? What avenues are there for political participation? How does censorship work in the information and 'connected' age of social media? What are the prospects for political change? How resilient is the part in the face of technological and economic change? Materials will include readings, lectures, and selected films. This course has no prerequisites. This course fulfills the Writing in the Major requirement for Political Science and International Relations undergraduate majors. PoliSci majors should register for POLISCI 148 and IR majors should register for INTNLREL 158. Graduate students should register for POLISCI 348. Please note: this course did not fulfill the WIM requirement in 2017-18 or 2018-19.

Same as: POLISCI 148, POLISCI 348

INTNLREL 160. United Nations Peacekeeping. 4 Units.

This seminar is devoted to an examination of United Nations peacekeeping, from its inception in 1956 in the wake of the Suez Crisis, to its increasingly important role as an enforcer of political stability in sub-Saharan Africa. We will look at the practice of "classic" peacekeeping as it developed during the Cold War, with the striking exception of the Congo Crisis of 1960; the rise and fall of so-called "second-generation peacekeeping"; more accurately labeled "peace enforcement" in the early 1990s in Bosnia and Somalia; and the reemergence in recent years of a muscular form of peacekeeping in sub-Saharan Africa, most notably in Congo in 2013. Students will learn the basic history of the United Nations since 1945 and the fundamentals of the United Nations Charter, especially with respect to the use of force and the sovereignty of member states. While the course does not attempt to provide comprehensive coverage of the historical details of any particular peacekeeping mission, students should come away with a firm grasp of the historical trajectory of U.N. peacekeeping and the evolving arguments of its proponents and critics over the years. Each session of the course is structured around the discussion of assigned readings. Students are expected to complete the readings before class and to come to class prepared to participate in discussions. Each student will serve as rapporteur for one of the assigned readings, providing a critical summary of the reading in question and helping to stimulate the discussion to follow. The instructor will occasionally begin a session with brief introductory remarks (no more than ten minutes) to provide historical context about one or another topic. Required coursework includes two short papers whose particular topic and guidelines will be announced in class.

INTNLREL 168. America as a World Power in the Modern Era. 5 Units.

This course will examine the modern history of American foreign relations, from the turn of the twentieth century to the present. Beginning with the fateful decision to go to war with Spain, it will examine the major crises and choices that have defined the "American Century." Our study of U.S. foreign relations will consider such key factors as geopolitics, domestic politics, bureaucracy, psychology, race, and culture. IR majors taking this course to fulfill the IR WIM requirement should enroll in INTNLREL168W.

Same as: HISTORY 152K, INTNLREL 168W

INTNLREL 168A. American Interventions, 1898-Present. 5 Units.

This class seeks to examine the modern American experience with limited wars, beginning with distant and yet pertinent cases, and culminating in the war in Iraq. Although this class will examine war as a consequence of foreign policy, it will not focus primarily on presidential decision making. Rather, it will place wartime policy in a broader frame, considering it alongside popular and media perceptions of the war, the efforts of antiwar movements, civil-military relations, civil reconstruction efforts, and conditions on the battlefield. We will also examine, when possible, the postwar experience.

Same as: HISTORY 259E, HISTORY 359E

INTNLREL 168W. America as a World Power in the Modern Era. 5 Units.

This course will examine the modern history of American foreign relations, from the turn of the twentieth century to the present. Beginning with the fateful decision to go to war with Spain, it will examine the major crises and choices that have defined the "American Century." Our study of U.S. foreign relations will consider such key factors as geopolitics, domestic politics, bureaucracy, psychology, race, and culture. IR majors taking this course to fulfill the IR WIM requirement should enroll in INTNLREL168W.

Same as: HISTORY 152K, INTNLREL 168

INTNLREL 173. Presidents and Foreign Policy in Modern History. 5 Units.

Nothing better illustrates the evolution of the modern presidency than the arena of foreign policy. This class will examine the changing role and choices of successive presidential administrations over the past century, examining such factors as geopolitics, domestic politics, the bureaucracy, ideology, psychology, and culture. Students will be encouraged to think historically about the institution of the presidency, while examining specific case studies, from the First World War to the conflicts of the 21st century.

Same as: HISTORY 261G

INTNLREL 174. Diplomacy on the Ground: Case Studies in the Challenges of Representing Your Country. 5 Units.

The tragic death of Ambassador Chris Stevens has recently highlighted the dangers of diplomacy in the modern era. This class will look at how Americans in embassies have historically confronted questions such as authoritarian rule, human rights abuses, violent changes of government, and covert action. Case studies will include the Berlin embassy in the 1930s, Tehran in 1979, and George Kennan's experiences in Moscow, among others. Recommended for students contemplating careers in diplomatic service. *IR majors taking this course to fulfill the IR WIM requirement should enroll in INTNLREL174. As space is limited, first-year students must obtain the instructor's prior consent before enrolling.

Same as: HISTORY 252B

INTNLREL 175. American Empire in the Pacific. 3 Units.

This course will provide an interdisciplinary overview of the history and current state of American empire in the Pacific Islands. Through the lenses of law, history, and anthropology, the course will chart the progression of the American empire, beginning with early colonization, through World War II and the Cold War, to present day, including modern challenges facing communities affected by U.S. imperialism, decolonization movements, and the intersection of empire and climate change. Themes include cultural imperialism, militarization and experimentation, human rights and global ethics, and social and environmental justice.

INTNLREL 179. Major Themes in U.S.-Latin America Diplomatic History. 5 Units.

This seminar provides an overview of the most important events and initiatives that have characterized the relationship of the United States of America with its neighbors to the south, including Mexico, the Caribbean (especially Cuba, Haiti, and the Dominican Republic), Central America, and South America since the proclamation of the Monroe Doctrine in the early 19th century until the Obama Administration. In particular, the course examines the motivations for the Theodore Roosevelt Corollary to the Monroe Doctrine and the resulting period of blatant interventionism known as "Dollar Diplomacy," the Good Neighbor Policy of Franklin Delano Roosevelt, the brutal Cold War period, as well as policies pursued by the Clinton, George W. Bush, and Obama administrations, such as the Free Trade Area of the Americas (FTAA) and the Energy and Climate Partnership of the Americas (ECPA). The seminar explores not only what motivated U.S. policy makers and how their policies were implemented (and explains why they either succeeded or failed), but also discusses the impacts on individual countries and/or the region as a whole and the long-term consequences whose repercussions are still being felt today. The course also examines the major features of the inter-American system from the Pan American Union to the creation of the Organization of American States (OAS) and its continued relevancy in light of new institutional frameworks such as the Community of Latin American and Caribbean States (CELAC) and the Union of South American Nations (UNASUR) that exclude the United States of America.

INTNLREL 180A. Transitional Justice, Human Rights, and International Criminal Tribunals. 3-5 Units.

(Formerly IPS 280) Historical backdrop of the Nuremberg and Tokyo Tribunals. The creation and operation of the Yugoslav and Rwanda Tribunals (ICTY and ICTR). The development of hybrid tribunals in East Timor, Sierra Leone, and Cambodia, including evaluation of their success in addressing perceived shortcomings of the ICTY and ICTR. Examination of the role of the International Criminal Court and the extent to which it will succeed in supplanting all other ad hoc international justice mechanisms and fulfill its goals. Analysis focuses on the politics of creating such courts, their interaction with the states in which the conflicts took place, the process of establishing prosecutorial priorities, the body of law they have produced, and their effectiveness in addressing the needs of victims in post-conflict societies.

Same as: ETHICSOC 280, HUMRTS 103, INTLPOL 280

INTNLREL 182. The Great War. 5 Units.

The First World War provided a prototype for a new, horrific kind of war. It catalyzed the emergence of modern means of warfare and the social mechanisms necessary to sustain the industrialized war machine. Killing millions, it became the blueprint for the total war that succeeded it. It also brought about new social and political orders, transforming the societies which it mobilized at unprecedented levels. This course will examine the military, political, economic, social and cultural aspects of the conflict. We will discuss the origins and outbreak of the war, the land, sea and air campaigns, the war's economic and social consequences, the home fronts, the war's final stages in eastern and western Europe as well as non-European fronts, and finally, the war's impact on the international system and on its belligerents and participants' perceptions of the new reality it had created.

INTNLREL 183. The Modern Battle. 5 Units.

