

OVERSEAS STUDIES

Bing Overseas Studies Program

Located on the ground floor of Sweet Hall, BOSP has full-time staff members and student ambassadors to assist in advising and planning for study away. Course and program information, while accurate at the time of publication, is subject to change. Consult the BOSP (<http://bosp.stanford.edu/>) website for updated information.

The Bing Overseas Studies Program (BOSP) provides opportunities for Stanford students to broaden their undergraduate education through study away and exposure to other cultures. Regular quarter-length programs in Australia, Berlin, Cape Town, Florence, Hong Kong, Istanbul, Kyoto, Madrid, New York, Oxford, Paris, and Santiago offer courses in social and natural sciences, humanities, engineering, and earth sciences with full Stanford credit. Many courses also count toward major requirements and/or fulfill University breadth requirements.

Students may enroll for one or more quarters at most locations. Academic or paid internships are available at certain program locations. Research opportunities are available in various formats at different centers. Minimum academic and language prerequisites are specific to each program.

See the BOSP (<http://bosp.stanford.edu/>) website for information on these prerequisites. As of September 1, 2019, the Stanford in New York program became part of BOSP.

Overseas Studies also offers three-week faculty-led, short-term programs in various locations during Summer Quarter, including Oaxaca, Mexico focused on community health and biocultural diversity, and occasionally other programs in various locations. In addition to the programs offered through BOSP for enrolled Stanford students, the University is a member of the Kyoto Consortium for Japanese Studies (KCJS), where students may enroll while remaining registered at Stanford.

While studying away through BOSP, students remain enrolled at Stanford and pay regular tuition along with an overseas fee, which is based on Stanford on-campus room and board rates. Regular financial aid applies and may be adjusted to cover additional costs. At many centers, students live in a homestay or a dormitory setting with local and other students.

Locations

Courses offered by the Overseas Studies Program are listed on the Stanford Bulletin's (<http://explorecourses.stanford.edu/>) ExploreCourses (<http://explorecourses.stanford.edu/>) web site under subject codes beginning with OSP or SINY. Each BOSP location has its own subject code. Those subject codes, by location, are:

- Australia [OSPAUSTL] (<http://explorecourses.stanford.edu/CourseSearch/search/?view=catalog&catalog=&page=0&q=OSPAUSTL&filter-catalognumber-OSPAUSTL=on>)
- Berlin [OSPBER] (<http://explorecourses.stanford.edu/CourseSearch/search/?view=catalog&catalog=&page=0&q=OSPBER&filter-catalognumber-OSPBER=on>)
- Cape Town [OSPCPTWN] (<http://explorecourses.stanford.edu/CourseSearch/search/?view=catalog&catalog=&page=0&q=OSPCPTWN&filter-catalognumber-OSPCPTWN=on>)
- Florence [OSPFLOR] (<http://explorecourses.stanford.edu/CourseSearch/search/?view=catalog&catalog=&page=0&q=OSPFLOR&filter-catalognumber-OSPFLOR=on>)

- Istanbul [OSPISTAN] (<https://explorecourses.stanford.edu/search/?view=catalog&catalog=&page=0&q=OSPISTAN&filter-catalognumber-OSPISTAN=on>)
- Hong Kong [OSPHONGK] (<https://explorecourses.stanford.edu/search/?view=catalog&filter-coursestatus-Active=on&page=0&catalog=&academicYear=&q=OSPHONGK&collapse=on>)
- Kyoto [OSPKYOTO] (<http://explorecourses.stanford.edu/CourseSearch/search/?view=catalog&catalog=&page=0&q=OSPKYOTO&filter-catalognumber-OSPKYOTO=on>)
- Kyoto Consortium for Japanese Studies [OSPKYOCT] (<http://explorecourses.stanford.edu/CourseSearch/search/?view=catalog&catalog=&page=0&q=OSPKYOCT&filter-catalognumber-OSPKYOCT=on>)
- Madrid [OSPMADRD] (<http://explorecourses.stanford.edu/CourseSearch/search/?view=catalog&catalog=&page=0&q=OSPMADRD&filter-catalognumber-OSPMADRD=on>)
- New York [SINY] (<https://explorecourses.stanford.edu/search/?view=catalog&academicYear=&q=SINY&filter-departmentcode-SINY=on&filter-coursestatus-Active=on&filter-term-Autumn=on&filter-term-Winter=on&filter-term-Spring=on&filter-term-Summer=on&page=0>)
- Oxford [OSPOXFRD] (<http://explorecourses.stanford.edu/CourseSearch/search/?view=catalog&catalog=&page=0&q=OSPOXFRD&filter-catalognumber-OSPOXFRD=on>)
- Paris [OSPPARIS] (<http://explorecourses.stanford.edu/CourseSearch/search/?view=catalog&catalog=&page=0&q=OSPPARIS&filter-catalognumber-OSPPARIS=on>)
- Santiago [OSPSANTG] (<http://explorecourses.stanford.edu/CourseSearch/search/?view=catalog&catalog=&page=0&q=OSPSANTG&filter-catalognumber-OSPSANTG=on>)

Due to COVID-19, all BOSP programs have been suspended for Autumn Quarter 2020-21. All courses and quarters of operation are subject to change.

Program Director

Program Director: Aron Rodrigue

Stanford Program in Australia

Program suspended for Autumn 2020-21 academic year.

Stanford Program in Berlin

Program suspended for Autumn 2020-21 academic year.

Director: Karen Kramer

Faculty-in-Residence: Arunava Majumdar, Ed Carryer, Sherri Shepard

Program Faculty: : Diana Böbe, Ulrich Brückner, Timur Flissikowski, Wolf-Fabian Hungerland, Martin Jander, Wolf-Dietrich Junghanns, Sylvia Klötzer, Friederike Knüpling, Ralf Müller, Leah Muir, Matthias Pabsch, Matthew Stephen, Jochen Wohlfeil, Tomasz Wozniakowski

Stanford Program in Cape Town

Director: Adelene Africa

Faculty-in-Residence: Rush Rehm, Marie-Louise Catsalis, Grant Parker

Program Faculty: Mohamed Adhikari, June Bam, Nomusa Makhubu, John Parkington, Ulrike Rivett, Helen Scanlon, Laura Wenz

Stanford Program in Florence

Program suspended for Autumn 2020-21 academic year.

Director: Ermelinda Campani

Faculty-in-Residence: David Sklansky, Tiziana Vanorio

Program Faculty: Francesca Banchi, Elena Baracani, Paola Bonizzoni, Laura Calvelli, Giulia Calvi, Veronica De Romanis, Gustavo Gozzi, John Hooper, Sebastiano Maffettone, Fiorenza Quercioli, Matteo Renzi, Maria Stella Rognoni, Filippo Rossi, Alberto Tonini, Timothy Verdon

Stanford Program in Hong Kong

Program suspended for Autumn 2020-21 academic year.

Stanford Program in Istanbul

Program suspended for 2020-21 academic year.

Stanford Program in Kyoto

Program suspended for Autumn 2020-21 academic year.

Director: Mike Hugh

Faculty-in-Residence: Tadashi Fukami

Program Faculty: Yuka Kanno, Yuko Kawahara, Sachiko Kubuki, Catherine Ludvik, Daiko Matsuyama, Yasue Numaguchi, Naoyuki Ogino, Naoko Shiotani, Kiyoko Tanaka, Rie Tsujino

Kyoto Consortium for Japanese Studies

Director: Matthew Stavros

Stanford Program in Madrid

Program suspended for Autumn 2020-21 academic year.

Director: Pedro Perez-Leal

Faculty-in-Residence: C. Kevin Boyce, Paola Moya, Ramón Saldívar

Program Faculty: María Almudena Ariza Armada, Alberto Bosco, Aída Esther Bueno Sarduy, Miguel Buñuel, María Teresa Cambor Portilla, Pablo Campos Calvo Sotelo, Jean Castejón Gilabert, Raúl de la Fuente Marcos, Julia Doménech López, Sylvia Hilton, Sheila Klaiber, Miguel Larrañaga Zulueta, Laura Luceño Casals, Irene Martín Cortés, Antonio Muñoz Carrión, Laura Murcia Cánovas, Alicia Pérez Blanco, Beatriz Pérez Galán, Roshan Samtani, Oscar Sánchez Fuster

Stanford in New York

Program suspended for Autumn 2020-21 academic year

Program Director: Rosina Miller

Faculty-in-Residence: Jeffrey Hancock, Patricia Allessandrini

Program Faculty: Ben Allanson, Mohammed Badi, Jonathan Bronson, Arthur Cohen, Richard Gowan, Danielle Jackson, Chiseche Mibenge, Mark Oldman, Julie Orringer,

Stanford Program in Oxford

Program suspended for Autumn 2020-21 academic year.

Director: Stephanie Solywoda

Faculty-in-Residence: Mykel Kochenderfer, Alex Woloch

Program Faculty: Olivia Reilly, Sebastian Petzolt, Alison Kahn, Scot Peterson, Emma Plaskitt, Jack Nasher, Matthew Landrus, Samuel Ritholtz, Alberto Baena-Lopez

Stanford Program in Paris

Program suspended for Autumn 2020-21 academic year.

Director: Estelle Halévi

Faculty-in-Residence: Eric Lambin

Program Faculty: Jean-Francois Allemand, Nicolas Baudouin, Nicolas Desprat, Benedicte Gady, Louise Lartigot-Hervier, Eloi Laurent, Florence Leca, Elizabeth Molkou, Gregoire Quenault, Pauline Reyman, Marie-Christine Ricci, Klaus-Peter Sick, Fabrice Vir

Stanford Program in Santiago

Program suspended for Autumn 2020-21 academic year.

Director: Iván Jaksic

Faculty-in-Residence: Xueguang Zhou

Program Faculty: Mabel Abad, César Alborno, Germán Correa, Claudia Dides, Rolf Lüders, Sergio Missana, Hernan Pons, Sharon Reid

Overseas Studies General Courses

OSPGEN 25. The Khmer Rouge Legacy and Transitional Justice in Cambodia. 2 Units.

The ongoing trials at the Extraordinary Chambers in the Courts of Cambodia (ECCC) began a transitional justice process that ushered in an era in which Cambodians began to examine their experience of the Khmer Rouge regime (1975-1979). This seminar will focus on Cambodia's experience of civil war, trials, reparations, reconciliation, and coming to terms with the past. We will engage with ECCC, UN, and human rights NGO representatives, as well as young Cambodian artists, human rights lawyers, and academics. In Phnom Penh, we will visit the ECCC, the Tuol Sleng Genocide Museum, the Choeng Ek Killing Fields, human rights NGOs, etc. We will go on to visit Siem Reap and the temple complex of Angkor Wat.