The purpose of this seminar is to examine the evolution of modern warfare by closely following four modern battles/campaigns. For this purpose the seminar offers four mock staff rides, facilitating highly engaged, well-researched experience for participants. In a mock staff ride, students are assigned roles; each student is playing a general or staff officer who was involved in the battle/campaign. Students will research their roles and, during the staff ride, will be required to explain "their" decisions and actions. Staff rides will not deviate from historical records, but closely examine how decisions were made, what pressures and forces were in action, battle outcomes, etc. This in-depth examination will allow students to gain a deeper understanding of how modern tactics, technology, means of communications, and the scale of warfare can decide, and indeed decided, campaigns. We will spend two weeks preparing for and playing each staff ride. One meeting will be dedicated to discussing the forces shaping the chosen battle/campaign: the identity and goals of the belligerents, the economic, technological, cultural and other factors involved, as well as the initial general plan. The second meeting will be dedicated to the battle itself. The four battles will illustrate major developments in modern warfare.

Same as: HISTORY 206C

INTNLREL 189. PRACTICAL TRAINING. 1-3 Unit.

Students obtain internship in a relevant research or industrial activity to enhance their professional experience consistent with their degree program and area of concentration. Prior to enrolling students must get internship approved by the director. At the end of the quarter, a three page final report must be supplied documenting work done and relevance to degree program. Meets the requirements for Curricular Practical Training for students on F-1 visas. Student is responsible for arranging own internship. Limited to declared International Relations students only who are non-US citizens. May be repeated for credit.

INTNLREL 197. Directed Reading in International Relations. 1-5 Unit.

Open only to declared International Relations majors. (Staff).

INTNLREL 198. Senior Thesis. 2-10 Units.

Open only to declared International Relations majors with approved senior thesis proposals.

INTNLREL 200A. International Relations Honors Field Research. 3 Units.

For juniors planning to write an honors thesis during senior year. Initial steps to prepare for independent research. Professional tools for conceptualizing a research agenda and developing a research strategy. Preparation for field research through skills such as data management and statistics, references and library searches, and fellowship and grant writing. Creating a work schedule for the summer break and first steps in writing. Prerequisite: acceptance to IR honors program.

INTNLREL 200B. International Relations Honors Seminar. 3 Units.

Second of two-part sequence. For seniors working on their honors theses. Professional tools, analysis of research findings, and initial steps in writing of thesis. How to write a literature review, formulate a chapter structure, and set a timeline and work schedule for the senior year. Skills such as data analysis and presentation, and writing strategies. Prerequisites: acceptance to IR honors program, and 199 or 200A. * Course satisfies the WiM requirement for International Relations majors who are accepted into the IR Honors program.

INTNLREL 200C. IR Honors Thesis Writing. 1 Unit.

Mandatory seminar for International Relations Honors Students who are writing their Honors Thesis. INTNLREL 200A and 200B are prerequisites.

INTNLREL 202. Original Research in International Relations. 5 Units.

This new course offers IR majors an opportunity to conduct in-depth, original research and write an original research paper on a topic of their choosing within a single quarter. It is ideally suited for students who have a question that has intrigued them and that they would like to answer through original research. Through this course, students will narrow their interests into a clear research question, develop a research design, review relevant literature that addresses this question, conduct original empirical research and produce a final research paper. The course is designed for IR majors, and thus has an interdisciplinary focus and embraces methodological diversity. It may also be petitioned to count towards the IR major.

Jewish Studies Courses**JEWISHST 4. What Didn't Make It into the Bible. 4 Units.**

Over two billion people alive today consider the Bible to be sacred scripture. But how did the books that made it into the bible get there in the first place? Who decided what was to be part of the bible and what wasn't? How would history look differently if a given book didn't make the final cut and another one did? Hundreds of ancient Jewish and Christian texts are not included in the Bible. "What Didn't Make It in the Bible" focuses on these excluded writings. We will explore the Dead Sea Scrolls, Gnostic gospels, hear of a five-year-old Jesus throwing temper tantrums while killing (and later resurrecting) his classmates, peruse ancient romance novels, explore the adventures of fallen angels who sired giants (and taught humans about cosmetics), tour heaven and hell, encounter the garden of Eden story told from the perspective of the snake, and learn how the world will end. The course assumes no prior knowledge of Judaism, Christianity, the bible, or ancient history. It is designed for students who are part of faith traditions that consider the bible to be sacred, as well as those who are not. The only prerequisite is an interest in exploring books, groups, and ideas that eventually lost the battles of history and to keep asking the question "why." In critically examining these ancient narratives and the communities that wrote them, you will investigate how religions canonize a scriptural tradition, better appreciate the diversity of early Judaism and Christianity, understand the historical context of these religions, and explore the politics behind what did and did not make it into the bible.

Same as: CLASSICS 9N, RELIGST 4

JEWISHST 4N. A World History of Genocide. 3-5 Units.

Reviews the history of genocide from ancient times until the present. Defines genocide, both in legal and historical terms, and investigates its causes, consequences, and global dimensions. Issues of prevention, punishment, and interdiction. Main periods of concern are the ancient world, Spanish colonial conquest; early modern Asia; settler genocides in America, Australia, and Africa; the Armenian genocide and the Holocaust; genocide in communist societies; and late 20th century genocide. Same as: HISTORY 4N

JEWISHST 5. Biblical Greek. 3-5 Units.

This is a one term intensive class in Biblical Greek. After quickly learning the basics of the language, we will then dive right into readings from the New Testament and the Septuagint, which is the ancient Greek translation of the Hebrew Bible. No previous knowledge of Greek required. If demand is high for a second term, an additional quarter will be offered in the Spring.

Same as: CLASSICS 6G, RELIGST 171A

JEWISHST 5B. Biblical Greek. 3-5 Units.

This is a continuation of the Winter Quarter Biblical Greek Course. Pre-requisite: CLASSICS 6G or a similar introductory course in Ancient Greek. Same as: CLASSICS 7G

JEWISHST 5G. Intensive Biblical Greek. 8 Units.

Equivalent to two quarters of Biblical Greek (CLASSICS 6G, 7G). Students will learn the core of New Testament Greek with the goal of learning to accurately translate and read the New Testament. Students will read one-third of the Gospel of John during the course and will be well-prepared to read the Greek New Testament independently after the course. Focus on knowledge of key vocabulary and grammar needed to read the Greek Bible with ease. No previous knowledge of Greek required. Course does not fulfill the Stanford language requirement.

Same as: RELIGST 171X

JEWISHST 18N. Religion and Politics: Comparing Europe to the U.S.. 3-4 Units.

Interdisciplinary and comparative. Historical, political, sociological, and religious studies approaches. The relationship between religion and politics as understood in the U.S. and Europe. How this relationship has become tense both because of the rise of Islam as a public religion in Europe and the rising influence of religious groups in public culture. Different understandings and definitions of the separation of church and state in Western democratic cultures, and differing notions of the public sphere. Case studies to investigate the nature of public conflicts, what issues lead to conflict, and why. Why has the head covering of Muslim women become politicized in Europe? What are the arguments surrounding the Cordoba House, known as the Ground Zero Mosque, and how does this conflict compare to controversies about recent constructions of mosques in Europe? Resources include media, documentaries, and scholarly literature.

Same as: RELIGST 18N

JEWISHST 19N. Everyone Eats: Food, Religion and Culture. 3 Units.

Food is one of the most essential aspects of the human experience. The decisions and choices we make about food define who we have been, who we are now, and who we want to become. In this seminar we will study how food habits have shaped religious traditions, and vice versa, how religious traditions have shaped food ways. Some traditions are centered around food regiments such as the dietary laws, derived from biblical law that shapes Jewish and Christian tradition very differently. Indeed, many religious and ethical thinkers, as well as anthropologists, have interpreted the meanings of the dietary laws very differently. Further, in many religious traditions the killing of animals and consumption of meat is deeply fraught. We will explore the history of food practices and their contemporary impact; the connections between food, religion, and identity; the meanings that religious thinkers and anthropologists have attributed to food habits; as well as the creative translations of religious traditions into contemporary food ethics by various social movements and groups, predominantly in the U.S.

Same as: CSRE 19N, RELIGST 19N

JEWISHST 37Q. Zionism and the Novel. 3 Units.

At the end of the nineteenth century, Zionism emerged as a political movement to establish a national homeland for the Jews, eventually leading to the establishment of the State of Israel in 1948. This seminar uses novels to explore the changes in Zionism, the roots of the conflict in the Middle East, and the potentials for the future. We will take a close look at novels by Israelis, both Jewish and Arab, in order to understand multiple perspectives, and we will also consider works by authors from the North America and from Europe. NOTE: To satisfy a WAYS requirement, this course must be taken for at least 3 units. In AY 2020-21, a 'CR' grade will satisfy the WAYS requirement. Same as: COMPLIT 37Q

JEWISHST 39S. The Other Side: Ethnography and Travel Writing through Jewish, Christian and Muslim Eyes. 3 Units.