OSPGEN 26. Interdisciplinary Introduction to African Urban Studies. 2 Units.

The main idea for this course will be to use Accra as a way to illuminate cities of the students' own choice. This means that the course will be inherently comparative and features of Accra will be used to ignite students' understanding of details of the urban in general. Features of other African cities such as Cairo, Lagos, Kinshasa, and Johannesburg will be introduced primarily through literary, anthropological, and other humanistic texts. And spatial concepts such as spatial morphology, spatial traversal and the means of locomotion, space-time anamorphism (for science fiction), topological analysis (from phenomenology), and chronotopes (from Bakhtin) will be progressively introduced and applied to different urban features. The course will be a combination of classroom discussions and various fieldwork walking and bus tours of Accra. These will help to further ground the spatial concepts they will have been introduced to in class. There will also be trips to the Elmina and Cape Coast Castles, old seats of the European trading presence on the Gold Coast/Ghana and sites of the slave trade.

OSPGEN 27. Creative City: Culture and Resistance in Global Bangalore. 2 Units.

Formerly described as "pensioner's paradise," and "garden city," Bangalore is a city in southern India that once evoked images of rest and retreat. From an earlier somnolent rhythm of life, Bangalore has transformed into the high technology capital of the Global South and grows at a pace so rapid that it eludes our conceptual grasp of it. This course explores a central question: How did the southern Indian city, Bangalore, transform from "pensioner's paradise" to India's high tech capital? We will study the urban transformations of Bangalore through three vectors of analysis: the city's vibrant arts scene, civic and legal activism, and environmental and social justice movements.

OSPGEN 28. Can a Start-Up Culture and Technology Heal the World?. 2 Units.

Israel's health system is one of the most admired in the world. Despite its small size, Israel is home to a disproportionate number of start-ups. Through this immersive seminar, students will gain an understanding of how socio-cultural conditions, including political, regulatory, military, and academic institutions; geographical, historical, and environmental conditions; and human cultures and activities have shaped the health innovation ecosystem in Israel into one of the world's most productive centers; and an appreciation of the advantages and disadvantages faced by entrepreneurs in Israel, how they have evolved, and how they compare to the experience of entrepreneurs elsewhere.

OSPGEN 29. A cultural, ethical, medical and legal exploration of Japanese and American Societies. 2 Units.

How can someone be dead in America but alive in Japan? Why does Japan have among the lowest rates of life-saving organ transplantation in the world despite being a highly developed society? While death is broadly considered an absolute biological event, the space between life and death may be blurry and influenced by often-competing forces. This course will explore historical, anthropological, ethical, and medical constructs around death and dying, brain death and organ transplantation. Through in-classroom and experiential learning, we will compare the US and Japanese perspectives and will include unique cultural, ethical, and medical experiences in Osaka and Kyoto, Japan.

OSPGEN 58. Stoking an ancient flame: Ceramics intensive in Tamba. 2 Units.

The Tamba region near Kyoto, Japan, has been a center of pottery production for over eight centuries. In many ways, medieval stoneware pottery of Tamba and Japan's other "six ancient kilns" can be seen as forebears of what we now know as the wabi-sabi aesthetic of Japanese tea culture. Today, surviving heirloom pieces such as jars (tsubo) and flower vessels (hanaire) serve as inspirational archetypes for surging international interest in the revival of styles and methods of traditional Japanese wood-fired ceramics (yakishime). In this Bing Overseas Seminar, Stanford students will travel to Tamba to undertake an intensive introduction to forming and firing clay. Lectures, discussions and studio demos will build a broad view of traditional aesthetic elements of yakishime, but at the same time, students will be encouraged to explore a modern individualistic approach to creative process to help them develop their own expressive forms. The seminar culminates in a traditional wood firing reaching kiln temperatures in excess of 2300F, which is a process that one must experience first-hand to viscerally comprehend. A final critique of student work will probe the complex interplay of natural materials, creative vision, manual skills and serendipity in this most ancient yet vital paragon of the arts of fire.

OSPGEN 60. Earth's 3rd Pole: Coupled Human-Natural Systems in the Khumbu Valley, Nepal. 2 Units.

Through place-based exploration of the Khumbu Valley, Nepal, this field seminar focuses on the complex relationships between mountain and glacial geomorphology, culture and religion, land use in extreme environments, climate change, and sustainable resource development and management. An analysis of the coupled human-natural systems of the Khumbu Valley provides a unique lens for students to interpret broader resource management and conservation issues. The curriculum balances field explorations, classroom lectures, and meetings with government officials, NGO staff, national park managers, Sherpa leaders, and several Buddhist Lamas.

OSPGEN 61. SETS: Sustainable Water and Sanitation in Southeast Asia. 2 Units.

This course investigates sustainable water and sanitation management through connections with water, energy, and food scarcity in Southeast Asia. Upon completion of the course, students will demonstrate improved understanding of: (1) The linkages between food, energy, water, and sanitation provision (2) Key challenges and opportunities facing each sector, and cross-cutting solutions (3) Ways in which industries, governments, and research institutions envision resource efficiency in the 21st century.

OSPGEN 74. St. Petersburg: Imagining a City, Building a City. 2 Units.

St. Petersburg, the world's most beautiful city, was designed to display an 18th-century autocrat's power and to foster ties between Russia and the West on the tsar's terms. It went through devastating floods and a deadly siege; it birthed the Petersburg myth, poems and prose that explore the force of the state and the individual's ability to resist. This class addresses the struggle between the authorities and the inhabitants; the treacherous natural environment; the city as a node in national and international networks of communication; the development of urban transportation networks; and the supply of goods.

OSPGEN 79. Preserving Biodiversity: Conservation Photography in South Africa. 2 Units.

Conservation photographers photograph the natural world, animals and plants, and people that threaten, protect or study wildlife and ecosystems, with the goal of advocating for specific conservation outcomes. We will actively practice conservation photography to address biodiversity and environmental issues in national, regional and private reserves in South Africa. Explore the fundamentals of creative cooperation in small teams, with the goal of producing effective photoessays. Workshops and guest speakers will address issues of biodiversity, wildlife management, poaching, ecotourism, and community engagement with conservation. Daily field trips culminate in group and individual projects. Location: Kruger National Park and surrounds, South Africa.

OSPGEN 259. Community Health in Oaxaca. 2 Units.

Close observation of clinicians at work in community health settings in Oaxaca and service with local community health organizations. Combination of classroom study and discussion with cultural immersion, language training, clinical shadowing, and community service. Topics include: Mexican healthcare system; cultural, socioeconomic and educational factors impacting health of Mexicans and Mexican immigrants to U.S.; Mexican cultural and health beliefs; Mexican migration as a multi-ethnic process.

Overseas Studies in Australia Courses**OSPAUSTL 10. Coral Reef Ecosystems. 3 Units.**

Key organisms and processes, and the complexity of coral reef ecosystems. Students explore the Great Barrier Reef from the southern end which demonstrates the physical factors that limit coral reefs, to the northern reef systems which demonstrate key aspects of these high biodiversity ecosystems. Human-related changes. Emphasis is on research experiences and development of analytical skills. Two units only counted for the Biology major.

OSPAUSTL 28. Terrestrial Ecology and Conservation. 3 Units.

Examination of the rain forest and sclerophyll ecosystems in far north Queensland. Methodology for classification of key terrestrial ecosystems in lectures and then use of multiple field-based techniques to put theory to the test in the field. Ecosystem health is assessed using bioindicators under differing fire regimes and disturbance levels. Globally, terrestrial ecosystems and their associated fauna are affected by many of the same anthropogenic impacts and these are explored using Australian case studies and hands-on field activities. How both the plants and animals of Australian ecosystems came to be so utterly unique, in the context of the long evolution of 'the island continent' from the prehistoric rain forests that once covered the ancient super-continent of Gondwana.

OSPAUSTL 32. Coastal Ecosystems. 3 Units.

Field course that takes place on North Stradbroke Island, located in Moreton Bay. Physical and biological factors that influence ecosystems of the coastal zone. Lectures, field activities and discussions to increase knowledge of coastal ecosystems, their structure, including knowledge of the communities of flora and fauna, their importance to human communities, their management and the threats that negatively affect them. Coastal ecosystems of Moreton Bay used as an example, considering how both natural and human factors influence coastal ecosystems. Multiple field activities on the island observing various marine animals and plant communities, and exploring the range of coastal ecosystems of North Stradbroke Island.

OSPAUSTL 40. Australian Studies: History, Society and Culture Down Under. 3 Units.

Introduction to Australian society, history, culture, politics, and identity. Social and cultural framework and working understanding of Australia in relationship to the focus on coastal environment in other program courses. Field trips.

OSPAUSTL 50. Individual Research Project. 4 Units.

Prior to arriving in Australia, students establish a link with University of Queensland faculty to develop project ideas that combine personal interests and career goals with opportunities presented by the Australian Coastal Studies program, such as how mangrove roots find sediment rich zones of the shore, or the dynamics of ecotourism in southern and northern coastal Queensland. Project report and presentation in Australia.

Overseas Studies in Barcelona (CASB) Courses**Overseas Studies in Beijing Courses****Overseas Studies in Berlin Courses****OSPBER 1Z. Accelerated German: First and Second Quarters. 8 Units.**

A jump start to the German language, enabling students with no prior German to study at the Berlin Center. Covers GERLANG 1 and 2 in one quarter.

OSPBER 2Z. Accelerated German, Second and Third Quarters. 8 Units.

Covers GERLANG 2 and 3 in one quarter. Qualifies students for participation in an internship following the study quarter. Emphasis is on communicative patterns in everyday life and in the German work environment, including preparation for interviews.

OSPBER 3B. German Language and Culture. 7 Units.

Completion and refinement of First-Year grammar, vocabulary building, reading literature and news, writing skills, esp. journal. Extensive use of current materials, such as local Berlin and national news, and emphasis on building speaking skills for everyday situations and discussions.

OSPBER 17. Split Images: A Century of Cinema. 3-4 Units.

20th-century German culture through film. The silent era, Weimar, and the instrumentalization of film in the Third Reich. The postwar era: ideological and aesthetic codes of DEFA, new German cinema, and post-Wende filmmaking including *Run Lola Run* and *Goodbye Lenin*. Aesthetic aspects of the films including image composition, camera and editing techniques, and relation between sound and image.

OSPBER 19. Expressing Ideas: Academic German for 2nd year learners. 2 Units.

This class is designed for students enrolled in a 3-5 unit theme course taught in German in Berlin who have not previously taken German 21. The class focuses on vocabulary enrichment and how to articulate observations and formulate arguments, including learning figures of speech.

OSPBER 21B. Intermediate German. 4 Units.

German language skills for Intermediate students. Refinement of German grammar; vocabulary building, writing practice via journal and essays; German culture, including current news and issues, literature and films. Special emphasis on comprehension and speaking skills for discussions, everyday situations, and in-class presentations. Prerequisite: completion of first-year German.

OSPBER 24B. Advanced German Grammar. 2 Units.

Syntax and organizational patterns (connectors, structuring and cohesive devices) for various types of texts and arguments, contrastive vocabulary practice, and reading strategies. Skills for writing well-structured critical essays, giving effective presentations, and reading extensively as well as intensively.

OSPBER 28. German Opera. 4 Units.

This course is designed to provide an introduction to opera in general and German opera in particular. The syllabus is linked specifically to productions of German operas currently being presented at Berlin's opera houses. During class we will prepare ourselves for the various performances by discussing each work in detail, looking at the libretto, analyzing the relationship between music and text, listening to recordings, and reading secondary literature. We will also share our post-performance impressions. The principal aim of the course is informed appreciation of the genre of opera.

OSPBER 29. Topics in German Music and Culture. 3-5 Units.

Weimar Culture The recommended textbook for this independent study is Weimar Republic Sourcebook, ed. Anton Kaes (Berkeley: U of California P, 1994), an excellent collection of contemporaneous texts that is still in print and available as a reasonably priced paperback. Topics for particular study could include "expressionism," "phenomenology," "Neue Sachlichkeit," the Bauhaus, "epic theater," proletarian art, and early German cinema, more or less following the organization of the Sourcebook. The syllabus will be tailored to any relevant cultural events in Berlin and neighboring cities planned for the quarter in question. Students will be encouraged to base their written projects on these events and on research at local archives, such as the Deutsche Kinemathek and the Bauhaus-Museum. Trips to institutions in other cities (Dessau, Weimar, etc.) could also be considered. Primarily in English, but some topics might require German. The Symphony Material covered in this independent study could be adjusted to the student's interest and knowledge, depending on his/her level of musical literacy. He/she could focus on cultural history or on more technical, analytical issues. The aim will be to trace the history of the genre from its roots in the early 18th century to the present day using mainly works from the established repertory as examples. Visits to live performances in Berlin may also be included. Beethoven in German Culture Following last year's elections in Germany, the draft coalition contract included the following statement: "The 250th birthday of Ludwig van Beethoven in 2020 offers excellent opportunities for profiling German culture at home and abroad. Preparing for this important anniversary is thus of national concern." How and why did Beethoven become so crucially important in German culture? In trying to answer this question, the course will begin with a survey of Beethoven's life and works, and then focus on his legacy via key moments in reception history. Primarily in English, but some topics might require German.

OSPBER 30. Berlin vor Ort: A Field Trip Module. 1 Unit.

The cultures of Berlin as preserved in museums, monuments, and architecture. Berlin's cityscape as a narrative of its history from baroque palaces to vestiges of E. German communism, from 19th-century industrialism to grim edifices of the Sachsenhausen concentration camp.

OSPBER 31. Ways of Hearing: Exploring Berlin Through its Music. 1 Unit.

Introduction to the diverse Berlin music scene and its interwoven roots, exploring the intimate connections between music and German identity. Why music of all kinds is of such profound importance in Germany and how the German musical tradition has influenced the entire world and has, in turn, integrated impulses from many different cultures. Enrollment limited.

OSPBER 40M. An Intro to Making: What is EE. 5 Units.

Is a hands-on class where students learn to make stuff. Through the process of building, you are introduced to the basic areas of EE. Students build a "useless box" and learn about circuits, feedback, and programming hardware, a light display for your desk and bike and learn about coding, transforms, and LEDs, a solar charger and an EKG machine and learn about power, noise, feedback, more circuits, and safety. And you get to keep the toys you build. Prerequisite: CS 106A.

OSPBER 50M. Introductory Science of Materials. 4 Units.

Topics include: the relationship between atomic structure and macroscopic properties of man-made and natural materials; mechanical and thermodynamic behavior of surgical implants including alloys, ceramics, and polymers; and materials selection for biotechnology applications such as contact lenses, artificial joints, and cardiovascular stents. No prerequisite.

OSPBER 60. Cityscape as History: Architecture and Urban Design in Berlin. 5 Units.

Diversity of Berlin's architecture and urban design resulting from its historical background. Architect Ludwig Mies van der Rohe and his artistic ancestors. Role of the cultural exchange between Germany and the U.S. Changing nature of the city from the 19th century to the present.

OSPBER 64. Film and Writing. 3 Units.

German culture through film. Sensitivity for film structure through creative writing tutorials and screening workshops. Composition and narrative structure (storyline, suspense, character development). Screen-writing exercises.

OSPBER 66. Theory from the Bleachers: Reading German Sports and Culture. 3 Units.

German culture past and present through the lens of sports. Intellectual, societal, and historical-political contexts. Comparisons to Britain, France, and the U.S. The concepts of *Körperkultur*, *Leistung*, *Show*, *Verein*, and *Haltung*. Fair play, the relation of team and individual, production and deconstruction of sports heroes and heroines, and sports nationalism. Sources include sports narrations and images, attendance at sports events, and English and German texts. Will be taught in German if there are enough students with sufficient knowledge of German.

OSPBER 70. The Long Way to the West: German History from the 18th Century to the Present. 4-5 Units.

Battles still current within Germany's collective memory. Sources include the narrative resources of museums, and experts on the German history in Berlin and Potsdam. Field trips.

OSPBER 71. EU in Crisis. 4-5 Units.

Challenges confronting Europe as a whole and the EU in particular: impact of the sovereign debt crisis of the Eurozone, mass migration, external and internal security challenges, as well as political and social needs for reform. How the EU and its members respond and if the opportunities of these crises are constructively used for reform - or wasted (Crisis = Danger + Opportunity). Analyse institutions, interests and competing narratives to explain the current situation in Europe. Excursion to other European capital to get a non-German perspective on the crises.

OSPBER 74. Politics and Organization of Sport in Germany and the US. 4 Units.

Sport as an entry point for thinking about social dynamics and about broad debates about morality and ethics that are raised by ongoing social change. Issues related to sport as a national-level pursuit. How do nations use sport to promote their agendas, both among their own citizens and elsewhere? How do nations intervene to promote the performance of individual athletes? How else do they seek to exert their influence on sport outcomes? With Berlin as our backdrop, pursue these questions by considering three cases in detail: the 1936 Berlin Olympics, East German sport in the 1970s and 1980s, and German soccer today.

OSPBER 77. "Ich bin ein Berliner" Lessons of Berlin for International Politics. 4-5 Units.

History and theoretical concepts of International Relations, taking advantage of Berlin's unique history. Topics include: balance of power system, the era of total war, the East-West conflict, and the age of globalization, connecting these international political phenomena to sites and features of historical and contemporary Berlin. Core issues and theories of International Relations positioned in relation to the social and political history of Berlin, offering both a knowledge of Berlin as a global city of the twentieth century, and an understanding of International Relations through concrete examples.

OSPBER 79. Political Economy of Germany in Europe: an Historical-Comparative Perspective. 4-5 Units.

Political economy of Germany with special emphasis on contemporary issues. German political economy in the broader context of European integration, with some comparison with the U.S. model of economic and monetary integration. Assess, in comparative perspective, the specifics of the German economy embedded in Europe. How did Germany manage to become third export economy in the world? What is the role of government in its economic success?

OSPBER 82. Globalization and Germany. 4-5 Units.

Main channels of globalization; movement of capital, goods, people and ideas; and their history. Arguments in favor and against economic integration and relationship between globalization and domestic political processes. Key industries of the German export economy; how globalization relates to current debates on migration and social policy. Germany's position in the European Union, as well as the world economy; Germany and its role in future globalization.

OSPBER 83. Refugees and Germany. 3-4 Units.

History and lived experience of refugees, both those who have fled from and to Germany, in the twentieth and twenty-first century. Visits to relevant sites in Berlin, meetings with refugees and experts on this topic, and readings to provide context. Participants write a journal; option for creative writing, either fiction or creative non-fiction.

OSPBER 84. Berlin and the Sociological Imagination: Special Topics. 1-2 Unit.

Independent study on social science and history topics giving students the opportunity to pursue a specific, sustained inquiry during their time in Berlin. This can include topics related to Berlin today, during the Cold War, in Nazi Germany, during the Weimar Republic, or other times, and can look specifically at aspects of German science, business, culture, or politics.

OSPBER 85. Topics in Social Psychology. 1-2 Unit.

Students may choose from the following topics: social psychology of stigma, diversity, and intergroup relationships. Regular meetings to review progress.

OSPBER 86. The Integration of Refugees in Europe: German Education Settings. 3 Units.

Experiences of refugees as they enter German secondary and post-secondary education settings. Using a social-psychological lens, learn how refugees understand their experiences in German schools and interactions with native students and teachers; how they are seen and treated; barriers to better relationships and outcomes; and how these can be overcome. Learn from popular commentary reports; scholarly writings from social-psychology and related fields on diversity, bias, belonging, and psychologically "wise" interventions. Experiential learning opportunities, including conversations with refugee students and educators working with refugees.

OSPBER 88. RELIGION & THE THIRD REICH. 4 Units.

This course investigates the role of established religion and new religious ideologies in Nazi Germany. Students learn about religious ideologies employed by the Nazis in service of fascism (paganism, occultism, and "Positive Christianity") and the policies they implemented to promote their nationalistic vision and absolutist politics, ranging from Gleichschaltung, to the Reich Concordat Treaty with the Vatican, to the Final Solution. Students also study the impact of these policies on German Protestants, Catholics, Jews, and other religious minorities, and about the range of responses that Nazi religious propaganda and programs evoked, from accommodation to cooperation to resistance. The course facilitates this investigation in three ways: (1) discussion of common readings and video content in a weekly seminar setting; (2) regular local site visits for experience learning; (3) frequent, short written reflection in the form of responses to readings, video content, and site visits (Academic Journal).

OSPBER 93. Empowering Women in STEM Fields. 1-3 Unit.

Empowering Women in STEM Fields, Origins of Modern Science, or Impact of Migrants and Refugees on German Society.

OSPBER 99. German Language Specials. 1-10 Unit.

May be repeat for credit.

OSPBER 101A. Contemporary Theater. 5 Units.

Texts of plays supplemented by theoretical texts or reviews. Weekly theater visits and discussions with actors, directors, or other theater professionals. In German. Prerequisite: completion of GERLANG 3 or equivalent.

OSPBER 104. Berlin University Lecture Series 1. 1 Unit.

May be repeat for credit.

OSPBER 105. Berlin University Lecture Series 2. 1 Unit.