In an age of reality television and social media, we are bombarded with snapshots of the exotic, monstrous, and bizarre. Yet despite their quantity, these images pale in comparison to the qualities of terror, wonder and curiosity that ancient travelers evoked in their encounters with foreign lands and peoples. Early ethnographers, too, painstakingly explored the beliefs and practices of unfamiliar peoples sometimes very close to home. This course surveys their most vivid writings, from ancient Greece to the colonization of the New World, focusing on the relation between fascination with the other and the author's own religious imagination. In particular, it introduces the contributions of Jewish travelers and ethnographers to this history, which has often been written from the standpoint of imperial, ecclesiastical or colonial power. It stresses literary continuities across three general periods (ancient, medieval, and colonial), showing how remarkably consistent patterns of identification spring from diverse encounters.

JEWISHST 53. Exploring Jewish Spirituality. 4 Units.

It was once accepted as fact that Judaism is, at its core, a rational religion devoid of any authentic mystical tradition. But the past century of scholarship has reversed this claim, demonstrating that the spiritual life has been integral to Judaism's vital heart since ancient times. This yearning for a direct immediate experience of God's Presence, a longing to grasp the mysteries of the human soul and know the inner dynamics of the Divine realm, has taken on many different forms across the centuries.
This course will introduce students to the major texts—from theological treatises to poems and incantations—and core ideas of Jewish mysticism and spirituality, tracking their development from the Hebrew Bible to the dawn of modernity. Close attention will be paid to the historical context of these sources, and we will also engage with broader methodological approaches—from phenomenology to philology—regarding the academic study of religion and the comparative consideration of mysticism in particular.
This course assumes no prior background of Judaism or any other religious traditions. All readings will be made available in English. Students are, however, invited to challenge themselves with the "optional/advanced" readings of sources both primary and secondary. Pending interest, students with facility in the original languages (Hebrew or Aramaic) will be given the opportunity to do so.

Same as: RELIGST 53

JEWISHST 85B. Jews in the Contemporary World: The American Jewish Present & Past in Popular Culture, Film, & TV. 3 Units.

(HISTORY 85B is 3 units; HISTORY 185B is 5 units.) Who are American Jews as depicted in popular media—film, television, etc.—since the Second World War? How are their religion, politics, mores, and practices represented and what ways, if at all, do such portraits reflect historical trends among Jews and society in general? What can be learned from film or tv about Jewish identity, notions of Jewish power and powerlessness, communal cohesiveness and assimilation, sexuality and the wages of intermarriage or race?.

Same as: CSRE 85B, HISTORY 85B, REES 85B

JEWISHST 86. Exploring the New Testament. 4 Units.

To explore the historical context of the earliest Christians, students will read most of the New Testament as well as many documents that didn't make the final cut. Non-Christian texts, Roman art, and surviving archeological remains will better situate Christianity within the ancient world. Students will read from the Dead Sea Scrolls, explore Gnostic gospels, hear of a five-year-old Jesus throwing divine temper tantrums while killing (and later resurrecting) his classmates, peruse an ancient marriage guide, and engage with recent scholarship in archeology, literary criticism, and history.

Same as: CLASSICS 43, RELIGST 86

JEWISHST 86Q. Blood and Money: The Origins of Antisemitism. 4-5 Units.

For over two millennia, Jews and Judaism have been the object of sustained anxieties, fears, and fantasies, which have in turn underpinned repeated outbreaks of violence and persecution. This course will explore the development and impact of antisemitism from Late Antiquity to the Enlightenment, including the emergence of the Blood libel, the association between Jews and moneylending, and the place of Judaism in Christian and Islamic theology. No prior background in history or Jewish studies is necessary. Prerequisite: PWR 1.

Same as: HISTORY 86Q

JEWISHST 101A. First-Year Hebrew, First Quarter. 5 Units.

In the first-year program, students acquire essential Hebrew through abundant opportunities to interact in the language in meaningful ways. The students learn to function appropriately in the language in a variety of social and cultural contexts.

Same as: AMELANG 128A

JEWISHST 101B. First-Year Hebrew, Second Quarter. 5 Units.

Continuation of AMELANG 128A. Prerequisite: Placement Test, AMELANG 128A.

Same as: AMELANG 128B

JEWISHST 101C. First-Year Hebrew, Third Quarter. 5 Units.

Continuation of AMELANG 128B. Prerequisite: Placement Test, AMELANG 128B. Fulfill the University Foreign Language Requirement.

Same as: AMELANG 128C

JEWISHST 102A. Second-Year Hebrew, First Quarter. 4 Units.

Continuation of AMELANG 128C. Sequence integrating culture and language. Emphasis is on proficiency in oral and written discourse including presentational language and socio culturally appropriate discourse in formal and informal, academic, and professional contexts. Prerequisite: Placement Test, First Year Hebrew .

Same as: AMELANG 129A

JEWISHST 102B. Second-Year Hebrew, Second Quarter. 4 Units.

Continuation of AMELANG 129A. Sequence integrating culture and language. Emphasis is on proficiency in oral and written discourse including presentational language and socio culturally appropriate discourse in formal and informal, academic, and professional contexts. Prerequisite: Placement Test, Hebrew 129A.

Same as: AMELANG 129B

JEWISHST 102C. Second-Year Hebrew, Third Quarter. 4 Units.

Continuation of AMELANG 129B. Sequence integrating culture and language. Emphasis is on advanced proficiency in oral and written discourse including presentational language and socio culturally appropriate discourse in formal and informal, academic, and professional contexts. Prerequisite: placement Test, Hebrew129B.

Same as: AMELANG 129C

JEWISHST 103A. Third-Year Hebrew, First Quarter. 3 Units.

Continuation of AMELANG 129C. Prerequisite: Placement Test, AMELANG 129C.

Same as: AMELANG 130A

JEWISHST 104. Hebrew Forum. 1-3 Unit.

Intermediate and advanced level. Biweekly Hebrew discussion on contemporary issues with Israeli guest speakers. Vocabulary enhancement. Focus on exposure to academic Hebrew. May be repeat for credit up to 4 times.

Same as: AMELANG 131A

JEWISHST 104A. First-Year Yiddish, First Quarter. 4 Units.

Reading, writing, and speaking.

Same as: AMELANG 140A

JEWISHST 104B. First-Year Yiddish, Second Quarter. 4 Units.

Continuation of AMELANG 140A. Prerequisite: AMELANG.

Same as: AMELANG 140B

JEWISHST 104C. First-Year Yiddish, Third Quarter. 4 Units.

Continuation of AMELANG 140B. Prerequisite: AMELANG 140B. Fulfills the University Foreign Language Requirement.

Same as: AMELANG 140C

JEWISHST 105. Hebrew Forum. 2-4 Units.

Intermediate and advanced level. Biweekly Hebrew discussion on contemporary issues with Israeli guest speakers. Vocabulary enhancement. Focus on exposure to academic Hebrew. May repeat for credit.

Same as: AMELANG 131B

JEWISHST 106. Reflection on the Other: The Arab Israeli Conflict in Literature and Film. 3-5 Units.

How literary works outside the realm of Western culture struggle with questions such as identity, minority, and the issue of the Other. How the Arab is viewed in Hebrew literature, film and music and how the Jew is viewed in Palestinian works in Hebrew or Arabic (in translation to English). Historical, political, and sociological forces that have contributed to the shaping of these writers' views. Guest lectures about the Jew in Palestinian literature and music. Note: To be eligible for WAYS credit, you must take course for a Letter Grade.

Same as: AMELANG 126, COMPLIT 145

JEWISHST 107A. Biblical Hebrew, First Quarter. 2 Units.

Establish a basic familiarity with the grammar and vocabulary of Biblical Hebrew and will begin developing a facility with the language. Students that are enrolled in this course must also enroll in Beginning Hebrew. This course requires no prior knowledge of Hebrew and will begin with learning the alphabet. By the end of the year, students will be able to translate basic biblical texts, will be familiar with common lexica and reference grammars, and will have sufficient foundational knowledge to enable them to continue expanding their knowledge either in a subsequent course or own their own.

Same as: RELIGST 170A

JEWISHST 107B. Biblical Hebrew, Second Quarter. 2 Units.

Continuation of 170A.

JEWISHST 107C. Biblical Hebrew, Third Quarter. 4 Units.

Continuation of 170B.

Same as: AMELANG 170C

JEWISHST 120. Sex and Gender in Judaism and Christianity. 3 Units.