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OSPBER 126X. A People's Union? Money, Markets, and Identity in the EU. 4-5 Units.

The institutional architecture of the EU and its current agenda. Weaknesses, strengths, and relations with partners and neighbors. Discussions with European students. Field trips; guest speakers.

OSPBER 174. Sports, Culture, and Gender in Comparative Perspective. 3-5 Units.

Theory and history of mass spectator sports and their role in modern societies. Comparisons with U.S., Britain, and France; the peculiarities of sports in German culture. Body and competition cultures, with emphasis on the entry of women into sports, the modification of body ideals, and the formation and negotiation of gender identities in and through sports. The relationship between sports and politics, including the 1936 Berlin Olympic Games. In German. Prerequisite: completion of GERLANG 3 or equivalent.

OSPBER 198D. Humboldt Universitat: Humanities 2. 2-3 Units.

Course may be repeated for credit.

OSPBER 198F. Humboldt Universitat: Social Sciences 2. 2-3 Units.

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OSPBER 198H. Freie Universitat: Humanities 3. 2-3 Units.

Course may be repeated for credit.

OSPBER 199A. Directed Reading A. 2-4 Units.

Course may be repeated for credit.

OSPBER 199B. Directed Reading B. 2-3 Units.

Course may be repeated for credit.

OSPBER 199C. Directed Reading C. 1-3 Unit.

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OSPBER 199D. Humboldt Universitat: Humanities. 2-3 Units.

Course may be repeated for credit.

OSPBER 199F. Humboldt Universitat: Social Sciences. 2-3 Units.

Course may be repeated for credit.

OSPBER 199G. Freie Universitat: Social Sciences 1. 2-3 Units.

Course may be repeated for credit.

OSPBER 199H. Freie Universitat: Humanities 1. 2-3 Units.

Course may be repeated for credit.

OSPBER 199J. Freie Universitat: Natural Sciences 1. 2-3 Units.

Course may be repeated for credit.

OSPBER 199K. Freie Universitat: Social Sciences 2. 2-3 Units.

Course may be repeated for credit.

OSPBER 199L. Freie Universitat: Humanities 2. 2-3 Units.

Course may be repeated for credit.

OSPBER 199M. Freie Universitat: Natural Sciences 2. 2-3 Units.

Course may be repeated for credit.

Overseas Studies in Cape Town Courses**OSPCPTWN 10. Climate Change and Political Violence. 4 Units.**

Policymakers and scholars are increasingly interested in whether climate change could increase the risk of political instability, including violent conflicts within and between countries. In this seminar, we explore such questions as: How could the expected effects of climate change make civil or international conflicts more likely? What evidence is there that environmental factors contribute to political violence, both historically and today? What regions or countries are most at risk from these challenges, and why? In addition to addressing the human and social impacts of climate change, topics include what causes political violence within and between countries and how we can assess the contribution of different risk factors. In addition, methods and data that scholars use to explore the link between climate and conflict.

OSPCPTWN 11. Public Health Service in Diverse Communities. 2-4 Units.

Guidance in becoming an effective health educator while making a contribution to a local community through teaching. Work in a community on a weekly basis to learn about the community, develop culturally appropriate educational material and then help deliver health education on a topic of choice in one of the following areas of focus: Culturally sensitive motivational interviewing for health behavior change; Sexually transmitted diseases and prevention; Teaching nutrition appropriate to various patient populations; Cardiovascular disease and risk reduction.

OSPCPTWN 14. Academic Internship. 4 Units.

Opportunity for students to pursue their specialization in an institutional setting such as a school, research institute, university, NGO, ICT4D organizations, or museums/art galleries. Engage with selection of readings relevant to the context of internship, meet weekly with the Engaged Learning Coordinator in small groups, attend group seminars, and complete assignments set by the instructors. Program culminates with a symposium, where students present their internship projects. Units determined by the number of hours per week at the internship. Prerequisite: consultation with BOSP Cape Town Engaged Learning Coordinator to develop internship that links field of study to practical experience and reflection.

OSPCPTWN 19. Understanding Liberation Struggles: The US Civil Rights & South African Anti-Apartheid Movements. 4 Units.

Two of the most consequential social movements of the 20th century are the African-American Freedom Struggle in the U.S. and the Anti-Apartheid Movement in South Africa. There are extensive literatures on both movements, but rarely have these two movements been studied comparatively. What are the similarities and differences between the two struggles? And how well do current theories of social movement origins account for the two movements? In this course, we will review the history of the two movements and then compare their emergence, subsequent development, and ultimate impact through the lens of social movement theory. We will then bring the course to a close with a sobering look at the legacies of both movements as well as the state of contemporary racial politics in the U.S. and South Africa.

OSPCPTWN 26. Topics in Organizations and Management. 1-3 Unit.

Students may choose from the following topics: Culture and Cultural Differences; Global Work; Navigating Diverse Teams; Organizations and Management; The Future of Work. Weekly meetings to review progress.

OSPCPTWN 30. Introduction to Contemporary Issues in South Africa. 2 Units.

This compulsory course provides a brief introduction to social issues in contemporary South Africa. It explores the impact of historical legacies in a post-Apartheid context. Drawing from a range of disciplines, this course provides insights into the form and content of South Africa's socio-political-historic and economic landscapes.

OSPCPTWN 35. In and Out of the Margins: The Plays of Athol Fugard. 4 Units.

This seminar focuses on the plays of Athol Fugard, the most well-known, influential, and accomplished of South African playwrights. His innovative dramatic style (drawing originally on improvisation, Brecht, and Greek tragedy, before shifting into realistic situations and dialogue); his apartheid-challenging collaborations with black South African theater artists (especially Zakes Mokei, John Kani, and Winston N'Tshona); and his extraordinarily long career (over the past seven decades) make his work of particular interest to students of history, theater, and politics. Through Fugard's plays, students confront significant issues in apartheid and post-apartheid South Africa. Set in the confines of the theater, these confrontations paradoxically generate a fuller engagement with the issues than we often get from accounts in the disciplines of history or political science. As Picasso once said, "Art is the lie that tells the truth," and Fugard's theater tries to do that. In studying his plays, students will learn a different kind of truth about social and historical realities that have faced South Africans over the past six decades.

OSPCPTWN 36. The Archaeology of Southern African Hunter Gatherers. 4 Units.

Archaeology, history and ethnography of the aboriginal hunter gatherers of southern Africa, the San people. Formative development of early modern humans and prehistory of hunters in southern Africa before the advent of herding societies; rock paintings and engravings of the subcontinent as situated in this history. Spread of pastoralism throughout Africa. Problems facing the descendants of recent hunter gatherers and herders in southern Africa, the Khoisan people.

OSPCPTWN 38. Genocide: African Experiences in Comparative Perspective. 3-5 Units.

Genocide as a major social and historical phenomenon, contextualized within African history. Time frame ranging from the extermination of indigenous Canary Islanders in the fourteenth and fifteenth centuries to more recent mass killings in Rwanda and Darfur. Emphasis on southern African case studies such as Cape San communities and the Herero people in Namibia. Themes include: roles of racism, colonialism and nationalism in the making of African genocides. Relevance of other social phenomena such as modernity, Social Darwinism, ethnicity, warfare and revolution. Comparative perspective to elucidate global dimensions.

OSPCPTWN 42. White South-African Writers. 1-3 Unit.

I would be thrilled to work with students on an independent study that addressed the work of white South-African writers whose fiction (and in some cases their political activism) challenged the South African apartheid government. I would imagine a directed reading of white South-African novelists ¿Alan Paton, Nadine Gordimer, and J.M. Coetzee; whose work (and in some cases whose lives) constituted resistance to apartheid. The many possibilities include Alan Paton's *Cry, The Beloved Country* (a new film adaptation, starring Mark Rylance and Johnny Depp, is set to be released this year) and Ah, but Your Land is Beautiful; Nadine Gordimer's *The Conservationist*, *Occasion for Loving*, *The Burgher's Daughter*, *Get a Life*, and *The Pickup* (2001); J.M. Coetzee's *Waiting for the Barbarians*, *Disgrace*, *The Life & Times of Michael K*, and essays from *White Writing*. Interested students could undertake reading and discussing works by a single author, or a combination of the titles listed above by different writers.

OSPCPTWN 45. Transitional Justice and Transformation Debates in South Africa. 4 Units.

Exploration of transitional justice through critical discussion of contemporary South Africa. Conflicting perspectives of the South African transition through an exploration of the creation of the "rainbow nation" as well as discussions over whether a denial of justice for apartheid-era crimes prevails. Decisions made post-apartheid over how best to confront the large-scale human rights abuses of the past, including South Africa's recent past through the lens of the "pillars" of transitional justice: truth seeking, criminal justice, reparations and institutional reform. Issues of structural violence and the legacies of apartheid in order to question to what extent we can consider South Africa to have realised the promises of its transition.

OSPCPTWN 55. Arts of Change. 3 Units.

How might we understand the creative arts in South Africa in terms of their variety and impact? What social issues do they reflect? What impact might they yet have? Students will have the opportunity for a related practicum. Course must be taken for a minimum of 3 units to satisfy a Ways requirement.

OSPCPTWN 65. Preparation for Senior Capstone Project. 4 Units.

The course allows any student to design an independent research or synthesis project that will serve as the basis for some form of senior capstone project. These have included honors theses, senior projects, senior synthesis projects and honors in the arts. This goal will be accomplished through a cumulative, series of assignments. Each student will choose a research topic, narrow it to a specific research question, review the existing literature related to their question, develop a research plan to answer their question, and write a detailed proposal suitable for submission to either the UAR Major or Small Grants competitions.

OSPCPTWN 67. ICT4D: An Introduction to the Use of ICTs for Development. 3 Units.

Overview of selected ICT4D initiatives in Africa and South Africa. Engage critically with the optimism that follows technology invention to evaluate context and the digital knowledge gap. Themes such as the notion of technological colonization, co-design, SDG ICT agenda, policy and frameworks and other fundamentals in the field. Three-day block course with 4 mini-seminars and discussion groups each day.

OSPCPTWN 78. Postcolonial Modernist Art Movements in Africa. 3 Units.

Introduction to the complexities and contradictions of 'modernity' and 'modernism(s)' in postcolonial Africa. With a focus on ideology-driven interdisciplinary artistic movements in Senegal, Nigeria, Sudan, Congo, Egypt, Ethiopia and South Africa, examine various schools of thought that were part of modern consciousness that characterised the independence decades. Role that art centres, workshops, collectives and mission schools played in histories of European expansion and colonialism. Debates regarding notions of 'appropriation', 'natural synthesis' and 'assimilation' interpreted in the context of postcolonial theory. Different modes of production and methodological approaches.