What role do Jewish and Christian traditions play in shaping understandings of gender differences? Is gender always imagined as dual, male and female? This course explores the variety of ways in which Jewish and Christian traditions - often in conversation with and against each other - have shaped gender identities and sexual politics. We will explore the central role that issues around marriage and reproduction played in this conversation. Perhaps surprisingly, early Jews and Christian also espoused deep interest in writing about 'eunuchs' and 'androgynes,' as they thought about Jewish and Christian ways of being a man or a woman. We will examine the variety of these early conversations, and the contemporary Jewish and Christian discussions of feminist, queer, trans- and intersex based on them.

Same as: FEMGEN 130, RELIGST 130

JEWISHST 123. Muslims, Jews, and Christians: Conflict, Coexistence, and Collaboration. 4 Units.

Relationships between Muslims, Jews, and Christians today are informed by a multitude of complex and often painful histories. These faith traditions emerged out of deep and sustained engagement with one another sharing theological and ethical principles, and revering many of the same figures and there have been many periods of rich and productive interaction. Yet there have also been areas of dissension and conflict, and periods when theological, social, or political disagreement devolved into violence and oppression. In recent times (especially following the Holocaust and the establishment of the modern State of Israel), religious, political, and intellectual leaders of Muslim, Jewish, and Christian communities, in the U.S. and around the world, have recognized the need to forge deeper and more meaningful relationships with one another. Knowledge and understanding of the perspectives that different communities and individuals bring to bear on their entangled past, present, and future are a critical part of efforts to resolve intransigent conflicts and advance mutual interests. This course explores some of the most significant moments of interaction through literature and art, polemic and dialogue that have shaped engagements between Muslims, Jews, and Christians throughout history, and examines both prospects and pitfalls for engagement in the present and future.

Same as: RELIGST 133

JEWISHST 125. Modern Jewish Mysticism: Devotion in a Secular Age. 4 Units.

The twentieth-century was a time of tremendous upheaval and unspeakable tragedy for the Jewish communities of Europe. But the past hundred years were also a period of great renewal for Jewish spirituality, a renaissance that has continued into the present day. Beginning with the writings of the Safed Renaissance, the Sabbateanism, and the Hasidic masters, our course will focus on key thinkers in the 19th and 20th centuries, including: Hillel Zeitlin, Martin Buber, Abraham Isaac Kook, Abraham Joshua Heschel, and Arthur Green. Drawing upon essays, homilies, and poems, we will examine the ways in which their works re-cast and reinterpret the Jewish tradition in answer to the singular questions and challenges modernity. We will mark the development of their thinking against the two World Wars, the Holocaust, and the complex and multi-faceted processes of secularization. We will also consider the theological project of modern Jewish mystics in dialogue with modern Jewish philosophers (such as Hermann Cohen, Franz Rosenzweig, and Emmanuel Levinas) as well as modern philosophers and scholars informed by Christianity (from William James to Charles Taylor). This course argues that the processes of sacralization, of reclaiming a life of mystical devotion, are best understood as a unique response to Jewish modernity rather than a retreat to past modalities of religion. In seeking to prove this point, we will explore writers whose work emerged in and engaged with different social and cultural domains. We will investigate their writings with an eye to issues such as power and identity, and will draw upon their works in charting the intersection of mysticism, literature, language and experience. Throughout our readings, we will keep our eye on the sustained impact of feminism on Jewish mysticism in the second half of the twentieth century. This course is structured as a seminar, and our class discussions will be rooted in the primary sources. It assumes no prior background of Judaism or any other religious traditions. All readings will be made available in English.

Same as: RELIGST 165

JEWISHST 127D. Readings in Talmudic Literature. 1 Unit.

Readings of Talmudic texts. Some knowledge of Hebrew is preferred, but not necessary. The goal of the ongoing workshop is to provide Stanford students with the opportunity to engage in regular Talmud study, and to be introduced to a variety of approaches to studying Talmudic texts and thought.

Same as: JEWISHST 227D, RELIGST 170D

JEWISHST 127E. Readings in Talmudic Literature Advanced. 1 Unit.

Readings of the talmudic texts. Knowledge of Hebrew is required. The ongoing seminar is designed to study the making of the talmudic sugya (unit of discourse), along with classic commentaries. Students will consider some of the recent developments in the academic study of Talmudic literature, introduced by the instructor. The goal of the ongoing seminar is to provide Stanford students and faculty with the opportunity to engage in regular Talmud study, and to be introduced to a variety of approaches to studying Talmudic texts. Meeting time and location TBA. May be repeated for credit.

Same as: JEWISHST 227E, RELIGST 170E

JEWISHST 128. Women and Gender in Early Judaism and Christianity. 4 Units.

Beginning with the Hebrew Bible and New Testament, we will explore female figures in early Jewish and Christian literatures, such as Eve, Ruth, Mary, and Junia. Based on this, we will probe the prescriptions for female comportment in early Judaism and Christianity placing these literary prescriptions in conversation with material evidence related to women, such as for example the Babatha archive. We will analyze the politics of patriarchy in ancient discourse, and examine, among other topics, efforts by Christian clergy to silence female prophets in the second and third centuries CE. The bulk of the course will be devoted to the formative years of both Judaism and Christianity in Late Antiquity. This course assumes no prior knowledge of Judaism, Christianity, the Bible, or ancient history. It is designed for students who are part of faith traditions that consider the Bible to be sacred, as well as those who are not. Ancient readings in this course will be supplemented by modern scholarship in classics, early Christian studies, gender studies, queer studies, and the history of sexuality.

Same as: RELIGST 128

JEWISHST 129. Sacred Words: Jewish Thought and the Question of Language. 4 Units.

Jews have long been referred as the people of the book, but they might better be referred to as the people of the word. Drawing upon texts from the Hebrew Bible to the works of modern Hebrew writers like of Hayyim Nahman Bialik and Amos Oz, this seminar will chart the development of Jewish thinking on language over the past two millennia. We will explore issues such as: the idea of canonization; oral versus written language; the nature and possibility of translation; the origins of language; notions of negative theology; mystical approaches to the word; the rebirth of Hebrew as a spoken and cultural language; and the limits of language after the Holocaust. This course will also bring Jewish thought into dialogue with contemporary philosophical reflections on issues of language. Modern explorations of language will prove an interesting way of deepening our understanding of the Jewish thinkers on one hand, and enriching contemporary intellectual discourse on the other.

Same as: RELIGST 169

JEWISHST 129A. Milk and Honey, Wine and Blood: Food, Justice, and Ethnic Identity in Jewish Culture. 4 Units.

This course examines Jewish culture and the food practices and traditions that have shaped and continue to shape it. Students learn to prepare a variety of meals while studying about the historical and literary traditions associated with them, such as the dietary 'laws' and the long history of their interpretation, as well as the cultivation of eating as devotional practice in Jewish mystical traditions. We will explore how regional foods the world over contribute to the formation of distinct Jewish ethnic identities, and how these traditions shape contemporary Jewish food ethics. The course includes guest visits by professional chefs and food writers, and field trips to a local winery.

Same as: RELIGST 129

JEWISHST 130VP. Introduction to Social Demography: A Comparative Approach (Israel & US). 3 Units.

In this class we will learn about Israel's unique demographic structure and we will compare it to the US and other countries. Reading materials include general theories as well as research published in scholarly journals. In the first half of this class we will review basic demographic concepts (mortality, fertility and migration), and we will apply them to the Israeli context, with comparisons between different social groups in Israel and with comparison to the US. We will also review basic demographic theories (theories of population change) and apply them to different countries. In the second half of the class we will focus on demography of the family. We will ask how fertility, marriage and divorce differ for different population groups in Israel and the US, and we will tie family processes to current theories of gender and family change. We will also learn how demographic processes may be related to the reproduction of poverty, and inequality.

Same as: SOC 119VP

JEWISHST 131VP. Poverty and Inequality in Israel and the US: A Comparative Approach. 3 Units.

Poverty rates in Israel are high and have been relatively stable in recent decades, with about one fifth of all households (and a third of all children) living below the poverty line. In this class we will learn about poverty and inequality in Israel and we will compare with the US and other countries. In the first few weeks of this class we will review basic theories of poverty and inequality and we will discuss how theories regarding poverty have changed over the years, from the "culture of poverty" to theories of welfare state regimes. We will also learn about various ways of measuring poverty, material hardship, and inequality, and we will review the methods and data used. In the remaining weeks of the class we will turn to substantive topics such as gender, immigration, ethnicity/nationality, welfare policy, age, and health. Within each topic we will survey the debates within contemporary scholarship and we will compare Israel and the US. Examination of these issues will introduce students to some of the challenges that Israeli society faces today.

Same as: CSRE 120P, SOC 120VP

JEWISHST 132. Between Nation-Building and Liberalization: The Welfare State in Israel. 3 Units.