OSPCPTWN 83. From Cape to California: Settler Colonialism and the Genocide of Indigenous Peoples. 3-5 Units.

Two major social and historical phenomena: genocide and settler colonialism, contextualized within the broad contours of world history as well as the making of European colonialism and Western global domination from the start of European colonial expansion in the fifteenth century to the twentieth century. Emphasis on developing global comparative perspectives focusing on southern African, North and Latin American, as well as Australian case studies. Histories of the place from which students come, California, as well as the place they currently find themselves, the Cape, and the links both have to settler colonialism and the genocidal destruction of indigenous peoples.

OSPCPTWN 85. Diversity, Inclusion and Social Justice in Cape Town. 4 Units.

Implicit bias and the value of diversity and inclusion in our society; understanding of bias (explicit vs implicit) and the power that bias has in our every-day lives given implicit bias has such a profound effect on our attitudes, behaviors, and decision making. Students learn of some of their own biases, how they can mitigate them, and through study and visiting local communities and historical sites, appreciate the value of social justice. Power that diversity has in the composition of teams and in society and the importance for all of us to restore and maintain social justice so there can be peace both within and among nations.

Overseas Studies in Florence Courses**OSPFLOR 1A. Accelerated First-Year Italian, Part 1. 5 Units.**

Accelerated sequence that completes first-year Italian in two rather than three quarters. For students with previous knowledge of Italian or with a strong background in another Romance language. Prerequisite: advanced-level proficiency in another Romance language Prerequisite: Placement .

OSPFLOR 1F. First-Year Italian, First Quarter. 5 Units.

All-in-Italian communicative and interactive approach. Emphasis is on the development of appropriate discourse in contemporary cultural contexts. Interpretation of authentic materials, written and oral presentations, and plenty of conversational practice. Language lab, multimedia, and online activities.

OSPFLOR 2A. Accelerated First-Year Italian, Part 2. 5 Units.

Continuation of ITALLANG 1A. Accelerated sequence that completes first-year Italian in two rather than three quarters. For students with previous knowledge of Italian or with a strong background in another Romance language. Prerequisite: Placement Test, ITALLANG 1A or consent of instructor. Fulfills the University language requirement.

OSPFLOR 2F. First-Year Italian, Second Quarter. 5 Units.

Continuation of ITALLANG 1. All-in-Italian communicative and interactive approach. Emphasis is on the development of appropriate discourse in contemporary cultural contexts. Interpretation of authentic materials, written and oral presentations, and plenty of conversational practice. Language lab, multimedia, and online activities. Prerequisite: Placement Test, ITALLANG 2.

OSPFLOR 3F. First-Year Italian, Third Quarter. 5 Units.

Continuation of ITALLANG 2. All-in-Italian communicative and interactive approach. Emphasis is on the development of appropriate discourse in contemporary cultural contexts. Interpretation of authentic materials, written and oral presentations, and plenty of conversational practice. Language lab, multimedia, and online activities. Prerequisite: Placement Test, ITALLANG 2 or consent of instructor. Fulfills the University language requirement.

OSPFLOR 11. Film, Food and the Italian Identity. 4 Units.

Food in Italian cinema staged as an allegory of Italy's social, political and cultural milieu. Intersections between food, history and culture as they are reflected in and shaped by Italian cinema from the early 1900s until today. Topics include: farmer's tradition during Fascism; lack of food during WWII and its aftermath; the Economic Miracle; food and the Americanization of Italy; La Dolce Vita; the Italian family; ethnicity, globalization and the re-discovery of regional culinary identity in contemporary Italy. Impact of cinema in both reflecting and defining the relationship between food and culture.

OSPFLOR 13. Galileo, Leonardo da Vinci, and the Scientific Revolution in Italy. 3 Units.

Italy was central to the Scientific Revolution during the Renaissance. The work of Galileo Galilei, Leonardo da Vinci, and others in Italy and across Europe, catalyzed the emergence of modern science, with profound changes in our worldview. The work of these Italians contributed to the rise of the scientific method, the development of modern sciences (especially astronomy, biology, physics, and mathematics), and the study of human anatomy and medicine. Technologic innovations, such as the telescope, microscope, accurate timepieces, and the printing press, were also pivotal for the Scientific Revolution. In this course we will explore the emergence of science and technology during the Renaissance and their connections to modern day scientific practice and principles, with a focus on key Italian pioneers. We will take advantage of Florence's location to visit museums and sites, and better appreciate their contributions to scientific methods and thinking.

OSPFLOR 15. The Italy Around You: Society, Politics, the Arts and the Economy. 3 Units.

Today's Italy through a series of thematic lectures covering a wide range of subjects, from politics to contemporary art and from sexual mores to the Mafia. Nature of contemporary Italian society, insights into the economic challenges facing Italy, as well as keys to deciphering Italian politics, and the elements required to make sense of what can be read, seen and heard in the Italian media. Assessing modern Italian culture in terms of the society that has produced it.

OSPFLOR 15M. Accademia del Maggio Musicale Fiorentino. 3 Units.

Individual instrumental or voice lessons with a private instructor at the Accademia del Maggio Musicale Fiorentino. Repeatable for credit.

OSPFLOR 16. Silicon Valley: The Modern Day Rebirth of Renaissance Florence. 3 Units.

Over the last few decades, Silicon Valley has originated a remarkable period of innovation, wealth creation, and impact on the world. Many describe this golden age of technology as the modern day rebirth of Renaissance Florence. But how could lightning strike twice, not to mention 6000 miles away and 700 years apart? What combination of elements enabled two relatively small valleys to rise up and change the world?.

OSPFLOR 19. Florence for Foodies: Discovering the Italian Culinary Tradition. 1 Unit.

A look at modern Florentine and Italian cuisine in light of historical heritage and foreign influences. Hands-on participation in three cooking classes with professional chefs. Understanding of the past and present of Italian food culture and its most important governing principles: the Mediterranean Diet, fresh and local ingredients, the market culture, and the Slow Food philosophy.

OSPFLOR 21F. Accelerated Second-Year Italian, Part A. 5 Units.

Review of grammatical structures; grammar in its communicative context. Listening, speaking, reading, and writing skills practiced and developed through authentic material such as songs, newspaper articles, video clips, and literature. Insight into the Italian culture and crosscultural understanding. Prerequisite: one year of college Italian if completed within two quarters of arriving in Florence, or ITALLANG 21.

OSPFLOR 22F. Accelerated Second-Year Italian Part B. 5 Units.

Grammatical structures, listening, reading, writing, speaking skills, and insight into the Italian culture through authentic materials. Intermediate to advanced grammar. Content-based course, using songs, video, and literature, to provide cultural background for academic courses. Prerequisite: ITALLANG 21 within two quarters of arriving in Florence or ITALLANG 21A or OSPFLOR 21F.

OSPFLOR 25. Photographic Interventions in Contemporary Fine Art Practice. 4 Units.

This course offers a fluid approach to image making, understanding photography as an art form that encompasses multiple approaches including performative, sculptural, pictorial and cinematographic practices. While introducing students to a series of printing techniques and photographic processes along with studio lighting and digital postproduction methods, this course will encourage visual experimentation, theoretical contextualisation, and active research processes. Students will be guided through the processes of developing a critical framework for their practice through tutorials and through theory seminars mapping some of the major developments and theoretical concerns within contemporary practice. They will also be shown researching methods to reach relevant audiences: from physical installations, exhibitions and publications, to new media and the web.

OSPFLOR 26. Economics of the EU. 5 Units.

Discussion and analysis of the European Crisis, which started in Greece in 2009 and continues. Critical comprehension of the inner functioning of the European Union's economics, politics and institutions, understanding of the reasons for the crisis and the solutions undertaken. Comparative analysis with the United States to show the complexity entailed in having one monetary policy and nineteen distinct national budgets. Discussion of key challenges in Europe and next steps in the progress of European integration.

OSPFLOR 29. The People Amid the Monuments. 3 Units.

From both chronological and thematic approaches, examine the efforts of English-speaking writers (and, latterly, film-makers) to get to grips with Italy and the Italians. Beginning in the England of Queen Elizabeth and ending at the present day, cover a variety of themes such as Italy's historical role as a haven for the LGBT community and the modern interest in neglected southern Italy. Illustrative multimedia content with visits to sites of relevance in Florence.

OSPFLOR 31F. Advanced Oral Communication: Italian. 3 Units.

Refine language skills and develop insight into Italian culture using authentic materials. Group work and individual meetings with instructor. Minimum enrollment required. Prerequisite: ITALLANG 22A, 23 or placement.

OSPFLOR 34. The Virgin Mother, Goddess of Beauty, Grand Duchess, and the Lady: Women in Florentine Art. 4 Units.

Influence and position of women in the history of Florence as revealed in its art. Sculptural, pictorial, and architectural sources from a social, historical, and art historical point of view. Themes: the virgin mother (middle ages); the goddess of beauty (Botticelli to mannerism); the grand duchess (late Renaissance, Baroque); the lady, the woman (19th-20th centuries).

OSPFLOR 41. The Florentine Sketchbook: A Visual Arts Practicum. 4 Units.

The ever-changing and multifaceted scene of contemporary art through visual and sensorial stimulation. How art is thought of and produced in Italy today. Hands-on experience. Sketching and exercises on-site at museums and exhibits, plus workshops on techniques. Limited enrollment.

OSPFLOR 42. Academic Internship. 1-5 Unit.

Mentored internships in fashion, education, engineering, the fine arts, health, media, not-for-profit organizations, and publishing (among others). May be repeated for credit.

OSPFLOR 45. Europe: The State of the Union. 2 Units.

Learn about, debate, and analyze the most pressing and critical issues that Italy and the EU are facing today. As former Prime Minister, and in current capacity as head of the Democratic Party, the instructor has been dealing with these issues firsthand for a number of years. On questions such as the current migrant/refugee crises, issues of citizenship and national identity, the Euro, and Brexit (just to name a few), the approach will be informed by political and economic theories and will be presented in an objective academic context; the instructor will also share not only his take on these questions but also his experiences in addressing them as an insider.

OSPFLOR 46. Images of Evil in Criminal Justice. 5 Units.

Iconographic component of criminal law; reasons and functions of the visual representation of criminal wrongdoing. Historical roots of "evil typecasting;" consideration of its variations with respect to common law and civil law systems. Fundamental features of the two legal systems. Sources, actors, enforcement mechanisms of the criminal law compared; study of cases in the area of murder, sex offences, organized crime and terrorism. Different techniques of image typecasting highlighted and discussed. International criminal law, which takes the burden to describe, typecast and punish forms of "enormous, disproportionate evil," such as genocide and other mass atrocities.

OSPFLOR 47. Faith, Science, and the Classical Tradition in Renaissance Florence. 4 Units.

The Renaissance was a pivotal period in the history of European thought when the Christian religious worldview was challenged by the recovery of classical secular philosophy. In particular, Stephen Greenblatt's Pulitzer-prize-winning *The Swerve* argues that the rediscovery of Lucretius' *On the Nature of Things* reoriented European intellectual history toward modern scientific materialism. Readings from Renaissance philosophers and site visits to see the magnificent works of Florentine art will suggest a more complex interaction between religious experiences and secular thought. This course will aim to develop students' capacity for historical criticism, to enhance students' knowledge and appreciation of the philosophy and art of Renaissance Florence, and to illustrate how contemporary social science can be used to deepen our understanding of historical change.

OSPFLOR 48. Sharing Beauty in Florence: Collectors, Collections and the Shaping of the Western Museum Tradition. 4 Units.

The city's art and theories of how art should be presented. The history and typology of world-class collections. Social, economic, political, and aesthetic issues in museum planning and management. Collections include the Medici, English and American collectors of the Victorian era, and modern corporate and public patrons.

OSPFLOR 49. On-Screen Battles: Filmic Portrayals of Fascism and World War II. 5 Units.

Structural and ideological attributes of narrative cinema, and theories of visual and cinematic representation. How film directors have translated history into stories, and war journals into visual images. Topics: the role of fascism in the development of Italian cinema and its phenomenology in film texts; cinema as a way of producing and reproducing constructions of history; film narratives as fictive metaphors of Italian cultural identity; film image, ideology, and politics of style.

OSPFLOR 50M. Introductory Science of Materials. 4 Units.

Topics include: the relationship between atomic structure and macroscopic properties of man-made and natural materials; mechanical and thermodynamic behavior of surgical implants including alloys, ceramics, and polymers; and materials selection for biotechnology applications such as contact lenses, artificial joints, and cardiovascular stents. No prerequisite.

OSPFLOR 51. Globalization and Social Divisions. 5 Units.

The course examines how social diversity and inequality are produced, understood, and enacted in the context of growing global integration. It will explore how existing social arrangements create and maintain social differences among people & social class; race and ethnicity; age, gender and sexuality; citizenship and nationality & are influenced by cultural, economic and political processes that are increasingly spanning across borders. Analyzing the implications of global forces, relations, and institutions & e.g. the media and cultural industry, tourism, religion, social movements and the human rights regime & will help students understand why the social construction of diversity and inequality today should overcome the "methodological nationalism" that often characterizes the study of social divisions. Instructor: Paola Bonizzoni.

OSPFLOR 52B. Topics in Roman History. 1-3 Unit.

This independent study can focus on any facet of the social, cultural, economic, or political history of Rome. One suggestion, related to our autumn trip, would be Romans on the Bay of Naples including Pompeii and Herculaneum.

OSPFLOR 54. High Renaissance and Mannerism: the Great Italian Masters of the 15th and 16th Centuries. 4 Units.

The development of 15th- and early 16th-century art in Florence and Rome. Epochal changes in the art of Michelangelo and Raphael in the service of Pope Julius II. The impact of Roman High Renaissance art on masters such as Fra' Bartolomeo and Andrea del Sarto. The tragic circumstances surrounding the early *maniera*: Pontormo and Rosso Fiorentino and the transformation of early Mannerism into the elegant style of the Medicean court. Contemporary developments in Venice.

OSPFLOR 55. Academy of Fine Arts: Studio Art. 1-5 Unit.

Courses through the *Accademia delle Belle Arti*. Details upon arrival. Minimum Autumn and Winter Quarter enrollment required; 1-3 units in Autumn. May be repeated for credit.

OSPFLOR 56. University of Florence Courses. 1-5 Unit.

May be repeated for credit.

OSPFLOR 58. Space as History: Social Vision and Urban Change. 4 Units.

A thousand years of intentional change in Florence. Phases include programmatic enlargement of ecclesiastical structures begun in the 11th century; aggressive expansion of religious and civic space in the 13th and 14th centuries; aggrandizement of private and public buildings in the 15th century; transformation of Florence into a princely capital from the 16th through the 18th centuries; traumatic remaking of the city's historic core in the 19th century; and development of new residential areas on the outskirts and in neighboring towns in the 20th and 21st centuries.

OSPFLOR 64. Colonial Heritage, Euro-Mediterranean Relations, Migrations, Multiculturalism. 5 Units.

Analysis of colonialism during the 19th century, with particular reference to French colonialism, followed by discussion of the influence of the colonial heritage on current African and Euro-Mediterranean relations. Consideration from the perspective of colonial law. In addition, discussion of three aspects of Euro-Mediterranean relations: 1) the period from the establishment of the European Economic Community (EEC) up until the beginning of the "Arab Spring"; 2) the new EU policies after the uprisings of the "Arab Spring", and 3) the new EU perspectives after the failure of the "Arab Spring" with the exception of Tunisia. Review of the European Neighbourhood Policy (ENP) in 2011 and in 2015 after the end of the "Arab Spring" revolts.

OSPFLOR 65. Exclusion/Inclusion Processes of Migrants in Italian Society. 5 Units.

Analysis of the processes of exclusion/inclusion of migrants into Italian society, in a country which has recently become a place of immigration from abroad. It is divided into five parts: 1. Migration theories. 2. Migration policies. 3. Labour market and social mobility. 4. Social representations of migrants. 5. Migration and criminality. Field trips to NGO's.

OSPFLOR 67. The Celluloid Gaze: Gender, Identity and Sexuality in Cinema. 4 Units.

Film in the social construction of gender through the representation of the feminine, the female, and women. Female subjects, gaze, and identity through a historical, technical, and narrative frame. Emphasis is on gender, identity, and sexuality with references to feminist film theory from the early 70s to current methodologies based on semiotics, psychoanalysis, and cultural studies. Advantages and limitations of methods for textual analysis and the theories which inform them.

OSPFLOR 69. Abstract Art: Creativity, Self-Expression and Depicting the Unimaginable. 4 Units.

Overview of the birth and evolution of abstract art with visual background necessary to produce works of art free of a realistic representation. Movements and trends in abstract art; experimentation with different media and techniques. Enrollment limited.

OSPFLOR 70. The Value of Life: Philosophical Foundations. 4 Units.

Analysis of the value of life from a philosophical point of view, presenting lay foundations of bioethics. Three main steps. 1) The notion of life, which can be seen from different angles and with diverse intentions; comparative analysis of plural interpretations of the notion of life, economic, scientific, religious, and the limits of the notion itself. 2) Ethics as a theory of value, the metaphysical background of life, and the structure of bioethics; a vision of life as a "critical choice", which implies respect for life and individual responsibility; some non-Western ideas on the value of life. 3) Practical issues such as the meaning of death, abortion and euthanasia.

OSPFLOR 71. A Studio with a View: Drawing, Painting and Informing your Aesthetic in Florence. 4 Units.

Recent trends in art, current Italian artistic production, differences and the dialogue among visual arts. Events, schools, and movements of the 20th century. Theoretical background and practical training in various media. Work at the Stanford Center and on site at museums, exhibits, and out in the city armed with a sketchbook and camera. Emphasis is on drawing as the key to the visual arts. Workshops to master the techniques introduced. Limited enrollment.

OSPFLOR 76. Sociology of Migrations. 5 Units.

Conceptual tools to understand the social phenomena of international migrations; discussion of the most relevant theoretical approaches in the field, e.g. assimilation, transnationalism, and migration regimes, among others. Crucial topics: discussion of the causes of migration and the distinction between different types of migrants, analysis of current migration policies and the related issues of borders, asylum, irregular migration and possible paths toward legalization. Also, reaction of receiving societies towards migration, with the related increasing problems of racism, discrimination and the rise of far-right parties. Analysis of North-American, North-Western European and Southern European cases with particular attention to the Italian case.

OSPFLOR 78. The Impossible Experiment: Politics and Policies of the New European Union. 5 Units.

Institutional design of EU, forthcoming changes, and comparison of the old and new designs. Interactions between the EU, member states, organized interests, and public opinion. Major policies of the EU that affect economics such as competition or cohesion policies, market deregulation, and single currency. Consequences of the expansion eastwards. The role of institutions as a set of constraints and opportunities for the economic actors; relationships between political developments and economic change in the context of regional integration; lessons for other parts of the world.

OSPFLOR 81. Communism. 5 Units.

History of communism since 1917 as a factor in the making of the global world. Focus of the course will be on the intersections of communism with the colonial and post-colonial world, by analysing strategies, influences, and connections between the Soviet Union, Europe, and the Third World.

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OSPFLOR 84. Entrepreneurship and the Renaissance. 4 Units.

This course is intended for sophomores, juniors, and seniors of all majors. With an emphasis on the wisdom of ethical behavior, it is a rigorous introduction to both the entrepreneurial process and the role of the individual and teams within high-growth ventures. Case studies, lectures, workshops and projects cover ventures involving science and technology, with special attention on both the historical significance of the Renaissance and today's opportunity in Italy. No prerequisites are necessary. This course is based upon Engineering 145 (<http://e145.stanford.edu>), which was first offered in 1999 and now given multiple times each year at Stanford.

OSPFLOR 96. Leonardo!. 3 Units.

In this 500th anniversary year of the death of Leonardo this class will be an immersive and interactive experience with this most remarkable and complex artist and thinker. Focus on Leonardo's insights into human perception, tapping the very sounds and sights of the city that drove his fascination and inspired his work. Leonardo's conviction that the soul was the point of convergence of all the senses, prompted him to ponder how sensory information is received and processed. His writings foreshadow gestalt psychology and psychoacoustics centuries before these were studied by scientists. Leonardo's fascination with perception and emotion are manifest in his art and in his inventions. Together we will explore the city that inspired da Vinci's work, and delve into the deep implications of some of his insights and inventions as they effect contemporary art, science and life.

OSPFLOR 99. Independent Study in Medicine and Health. 1-2 Unit.

Students will develop an independent project, meeting weekly with the instructor. Potential topics could include: a) health care systems in Italy and the United States; b) topics in the history of science or medicine; c) aspects of the epidemiology, prevention, or treatment of heart disease; d) nutrition and health; and e) evaluation of medical technology.

OSPFLOR 111Y. From Giotto to Michelangelo: The Birth and Flowering of Renaissance Art in Florence. 4 Units.

Lectures, site visits, and readings reconstruct the circumstances that favored the flowering of architecture, sculpture, and painting in Florence and Italy, late 13th to early 16th century. Emphasis is on the classical roots; the particular relationship with nature; the commitment to human expressiveness; and rootedness in the real-world experience, translated in sculpture and painting as powerful plasticity, perspective space, and interest in movement and emotion.