According to one commentator, the political economy of Israel is characterized by embedded illiberalism. In the context of a national and territorial conflict, the Israeli state fostered comprehensive nation-building projects (such as immigration absorption), via employment and social protection schemes. This course surveys the distinctive development of the Israeli welfare state in comparative perspective, and analyzes its particular politics and outcomes in the form of inclusion but also exclusion of different populations from full citizenship. The course will follow a chronological path from the pre-state crystallization of national welfare institutions to the current neo-liberalization trend that seems to undermine collectivist projects and advance the re-commodification of citizenship. Throughout the course we will discuss issues such as: the role of labor and nationalism in the design of social policy, the production of national, ethnic and gender inequality, and the dynamics of change and continuity following heightened liberalization and internationalization since the 1980s. The course exposes students to key issues of the sociology of the welfare state with particular emphasis on the development and role of the state in a deeply conflicted society, using the Israeli experience. At the conclusion of the course students are expected to understand how welfare state institutions reflect but also reproduce societal schisms and conflicts, and be familiar with central aspects of Israeli politics past and present.

Same as: SOC 102

JEWISHST 132A. Social Inequality in Israel. 3 Units.

Like the US, Israel is a nation of immigrants. Israel additionally shares with the US vast economic, ethnic/racial and gender gaps, which are shaped and are being shaped by the demographic diversity characterizing its society. The course will provide a comparative framework for analyzing social inequality in Israel. We will start by reviewing essential concepts and theories in the study of social stratification. We will then review the main cleavages characterizing Israeli society, while comparing them to gaps in other advanced societies and particularly the US. We will focus on class, gender and ethnicity as the main distinctions and will examine their implications for differences in life chances in several domains across the life course. We will conclude with a discussion of possible scenarios for change, which are relevant to both Israel and the US. Throughout the course, we will study critical thinking techniques and will use them for analyzing issues that are central for the analysis of social inequality in Israel and elsewhere.

Same as: CSRE 132A, SOC 102A

JEWISHST 132D. Sociology of Jewishness. 3-5 Units.

Examines the place of the Jewish people in society throughout various locales and historical periods to understand how interactions among Jews and with other groups have shaped Jewish identities. Topics include modernism, the Holocaust, Israel/nationhood, race/ethnicity, intermarriage, and assimilation. Uses theoretical, empirical, and historical material from multiple social scientific fields of study and explores the study of Judaism from several major sociological lenses.

Same as: CSRE 132J, SOC 132J

JEWISHST 132VP. Family and Society: A Comparative Approach (Israel & the US). 3 Units.

Families are changing: Non-marital partnerships such as cohabitation are becoming more common, marriage is delayed and fertility is declining. In this class we will learn about how families are changing in Israel and we will compare with the US and other countries. Reading materials include general theories as well as research published in scholarly journals. After reviewing general theories and major scholarly debates concerning issues of family change, we will turn to specific family processes and compare Israel, the US and other countries. We will ask how family transitions may differ for different population groups and at different stages of the life course, and we will tie family processes to current theories of gender. We will cover a wide range of topics, from marriage and marital dissolution to cohabitation, LAT and remarriage. We will also discuss changes in women's labor force participation and how it bears on fertility, parenthood and household division of labor. Within each substantive topic we will survey the debates within contemporary scholarship and we will compare Israel and the US.

Same as: SOC 121VP, SOC 221VP

JEWISHST 133. Sociology of Citizenship. 3 Units.

Not only a legal status, citizenship forms a major concern for political sociologists interested in questions of membership, exclusion, redistribution, and struggles over the boundaries of collective identity. Citizenship is in essence membership in a political community that entails rights and duties, and structures a tripartite relationship between the individual, community and state. The institutions of citizenship include formal and bureaucratic rules of eligibility but also informal institutions such as identity and belonging. Throughout the course, students are exposed to key issues of the sociology of citizenship such as the historically different paths of men, women, minority groups and immigrants into citizenship, the contested development of rights and duties, the regulation of population, as well as insurgency and collective attempts to rearticulate the terms of the "contract" with the state. Israel, the USA, France and Germany are used as empirical illustrations. At the conclusion of the course students will know how to utilize the analytic framework of citizenship in order to analyze a wide range of political phenomena in contemporary societies.

Same as: SOC 103

JEWISHST 133A. WELFARE, WORK AND POVERTY.. 3 Units.

Early theorists of the welfare state described it as a reaction to the emergence of needs and interests of specific social groups during processes of economic development and change. Later theorists countered that the welfare state does not merely react to social cleavages during times of economic change but rather works to actively shape them, in line with worldviews or the interests of dominant group members. Adopting the latter approach, the goal of this course is to provide the tools and knowledge necessary for a critical evaluation of the social services provided to Israeli citizens and their impact on social and economic inequalities. The course will survey various approaches to the understanding of the goals of the welfare state. A comparative and historical account of the development of the welfare state will be presented, while highlighting recent developments, such as the increase in poverty rates and the aging of the population. During the course, we will examine the diverse needs that are served by the welfare state, as well as major dilemmas associated with the provision of services. Throughout the course, we will study critical thinking techniques and will use them for analyzing issues that are central for the development of social policies in Israel and the US.

Same as: CSRE 133J, SOC 103A

JEWISHST 139. Rereading Judaism in Light of Feminism. 4 Units.

During the past three decades, Jewish feminists have asked new questions of traditional rabbinic texts, Jewish law, history, and religious life and thought. Analysis of the legal and narrative texts, rituals, theology, and community to better understand contemporary Jewish life as influenced by feminism.

Same as: FEMGEN 139

JEWISHST 143. Literature and Society in Africa and the Caribbean. 4 Units.

This course explores texts and films from Francophone Africa and the Caribbean in the 20th and 21st centuries. The course will explore the connections between Sub-Saharan Africa, the Maghreb and the Caribbean through both foundational and contemporary works while considering their engagement with the historical and political contexts in which they were produced. This course will also serve to improve students' speaking and writing skills in French while sharpening their knowledge of the linguistic and conceptual tools needed to conduct literary analysis. The diverse topics discussed in the course will include national and cultural identity, race and class, gender and sexuality, orality and textuality, transnationalism and migration, colonialism and decolonization, history and memory, and the politics of language. Readings include the works of writers and filmmakers such as Djibril Tamsir Niane, Léopold Senghor, Aimé Césaire, Albert Memmi, Patrick Chamoiseau, Leonora Miano, Leila Slimani, Dani Laferrière and Ousmane Sembène. Taught in French. Students are highly encouraged to complete FRENLANG 124 or to successfully test above this level through the Language Center. This course fulfills the Writing in the Major (WIM) requirement.

Same as: AFRICAAM 133, AFRICAST 132, COMPLIT 133A, COMPLIT 233A, CSRE 133E, FRENCH 133

JEWISHST 144B. Poetic Thinking Across Media. 4 Units.

Even before Novalis claimed that the world must be romanticized, thinkers, writers, and artists wanted to perceive the human and natural world poetically. The pre- and post-romantic poetic modes of thinking they created are the subject of this course. Readings include Ecclesiastes, Zhaozhou Congshen, Montaigne, Nietzsche, Kafka, Benjamin, Arendt, and Sontag. This course will also present poetic thinking in the visual arts—from the expressionism of Ingmar Bergman to the neo-romanticism of Gerhard Richter.

JEWISHST 147A. The Hebrew Bible in Literature. 3-5 Units.

Close reading of major biblical stories and poems that influenced modern literature written in English and Hebrew. Hebrew texts will be read in translation to English. Each class will include a section from the Hebrew Bible as well as a modern text or film based on the biblical story/poem. Discussion of questions such as: the meaning and function of myths and the influence of the Hebrew Bible on the development of literary styles and genres.

Same as: JEWISHST 347A

JEWISHST 147B. The Hebrew and Jewish Short Story. 3-5 Units.

Short stories from Israel, the US and Europe including works by Agnon, Kafka, Keret, Castel-Bloom, Kashua, Singer, Benjamin, Freud, biblical myths and more. The class will engage with questions related to the short story as a literary form and the history of the short story. Reading and discussion in English. Optional: special section with readings and discussions in Hebrew. Note: To be eligible for WAYS credit, you must take the course for a Letter Grade. In AY 2020-21, a 'CR' grade will satisfy the WAYS requirement.

Same as: COMPLIT 127B

JEWISHST 148. Writing Between Languages: The Case of Eastern European Jewish Literature. 1-5 Unit.