OSPFLOR 115Y. Building the Cathedral and the Town Hall: Constructing and Deconstructing Symbols of a Civilization. 4 Units.

The history, history of art, and symbolism of the two principal monuments of Florence: the cathedral and the town hall. Common meaning and ideological differences between the religious and civic symbols of Florence's history from the time of Giotto and the first Guelf republic to Bronzino and Giovanni da Bologna and the Grand Duchy.

OSPFLOR 199A. Directed Reading A. 1-4 Unit.

Course may be repeated for credit.

OSPFLOR 199B. Directed Reading B. 1-4 Unit.

Course may be repeated for credit.

OSPFLOR 199C. Directed Reading C. 1-5 Unit.

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Overseas Studies in Hong Kong Courses

OSPHONGK 21. China's Business Environment in Historical Perspective. 4 Units.

China's transition from a centrally planned company to a more market-oriented system has been a remarkable process of reform and opening up. Business in China has been accordingly transformed. This course discusses the evolution of business sector development in contemporary China during the recent decades. Using economic reforms as the overall framework, it combines institutional analyses with business histories and company-level case studies.

OSPHONGK 22. China's Financial Reforms - Problems and Perspectives. 4 Units.

This course examines the key aspects of China's institutional reform and political-economic development since the 1970s. It reviews the major policy controversies on China's system transition, based on leading research contributions from the academia, policy think tanks and international institutions. Students will gain a deeper understanding of why and how China has reformed; and to what extent China's experience may be generalized as a model for other developing countries.

OSPHONGK 23. China Under Mao. 4 Units.

Exploration of the history of Mao Zedong's years in power in the founding period of the People's Republic of China. Historical processes contributing to this era of turbulent elite politics, chaotic and often horrifically violent revolutionary political campaigns, and unprecedentedly vast state-directed restructuring of the economy, culture, and nearly all aspects of society and culture has been joined by an interest in the related human and natural costs, the lived experiences, and the diverse forms in which local societies at the grassroots so distant from party leaders adapted their own variations of life under Chinese socialism.

OSPHONGK 24. Urban China. 4 Units.

Socioeconomic, political, and cultural facets of urbanization with a regional focus on China. Critical observation and analysis of the process of urbanization and its lived experiences in the Chinese context. Comparative lessons from other regions for comparative understanding of the complex processes of urbanization across the globe. Critical investigation of urban issues ranging from land politics, urban planning, urban governance, to citizen rights, urban space, and urban culture. Overview of China's quest for modernity and its urban transformation since the late imperial era, followed by an interdisciplinary approach to examine China's unprecedented urban development in the post-reform era. Hands-on field trip in Hong Kong to take full advantage of Hong Kong as a global city.

OSPHONGK 25. Cultural History of China. 4 Units.

Multi-disciplinary approach to the study of Chinese cultural history conceived of as a succession of modes of rationality (philosophical, bureaucratic, and economic processes of rationalization). Focus on the moments of paradigm shift from one mode of rationality to another. For moment, examine cultural facts and artifacts; thought, literature, ritual; in relationship to changing social, political, and economic systems. This semester, focus on the emergence of modern China in the Song-Yuan (960-1368) and of today's China 1850 to the present. How the modern attack on religion, redefined as "superstition", led not only to religious reform movements but also to a society in which science and the nation became the primary value systems promoted by the state.

OSPHONGK 26. East Asian Film Genres in a Globalizing World. 4 Units.

Connections between different cinemas within East Asia and between East Asia and the rest of the world explored from a genre perspective. Hong Kong and Korean gangster movies, Chinese swordplay and Japanese samurai films, and horror films from Japan and Thailand as examples of the transnational circulation of genres, involving processes of both localization and globalization. Focus on three interrelated genres: the martial arts film, the Eastern Western and the film noir/crime film. Explore Hollywood-centered genre theory, trace complex webs of creative influences, and appreciate the sameness and difference that characterizes both genre films and our globalizing world. Make a short "genre film" for screening at the end of the term.

OSPHONGK 27. China and Regional Order. 4 Units.

This course looks at China's changing political, economic and security relationships in Asia through frameworks in the International Relations literature. It contextualizes China's external relationships across Asia-Pacific in the ongoing evolution and negotiation of Asian regional order and institutions in the aftermath of the Cold War, and argues that this context helps account for the objectives of and some apparent ambiguities and contradictions in Chinese foreign and security policy. Three parts: context and background; empirical view of developments involving China's international relationships in Asia; theoretical frameworks to evaluate China's relations with regional order.

OSPHONGK 28. An Introduction to the Development of Science and Technology in China. 4 Units.

Science and technology in China from antiquity to the present is surveyed through the study of selected topics in some depth. Particular emphasis is given to science and technology as a window to appreciate certain aspects of Chinese culture and history. Two important questions are explored through contrasting China with the West: the conditions for the development of modern science and the central role of science and technology in modernization.

OSPHONGK 29. The Rise of China in the Global Context I: Diplomacy, Trade, and Soft Power. 4 Units.

The "Rise of China" from the perspective of Global Governance, shedding light on its diplomatic, trade and cultural relations with others in the Global Community. Critical analysis of the transformation of Chinese foreign policies since the establishment of the People's Republic of China and the momentum behind this change of practices. Topics include: history and evolution of Chinese foreign policies; analytical framework of policy-making process in China, particularly in handling foreign and security affairs; foreign relations with both the developed and developing nations; booming economy and integration with the global economy; assessment of the rhetoric of "Peaceful Rise" and "Charm Offensive" with reference to the Confucius Institute.

OSPHONGK 30. Investigating Hong Kong Through Multidisciplinary Lens. 2 Units.

Introduction to Hong Kong society with a particular focus on the social and cultural dynamics of contemporary Hong Kong. Some of the central questions include: What is so unique about Hong Kong? How do a Hong Kong in the past and some of the special features of the Hong Kong society contribute to a transforming China? Topics may include: (1) historical trajectory of Hong Kong; (2) identity formation: from migrants to local Hong Kong; (3) the making of Hong Kong: urban development as a case; (4) the paradise of capitalism and the Hong Kong miracle; (5) governance and politics; (6) foodways and heritage; (7) religion and folk beliefs; (8) the great transformation: Guangdong-Hong Kong-Macao Greater Bay Area initiatives.

OSPHONGK 32. Fintech and Entrepreneurship in China. 4 Units.

Introduction to the concepts essential to the entrepreneurial process and a look at the role of the individual and teams within high-impact ventures, intended for sophomores, juniors, and seniors of all majors. Case studies, lectures, workshops and mentor-guided team projects cover high-growth ventures involving technology, with special emphasis on the significance of entrepreneurship, blockchain/AI/ML related to financial innovation and opportunities in Hong Kong and China more broadly. Explore both financial innovation for high net worth as well as "bottom of the pyramid" individuals and ethical issues in startups. No prerequisites.

OSPHONGK 33. Comparative Analysis of Entrepreneurship and Innovation: Fintech in Hong Kong and Silicon Valley. 1-2 Unit.

Independent research and analysis of the historical, current, and future potential for high-growth entrepreneurship in Hong Kong, China and its surrounding region. How entrepreneurship in China compares to Silicon Valley and other similar innovation clusters today around the globe. Special emphasis on financial innovations such as bitcoin, blockchain, AI/ML applications in finance and insurance. Role of context with respect to entrepreneurship and innovation through direct contact with entrepreneurs, interviewing potential customers, professional investors, innovation education centers, policy makers, government officials, and any NGOs involved with entrepreneurship.

OSPHONGK 41. Introduction to Creative and New Media. 4 Units.

Introduction to the creative aspects of the mass media, media art, new media and popular culture. Enhance students' creative, aesthetic as well as intellectual ability to evaluate different media art forms and expression. Topics include art theory, aesthetics, theories on creativity, technical and commercial aspects of various forms of production and popular culture.

OSPHONGK 42. Gender and Sexuality in Contemporary Society. 4 Units.

Examination of gender and sexuality from a contemporary and regional perspective. Based on a cross-cultural perspective, read and analyze different meanings of gender and sexuality, and how these meanings are constructed. How gender relations and sexual politics are related with historical backgrounds, cultural heritage, market expansion, ideological shifts, and capitalist dynamics in a context of modernization campaigns and globalization processes. The topics of gender and sexuality interwoven with that of migration, work, family, popular culture, mass media, and consumerism.

OSPHONGK 43. Mainstream Chinese Philosophical Thought. 4 Units.

Introduction to the philosophical thought of Confucianism, Taoism, and Buddhism, to provide a deeper understanding of the roots of Chinese values and culture. As a cornerstone of Chinese culture, Confucianism contributes to the establishment of the human moral way by articulating a conception of humans as moral subjects. Taoism stresses the pursuit of an ideal life by understanding the changes of the universe, while Buddhism applies the concept of karma to show how the ultimate cause of human suffering lies in ignorance. Other Chinese philosophical thought such as Mohism, Legalism, and the School of Yin and Yang may be covered.

OSPHONGK 44. Medical Sociology. 4 Units.

From a sociological perspective, dissect issues such as conflicts between patients and doctors; safety of medical treatments and reliability of medical knowledge; inequality in health and longevity; and ever-increasing health care spending. Questions such as: What counts as illness? How do people understand illness? How does illness affect people's life? Who gets ill and why? What is the role of medical technology in fostering health? Why do doctors and patients have trouble communicating? How should health care systems be organized? Also examine some of these issues in the contexts of Chinese societies, such as China and Hong Kong with comparative perspectives.

OSPHONGK 45. Chinese Culture and Society. 4 Units.

An anthropological approach to China. Discussions concentrate on major cultural and social institutions of China, both traditional and contemporary, such as family, marriage, kinship, lineage and clan, economic system, religion and value orientation.

OSPHONGK 51. Beginner Putonghua/Mandarin Level 1. 8 Units.

Use of basic vocabulary and grammar; vocabulary introduced based on everyday conversations and daily usage. Focus on appropriateness in application and on fluency in communication through various kinds of speaking practice. Real life settings introduced such as shopping, introducing family members, asking directions, etc. Not equivalent to home campus courses. Also enroll in CUHK course # CLCP100G. Enrollment limited.

OSPHONGK 52. Beginning Putonghua/Mandarin Level 1 Upper. 8 Units.
Basic vocabulary and grammar through language tasks/activities and contextualized exercises. Real life settings such as shopping, introducing family members, asking directions, etc. In addition, build up abilities in presenting basic ideas in real life communication settings. Tasks like picture description, speaking topics and simple presentation adopted for training in presentation with various everyday settings. Not equivalent to home campus courses. Also enroll in CUHK course # CLCP101G. Enrollment limited.