Eastern European Jews spoke and read Hebrew, Yiddish, and their co-territorial languages (Russian, Polish, etc.). In the modern period they developed secular literatures in all of them, and their writing reflected their own multilinguality and evolving language ideologies. We focus on major literary and sociolinguistic texts. Reading and discussion in English; students should have some reading knowledge of at least one relevant language as well. ***This course must be taken for a minimum of 3 units and a letter grade to be eligible for Ways credit***.

Same as: JEWISHST 348, SLAVIC 198, SLAVIC 398

JEWISHST 150. Texts that Changed the World from the Ancient Middle East. 3-5 Units.

This course traces the story of the cradle of human civilization. We will begin with the earliest human stories, the Gilgamesh Epic and biblical literature, and follow the path of the development of law, religion, philosophy and literature in the ancient Mediterranean or Middle Eastern world, to the emergence of Jewish and Christian thinking. We will pose questions about how this past continues to inform our present: What stories, myths, and ideas remain foundational to us? How did the stories and myths shape civilizations and form larger communities? How did the earliest stories conceive of human life and the divine? What are the ideas about the order of nature, and the place of human life within that order? How is the relationship between the individual and society constituted? This course is part of the Humanities Core: <https://humanitiescore.stanford.edu/>.

Same as: COMPLIT 31, HUMCORE 111, RELIGST 150

JEWISHST 155D. Jewish American Literature and Film. 5 Units.

From its inception, Jewish-American literature has taken as its subject as well as its context the idea of Jewishness itself. Jewish culture is a diasporic one, and for this reason the concept of Jewishness differs from country to country and across time. What stays remarkably similar, though, is Jewish self-perception and relatedly Jewish literary style. This is as true for the first-generation immigrant writers like Isaac Bashevis Singer and Anzia Yezierska who came to the United States from abroad as it is for their second-generation children born in the United States, and the children of those children. In this course, we will consider the difficulties of displacement for the emigrant generation and their efforts to sustain their cultural integrity in the multicultural American environment. We'll also examine the often comic revolt of their American-born children and grandchildren against their (grand-)parents nostalgia and failure to assimilate. Only by considering these transnational roots can one understand the particularity of the Jewish-American novel in relation to mainstream and minority American literatures. In investigating the link between American Jewish writers and their literary progenitors, we will draw largely but not exclusively from Russia and the countries of Eastern Europe.

Same as: AMSTUD 145D, ENGLISH 145D, REES 145D

JEWISHST 155J. The Jewish-American Novel: Diaspora, Privilege, Anxiety, Comedy. 4-5 Units.

Jews are sometimes referred to as 'the people of the book.' Would Portnoy's Complaint count as a book that constitutes Jewish-American peoplehood? What about *Fear of Flying*? This seminar introduces students to influential Jewish-American novels (and some short stories and film) from the late nineteenth century to the present day. These works return time and again to questions of diaspora, race, queer social belonging, and the duty to a Jewish past, mythical or real. Through close readings of short stories and novels coupled with secondary readings about Jewish-American history and culture, we will explore how American Jewishness is constructed differently in changing historical climates. What makes a text Jewish? What do we mean by Jewish humor and Jewish seriousness? How do Jewish formulations of gender and power respond to Jews' entrance into the white American mainstream? As we read, we'll think through and elaborate on models of ethnicity, privilege, sexuality, and American pluralism. Authors include Cahan, Yezierska, Singer, Roth, Bellow, Malamud, Ozick, Mailer, Jong, and Englander.

Same as: AMSTUD 145J, ENGLISH 145J

JEWISHST 185B. Jews in the Contemporary World: The American Jewish Present & Past in Popular Culture, Film, & TV. 4-5 Units.

(HISTORY 185B is 5 units; HISTORY 85B IS 3 units.) Who are American Jews as depicted in popular media – film, television, etc. – since the Second World War? How are their religion, politics, mores, and practices represented and what ways, if at all, do such portraits reflect historical trends among Jews and society in general? What can be learned from film or tv about Jewish identity, notions of Jewish power and powerlessness, communal cohesiveness and assimilation, sexuality and the wages of intermarriage or race?.

Same as: CSRE 185B, HISTORY 185B, HISTORY 385C, REES 185B, SLAVIC 183

JEWISHST 186. Jews in Trump's America and Before. 5 Units.

This class considers the notion of American Jewish exceptionalism through the lens of Trump's America. The social and economic success of American Jewry over the last 350 years is remarkable, yet Jews continue to find their position in American society called into question. This course moves between past and present and will consider key moments in American Jewish life with a particular emphasis on contemporary currents, including post-liberal identity politics, Israel, and the rise of white supremacy.

Same as: HISTORY 286F

JEWISHST 199B. Directed Reading in Yiddish, Second Quarter. 1-5 Unit.

For intermediate or advanced students. May be repeated for credit.

JEWISHST 205. Reading Hebrew, First Quarter. 2-4 Units.

Introduction to Hebrew literature through short stories and poetry by notable Israeli writers. In Hebrew. Prerequisite: one year of Hebrew or equivalent.

JEWISHST 211. Out of Eden: Deportation, Exile, and Expulsion from Antiquity to the Renaissance. 4-5 Units.

This course examines the long pedigree of modern deportations and mass expulsions, from the forced resettlements of the ancient world to the expulsion of Jews from Spain in 1492, and from the outlawry of Saga-era Iceland to the culture of civic exile in Renaissance Italy. The course focuses on Europe and the Mediterranean from antiquity to the early modern period, but students are welcome to venture beyond these geographical and chronological boundaries for their final papers.

Same as: HISTORY 211, HISTORY 311

JEWISHST 215. Understanding Jews. 1-2 Unit.

This discussion-based course will give students an opportunity to explore the constellation of religious, ethnic, national, cultural, artistic, spiritual, and political forces that shape Jewish life in the 21st century. Drawing on historical documents, classical texts, and contemporary events, this course will give students from any background an opportunity to ask hard questions, deepen their own understandings, and challenge their conceptions of what makes Jewish life Jewish. No matter where you went for Sunday school – church, synagogue, the woods, or nowhere at all – this course is a chance to question what you know, and interrogate how you came to know what you know about Jews, Judaism, and Jewish culture.

Same as: AMSTUD 215

JEWISHST 221C. Aramaic Texts. 1-5 Unit.

Readings in Aramaic/Syriac with special focus on grammar and syntax of ancient texts.

Same as: JEWISHST 321C, RELIGST 221C, RELIGST 321C

JEWISHST 221D. Readings in Syriac Literature. 2-5 Units.

In recent years, there has been growing interest in the works of Syriac speaking Christians in antiquity and beyond. This course offers an introduction to the Syriac language, including its script, vocabulary and grammar, and a chance to read from a selection of foundational Syriac Christian texts.

Same as: JEWISHST 321D, RELIGST 221D, RELIGST 321D

JEWISHST 226E. The Holocaust: Insights from New Research. 4-5 Units.

Overview of the history of the Holocaust, the genocide of European Jews. Explores its causes, course, consequences, and memory. Addresses the events themselves, as well as the roles of perpetrators and bystanders, dilemmas faced by victims, collaboration of local populations, and the issue of rescue. Considers how the Holocaust was and is remembered and commemorated by victims and participants alike. Uses different kinds of sources: scholarly work, memoirs, diaries, film, and primary documents.

Same as: CSRE 226D, CSRE 326D, HISTORY 226D, HISTORY 326D, JEWISHST 326D

JEWISHST 227D. Readings in Talmudic Literature. 1 Unit.

Readings of Talmudic texts. Some knowledge of Hebrew is preferred, but not necessary. The goal of the ongoing workshop is to provide Stanford students with the opportunity to engage in regular Talmud study, and to be introduced to a variety of approaches to studying Talmudic texts and thought.

Same as: JEWISHST 127D, RELIGST 170D

JEWISHST 227E. Readings in Talmudic Literature Advanced. 1 Unit.

Readings of the talmudic texts. Knowledge of Hebrew is required. The ongoing seminar is designed to study the making of the talmudic sugya (unit of discourse), along with classic commentaries. Students will consider some of the recent developments in the academic study of Talmudic literature, introduced by the instructor. The goal of the ongoing seminar is to provide Stanford students and faculty with the opportunity to engage in regular Talmud study, and to be introduced to a variety of approaches to studying Talmudic texts. Meeting time and location TBA. May be repeated for credit.

Same as: JEWISHST 127E, RELIGST 170E

JEWISHST 240. The Yiddish Story. 3-5 Units.

The Yiddish language is associated with jokes, folktales, and miracle legends, as well as modern stories. This class traces the development of Yiddish literature through these short oral and written forms, following Jewish writers out of the East European market town to cities in the Soviet Union, Israel, and especially the United States. We conclude with stories written in other languages about Yiddish writers. Readings include Sholem Aleichem, I. L. Peretz, Isaac Bashevis Singer, Esther Singer-Kreitman, Cynthia Ozick, and Dina Rubina. Readings in English; optional discussion section for students who read Yiddish.

Same as: AMSTUD 240Y

JEWISHST 242G. Myth and Modernity. 3-5 Units.

Masters of German 20th- and 21st-Century literature and philosophy as they present aesthetic innovation and confront the challenges of modern technology, social alienation, manmade catastrophes, and imagine the future. Readings include Nietzsche, Freud, Rilke, Musil, Brecht, Kafka, Doebelin, Benjamin, Juenger, Arendt, Musil, Mann, Adorno, Celan, Grass, Bachmann, Bernhardt, Wolf, and Kluge. Taught in English. Note for German Studies grad students: GERMAN 322 will fulfill the grad core requirement since GERMAN 332 is not being offered this year. NOTE: Enrollment requires Professor Eshel's consent. Please contact him directly at eshel@stanford.edu and answer these 2 questions: "Why do you want to take this course?" and "What do you think you can add to the discussion?" Applications will be considered in the order in which they were received. Enrollment is limited to 20 students.

Same as: COMPLIT 222A, GERMAN 222, GERMAN 322, JEWISHST 342

JEWISHST 243A. Hannah Arendt: Facing Totalitarianism. 3-5 Units.

Like hardly any other thinker of the modern age, Hannah Arendt's thought offers us timeless insights into the fabric of the modern age, especially regarding the perennial danger of totalitarianism. This course offers an in-depth introduction to Arendt's most important works in their various contexts, as well as a consideration of their reverberations in contemporary philosophy and literature. Readings include Arendt's *The Origin of Totalitarianism*, *The Human Condition*, *Between Past and Future*, *Men in Dark Times*, *On Revolution*, *Eichmann in Jerusalem*, and *The Life of the Mind*, as well as considerations of Hannah Arendt's work by Max Frisch, Jürgen Habermas, Seyla Benhabib, Judith Butler, Giorgio Agamben, and others. Special attention will be given to Arendt's writings on literature with an emphasis on Kafka, Brecht, Auden, Sartre, and Camus. This course will be synchronously conducted, but will also use an innovative, Stanford-developed, online platform called Poetic Thinking. Poetic Thinking allows students to share both their scholarly and creative work with each other. Based on the newest technology and beautifully designed, it greatly enhances their course experience.

Same as: COMPLIT 353B, GERMAN 253, GERMAN 353

JEWISHST 249. The Algerian Wars. 3-5 Units.

From Algiers the White to Algiers the Red, Algiers, the Mecca of the Revolutionaries in the words of Amílcar Cabral, this course offers to study the Algerian Wars since the French conquest of Algeria (1830-) to the Algerian civil war of the 1990s. We will revisit the ways in which the war has been narrated in literature and cinema, popular culture, and political discourse. A special focus will be given to the Algerian War of Independence (1954-1962). The course considers the racial representations of the war in the media, the continuing legacies surrounding the conflict in France, Africa, and the United States, from Che Guevara to the Black Panthers. A key focus will be the transmission of collective memory through transnational lenses, and analyses of commemorative events and movies. Readings from James Baldwin, Assia Djebar, Albert Camus, Frantz Fanon, Mouloud Feraoun. Movies include "The Battle of Algiers," "Days of Glory," and "Viva Laldjérie." Taught in English.

Same as: CSRE 249, FRENCH 249, HISTORY 239G

JEWISHST 265. Jewish Law: Introduction and Topics. 2 Units.

This course will provide an overview of the field of Jewish Law and will seek to provide a few case studies of topics in Jewish Law. All the readings are in English and this course presupposes no background in Jewish Law. Jewish Law is the world's oldest complex legal systems with distinct and idiosyncratic approaches to family, commercial, ritual and many other areas of law. It also has developed an elaborate "conflicts of law" sub-literature focusing on when should Jewish Law apply and when should some other legal system apply, reflecting the long history of the Jewish community in the diaspora as a minority. In this course, we will consider how Jewish law approaches a number of specific topics and we will ponder as well the proper interaction between Jewish law and secular legal norms, Jewish Law and changes in technology, Jewish law and sovereignty, Jewish Law and Bioethics and Jewish law and Family. Other topics will be added as we all see fit. Students who are interested in making a presentation on an area of their choice are welcome to do so. The course will seek to include an optional supplementary "field trip" to see a rabbinical court in action in California. The Learning Outcomes provided by this court include the following: Students who take this course will: 1. Exhibit knowledge and understanding of key concepts in substantive law, procedural law, and legal thought in Jewish Law. 2. Demonstrate facility with legal analysis and reasoning in the Jewish Legal tradition and will demonstrate the ability to conduct legal research in Jewish Law. After the term begins, students accepted into the course can transfer, with consent of the instructor, from section (01) into section (02), which meets the R requirement. Elements used in grading: Attendance, Class Participation, Final Paper. Cross-listed with the Law School (LAW 5038).

JEWISHST 281K. Departures: Late Ottoman Displacements of Muslims, Christians, and Jews, 1853-1923. 5 Units.

In the late nineteenth and early twentieth centuries, millions of people moved into and out of the Ottoman Empire, sometimes voluntarily and sometimes under extremely violent circumstances. More often than not, they moved in groups that were religiously defined. This course examines how these developments shaped the future of the modern Middle East, Balkans, and beyond. Questions include: How did migration and the idea of the nation shape each other? What does it mean to call a group or a migration "religious"? Why did certain types of diversity become a "problem," in the eyes of the state? What caused these population displacements? What can this topic teach us about today's mass migrations?

Same as: HISTORY 281K

JEWISHST 282. Circles of Hell: Poland in World War II. 5 Units.

Looks at the experience and representation of Poland's wartime history from the Nazi-Soviet Pact (1939) to the aftermath of Yalta (1945). Examines Nazi and Soviet ideology and practice in Poland, as well as the ways Poles responded, resisted, and survived. Considers wartime relations among Polish citizens, particularly Poles and Jews. In this regard, interrogates the traditional self-characterization of Poles as innocent victims, looking at their relationship to the Holocaust, thus engaging in a passionate debate still raging in Polish society. Same as: HISTORY 228, HISTORY 328, JEWISHST 382

JEWISHST 282K. The Holocaust and Its Aftermath. 4-5 Units.

This seminar gives an overview over different aspects of the history of the Holocaust and its aftermath and will examine key issues in recent Holocaust historiography and questions of memory and representation. Special emphasis is put on the nature of the historian's task, as viewed through the lens of historians of the Holocaust, as well as to the significance of the Holocaust in history and how it has changed over time. The course will confront students with historiographical texts and historical documents, with photography and film, works of scholarship and art.

Same as: HISTORY 202K, HISTORY 302K, JEWISHST 382K

JEWISHST 284C. Genocide and Humanitarian Intervention. 3 Units.

Open to medical students, graduate students, and undergraduate students. Traces the history of genocide in the 20th century and the question of humanitarian intervention to stop it, a topic that has been especially controversial since the end of the Cold War. The pre-1990s discussion begins with the Armenian genocide during the First World War and includes the Holocaust and Cambodia under the Khmer Rouge in the 1970s. Coverage of genocide and humanitarian intervention since the 1990s includes the wars in Bosnia, Rwanda, Kosovo, the Congo and Sudan.

Same as: HISTORY 224C, HISTORY 324C, JEWISHST 384C, PEDS 224

JEWISHST 285C. The Immigrant in Modern America. 5 Units.

The 2016 presidential election propelled the topic of immigration to the center of public attention. This is not the first time, however, that questions of immigration and what it means to be an American have revealed deep divisions within the U.S. This course explores the reception of immigrants in modern America, including differing views toward immigration; how immigrants help shape ideas about the American nation; and the growth of state bureaucracy and policing apparatus as a response.

Same as: HISTORY 285C

JEWISHST 286D. Yours in Struggle: African Americans and Jews in the 20th Century U.S.. 5 Units.

This colloquium explores the history of African Americans and Jews in 20th century US beginning with Jewish immigration from Eastern Europe and the Great Migration to America's urban centers. It considers the geographical and economic tensions that developed between two minority groups living in close proximity; the appropriation of black culture; Jewish claims to whiteness and performance of blackness; intercommunal relations during the Civil Rights movement; the breakdown of the black-Jewish alliance in the late 1960s; and the lingering ramifications of this shift today.

Same as: HISTORY 286D

JEWISHST 287S. Research Seminar in Ottoman and Middle East History. 4-5 Units.

Student-selected research topics. May be repeated for credit.

Same as: HISTORY 481, JEWISHST 481

JEWISHST 288C. Jews of the Modern Middle East and North Africa. 5 Units.

This course will explore the cultural, social, and political histories of the Jews of the Middle East and North Africa (MENA) from 1860 to present times. The geographic concentration will range from Morocco to Iran, Iraq to Turkey, and everywhere in between. Topics include: Jewish culture and identity in Islamic contexts; the impacts of colonialism, westernization, and nationalism; Jewish-Muslim relations; the racialization of MENA Jews; the Holocaust; the experience and place of MENA Jews in Israel; and "Jews of Color".

Same as: CSRE 288C, HISTORY 288C

JEWISHST 291X. Learning Religion: How People Acquire Religious Commitments. 4 Units.

This course will examine how people learn religion outside of school, and in conversation with popular cultural texts and practices. Taking a broad social-constructivist approach to the variety of ways people learn, this course will explore how people assemble ideas about faith, identity, community, and practice, and how those ideas inform individual, communal and global notions of religion. Much of this work takes place in formal educational environments including missionary and parochial schools, Muslim madrasas or Jewish yeshivot. However, even more takes place outside of school, as people develop skills and strategies in conversation with broader social trends. This course takes an interdisciplinary approach to questions that lie at the intersection of religion, popular culture, and education. May be repeat for credit.

Same as: AMSTUD 231X, EDUC 231, RELIGST 231X

JEWISHST 297X. American Jewish History: Learning to be Jewish in America. 2-4 Units.

This course will be a seminar in American Jewish History through the lens of education. It will address both the relationship between Jews and American educational systems, as well as the history of Jewish education in America. Plotting the course along these two axes will provide a productive matrix for a focused examination of the American Jewish experience. History students must take course for at least 3 units.

Same as: AMSTUD 279X, EDUC 279, HISTORY 288D, RELIGST 279X

JEWISHST 299A. Directed Reading in Yiddish, First Quarter. 1-5 Unit.

Directed Reading in Yiddish, First Quarter.

JEWISHST 301. Colloquium on Jews, Judaism, and Jewish Culture. 1 Unit.

An interdisciplinary graduate student colloquium for Stanford graduate students interested in Jewish Studies.

JEWISHST 321C. Aramaic Texts. 1-5 Unit.

Readings in Aramaic/Syriac with special focus on grammar and syntax of ancient texts.

Same as: JEWISHST 221C, RELIGST 221C, RELIGST 321C

JEWISHST 321D. Readings in Syriac Literature. 2-5 Units.

In recent years, there has been growing interest in the works of Syriac speaking Christians in antiquity and beyond. This course offers an introduction to the Syriac language, including its script, vocabulary and grammar, and a chance to read from a selection of foundational Syriac Christian texts.

Same as: JEWISHST 221D, RELIGST 221D, RELIGST 321D

JEWISHST 326D. The Holocaust: Insights from New Research. 4-5 Units.

Overview of the history of the Holocaust, the genocide of European Jews. Explores its causes, course, consequences, and memory. Addresses the events themselves, as well as the roles of perpetrators and bystanders, dilemmas faced by victims, collaboration of local populations, and the issue of rescue. Considers how the Holocaust was and is remembered and commemorated by victims and participants alike. Uses different kinds of sources: scholarly work, memoirs, diaries, film, and primary documents.

Same as: CSRE 226D, CSRE 326D, HISTORY 226D, HISTORY 326D, JEWISHST 226E

JEWISHST 342. Myth and Modernity. 3-5 Units.

Masters of German 20th- and 21st-Century literature and philosophy as they present aesthetic innovation and confront the challenges of modern technology, social alienation, manmade catastrophes, and imagine the future. Readings include Nietzsche, Freud, Rilke, Musil, Brecht, Kafka, Doebelin, Benjamin, Juenger, Arendt, Musil, Mann, Adorno, Celan, Grass, Bachmann, Bernhardt, Wolf, and Kluge. Taught in English. Note for German Studies grad students: GERMAN 322 will fulfill the grad core requirement since GERMAN 332 is not being offered this year. NOTE: Enrollment requires Professor Eshel's consent. Please contact him directly at eshel@stanford.edu and answer these 2 questions: "Why do you want to take this course?" and "What do you think you can add to the discussion?" Applications will be considered in the order in which they were received. Enrollment is limited to 20 students.

Same as: COMPLIT 222A, GERMAN 222, GERMAN 322, JEWISHST 242G

JEWISHST 347A. The Hebrew Bible in Literature. 3-5 Units.

Close reading of major biblical stories and poems that influenced modern literature written in English and Hebrew. Hebrew texts will be read in translation to English. Each class will include a section from the Hebrew Bible as well as a modern text or film based on the biblical story/poem. Discussion of questions such as: the meaning and function of myths and the influence of the Hebrew Bible on the development of literary styles and genres.

Same as: JEWISHST 147A

JEWISHST 348. Writing Between Languages: The Case of Eastern European Jewish Literature. 1-5 Unit.

Eastern European Jews spoke and read Hebrew, Yiddish, and their co-territorial languages (Russian, Polish, etc.). In the modern period they developed secular literatures in all of them, and their writing reflected their own multilinguality and evolving language ideologies. We focus on major literary and sociolinguistic texts. Reading and discussion in English; students should have some reading knowledge of at least one relevant language as well. ***This course must be taken for a minimum of 3 units and a letter grade to be eligible for Ways credit***.

Same as: JEWISHST 148, SLAVIC 198, SLAVIC 398

JEWISHST 382. Circles of Hell: Poland in World War II. 5 Units.

Looks at the experience and representation of Poland's wartime history from the Nazi-Soviet Pact (1939) to the aftermath of Yalta (1945). Examines Nazi and Soviet ideology and practice in Poland, as well as the ways Poles responded, resisted, and survived. Considers wartime relations among Polish citizens, particularly Poles and Jews. In this regard, interrogates the traditional self-characterization of Poles as innocent victims, looking at their relationship to the Holocaust, thus engaging in a passionate debate still raging in Polish society.

Same as: HISTORY 228, HISTORY 328, JEWISHST 282

JEWISHST 382K. The Holocaust and Its Aftermath. 4-5 Units.

This seminar gives an overview over different aspects of the history of the Holocaust and its aftermath and will examine key issues in recent Holocaust historiography and questions of memory and representation. Special emphasis is put on the nature of the historian's task, as viewed through the lens of historians of the Holocaust, as well as to the significance of the Holocaust in history and how it has changed over time. The course will confront students with historiographical texts and historical documents, with photography and film, works of scholarship and art.

Same as: HISTORY 202K, HISTORY 302K, JEWISHST 282K

JEWISHST 384C. Genocide and Humanitarian Intervention. 3 Units.

Open to medical students, graduate students, and undergraduate students. Traces the history of genocide in the 20th century and the question of humanitarian intervention to stop it, a topic that has been especially controversial since the end of the Cold War. The pre-1990s discussion begins with the Armenian genocide during the First World War and includes the Holocaust and Cambodia under the Khmer Rouge in the 1970s. Coverage of genocide and humanitarian intervention since the 1990s includes the wars in Bosnia, Rwanda, Kosovo, the Congo and Sudan.

Same as: HISTORY 224C, HISTORY 324C, JEWISHST 284C, PEDS 224

JEWISHST 385A. Core Colloquium in Jewish History, 17th to 19th Centuries. 4-5 Units.

Same as: HISTORY 385A

JEWISHST 385B. Graduate Colloquium in Jewish History, 19th-20th Centuries. 4-5 Units.

Instructor consent required.

Same as: HISTORY 385B

JEWISHST 393X. The Education of American Jews. 4 Units.

This course will take an interdisciplinary approach to the question of how American Jews negotiate the desire to retain a unique ethnic sensibility without excluding themselves from American culture more broadly. Students will examine the various ways in which people debate, deliberate, and determine what it means to be an "American Jew". This includes an investigation of how American Jewish relationships to formal and informal educational encounters through school, popular culture, religious ritual, and politics.

Same as: EDUC 313, RELIGST 313X

JEWISHST 481. Research Seminar in Ottoman and Middle East History. 4-5 Units.

Student-selected research topics. May be repeated for credit.

Same as: HISTORY 481, JEWISHST 287S

JEWISHST 486A. Graduate Research Seminar in Jewish History. 4-5 Units.

Same as: HISTORY 486A

JEWISHST 486B. Graduate Research Seminar in Jewish History. 4-5 Units.

Prerequisite: HISTORY 486A.

Same as: HISTORY 486B