OSPHONGK 53. Immediate Putonghua/Mandarin Level 2. 8 Units.
Intermediate course designed to familiarize students with the use of more vocabulary and grammar points. Vocabulary introduced based on everyday conversations and daily usage. Focus on appropriateness in application. Newly acquired vocabulary and grammar points developed through language tasks/activities and contextualized exercises in real life settings. Not equivalent to home campus courses. Also enroll in CUHK course # CLCP200G. Enrollment limited.

OSPHONGK 54A. Intermediate Putonghua/Mandarin Level 2 Upper: Communication in Context II. 4 Units.

An intermediate course designed to familiarize students with newly acquired vocabulary and grammar points through language tasks/activities and contextualized exercises in real life settings. Not equivalent to home campus courses. Also enroll in CUHK course# CLCP2233.

OSPHONGK 54B. Intermediate Putonghua/Mandarin Level 2 Upper: Basic Presentation Skills & Daily Situations II. 4 Units.

An intermediate course designed to help students improve their proficiency to communicate in authentic situations by integrating the newly acquired vocabulary items and grammar structures. Not equivalent to home campus courses. Also enroll in CUHK course# CLCP2253.

OSPHONGK 55A. Intermediate Putonghua/Mandarin Level 3: Application of Vocabulary and Grammar III. 4 Units.

An upper intermediate course designed to familiarize students with the use of newly acquired vocabulary and grammar points. Focus will be on appropriateness in application. Topics include various aspects on Chinese language and culture. Not equivalent to home campus courses. Also enroll in CUHK course# CLCP3313.

OSPHONGK 55B. Intermediate Putonghua/Mandarin Level 3: Oral Skills Practice III. 4 Units.

An upper intermediate course focused on students' fluency in speaking practice with newly acquired vocabulary and grammar points. Topics include various aspects on Chinese language and culture. Not equivalent to home campus courses. Also enroll in CUHK course# CLCP3323.

OSPHONGK 55C. Intermediate Putonghua/Mandarin Level 3: Communication in Context III. 4 Units.

An upper intermediate course designed to familiarize students with the use of newly acquired vocabulary and grammar points. Focus will be on appropriateness in application. Topics include various aspects on Chinese language and culture. Not equivalent to home campus courses. Also enroll in CUHK course # CLCP3333.

OSPHONGK 55D. Intermediate Putonghua/Mandarin Level 3: Basic Presentation Skills & Daily Situations III. 4 Units.

A higher intermediate course designed to help students further improve their proficiency to communicate in a variety of authentic situations by integrating the newly acquired vocabulary items and grammar structures. Not equivalent to home campus courses. Also enroll in CUHK course# CLCP3353.

Overseas Studies in Istanbul Courses

Overseas Studies in Kyoto (KCJS) Courses

OSPKYOCT 103A. Third-Year Japanese I. 12 Units.

Preparation for function beyond basic level in a Japanese-speaking environment by developing and enhancing communicative competence through: review of basic grammar; new grammar; reading short essays and articles with help of dictionary; short writing and speaking assignments using formal style to describe, explain, and discuss sociocultural topics; enhancing listening comprehension.

OSPKYOCT 103B. Third-Year Japanese II. 12 Units.

Preparation for function beyond basic level in a Japanese-speaking environment by developing and enhancing communicative competence through: review of basic grammar; new grammar; reading short essays and articles with help of dictionary; short writing and speaking assignments using formal style to describe, explain, and discuss sociocultural topics; enhancing listening comprehension.

OSPKYOCT 104A. Fourth-Year Japanese I. 12 Units.

Emphasis on applications of correct grammar and strengthening academic communication skills through: reading longer essays, articles, and novels with some dictionary work; reading and writing assignments in paragraph format using formal style to describe, explain and discuss sociocultural topics; developing listening comprehension.

OSPKYOCT 104B. Fourth-Year Japanese II. 12 Units.

Emphasis on applications of correct grammar and strengthening academic communication skills through: reading longer essays, articles, and novels with some dictionary work; reading and writing assignments in paragraph format using formal style to describe, explain and discuss sociocultural topics; developing listening comprehension.

OSPKYOCT 105A. Fifth-Year Japanese I. 12 Units.

For students with advanced proficiency. Goals include advanced command of grammar, composition, and stylistics. Emphasis is on academic Japanese preparing students to audit classes at a Japanese university.

OSPKYOCT 105B. Fifth-Year Japanese II. 12 Units.

For students with advanced proficiency. Goals include advanced command of grammar, composition, and stylistics. Emphasis is on academic Japanese preparing students to audit classes at a Japanese university.

OSPKYOCT 112. Ritual practices and daily rituals: an introduction to the anthropology of Japan. 6 Units.

The role of ritual practices in a country that has more than one festival on any given day of the year cannot be denied. It is a highly significant one that has pervaded the everyday life, where many gestures have acquired a ritual meaning, be it social or sacred. The present course aims to offer an overview of contemporary Japanese society with a focus on sacred rituals (related to religious practices) and profane rituals, those daily practices that have gained ritual characteristics: cyclic repetition in a pre-determined space, with predetermined participants, roles, and activities.

OSPKYOCT 114. The Eight Million Divinities of Kyoto: Introduction to Japanese Religions. 6 Units.

Are there really "eight million divinities of Kyoto?" What is the difference between a temple and a shrine? What is a matsuri? Do Japanese people really believe in kami and Buddhas? How many religions are there in Japan? How much money is there in Japanese religions? What do members of Japanese new religions believe? Do Japanese religions share features in common with other traditions you may know? If you take this class, we will explore the answers to these questions together in the most fun way possible, by stepping out into one of the most beautiful cities on earth to find the answers.

OSPKYOCT 127K. Gender in Japanese Culture. 6 Units.

This course introduces students to the workings of gender roles and images in Japanese culture and society from ancient times to the present day. We will begin with a general introduction to key terms: the notions of gender and the body, gender relations, power, performance, cultural re/presentation, sexuality and eroticism. Then we will address various gender issues in Japan from a historical and cultural perspective, focusing on the complexity of gender images and functions in Japanese history, exploring in particular the role of women in the cultural processes. We will also make references to similar gender topics in Western and other Asian societies.

OSPKYOCT 142. Japan in East Asia. 6 Units.

Japan in East Asia.

OSPKYOCT 156. Kyoto and the Meiji Restoration. 6 Units.

Kyoto's seminal role between 1850 and 1868 in triggering the Restoration, and the Restoration's seminal role in reinventing Kyoto as both a modern city and the cradle of Japan's traditional culture. The city's transformation from staging ground for the Restoration, to early victim of the new government's drive to modernize (which included relocating the imperial court from Kyoto to Tokyo), to its eventual rejuvenation as Japan's iconic bridge between past and present, traditional and modern. How the legacy of Meiji has been commemorated, debated and represented over the past 150 years.

OSPKYOCT 179. Kyoto Artisans and their Worlds. 6 Units.

Focus on materials: bamboo, wood, clay, cloth, metal and paper; and the processes by which they turn into objects of beauty: splitting, smoothing, shaping, dyeing, casting, carving and printing. Study blinds and archery bows, architectural and interior accents, tea bowls and vases, kimono and obi, screens, scrolls, even artisanal foodstuffs. Classes are focused around weekly fieldtrips backed by brief lectures and readings providing historical, cultural, and technical background for each topic.

OSPKYOCT 199. The Public Space Potential of Kyoto's Urban Cemeteries. 6 Units.

With a decreasing birth rate and an aging population, increasingly dense urban areas in Japan are searching for new burial methods and spaces. Potential alternatives include vertical cemeteries, scattering ashes, decomposition, and more. If these solutions are implemented, cemeteries could be reconstructed into better public spaces.

Overseas Studies in Kyoto Courses**OSPKYOTO 2K. First-Year Japanese Language, Culture, and Communication, Second Quarter. 5 Units.**

Continuation of JAPANLNG 1. First-year sequence enables students to converse, write, and read essays on topics such as personal history, experiences, familiar people. Prerequisite: JAPANLNG 1 if taken 2012-13 or later (JAPANLNG 7 if taken 2011-12 or earlier).

OSPKYOTO 3K. First-Year Japanese Language, Culture, and Communication, Third Quarter. 5 Units.

(Formerly OSPKYOTO 9K). Continuation of 2K. First-year sequence enables students to converse, write, and read essays on topics such as personal history, experiences, familiar people. Fulfills University Foreign Language Requirement. Prerequisite: JAPANLNG 2 or OSPKYOTO 2K if taken 2012-13 or later (JAPANLNG 8 if taken 2011-13 or earlier).

OSPKYOTO 5B. News Shaping Japan Today. 1 Unit.

Examine a wide range of topical themes affecting Japan and its society through selected stories from news media as these stories emerge. As such, this course is entirely reactive to national events as they unfold. Students have a significant amount of choice of topics they address, as they are able to select stories that interest them from a list of news articles, which changes each week.

OSPKYOTO 13. Contemporary Religion in Japan's Ancient Capital: Sustaining and Recasting Tradition. 3-4 Units.

Japanese attitudes to religion and popular forms of religiosity. Syncretic nature of beliefs and practices drawn on a variety of interwoven concepts, beliefs, customs and religious activities of native Japanese, Korean, Chinese, and Indian origins as background. Topics include: pursuit of worldly benefits, religion and healing, fortune-telling, ascetic practices, pilgrimage, festivals (matsuri), new religions and their image, impact of the internet, response of religion in times of crisis.

OSPKYOTO 19. Zazen: A Practicum in Zen Meditation. 1 Unit.

Zen teaching through practice and experience. Condensed practicum course where students receive zazen training and experience monastic life in Myoshinji, the largest Zen complex in Japan, under the guidance of Rev. Daiko Matsuyama, Deputy Head Priest of Taizo-in temple. Over one week, regular early morning zazen training sessions on site in Taizo-in temple plus visit to World Cultural Heritage site Ryoanji with a private viewing and workshop. Other aspects of monastic life such as temple cleaning, and learning how to rake and care for the dry gardens at Taizo-in. Course culminates in an overnight zazen training session in Myoshinji's magnificent Hatto Dharma Hall. Enrollment limited.

OSPKYOTO 21K. Second-Year Japanese Language, Culture, and Communication, First Quarter. 5 Units.

(Formerly OSPKYOTO 17K.) Goal is to further develop and enhance spoken and written Japanese in order to handle advanced concepts such as comparison and contrast of the two cultures, descriptions of incidents, and social issues. 800 kanji, 1,400 new words, and higher-level grammatical constructions. Readings include authentic materials such as newspaper articles, and essays. Prerequisite: JAPANLNG 3 if taken 2012-13 or later (JAPANLNG 7 if taken 2011-12 or earlier).

OSPKYOTO 23K. Second-Year Japanese Language, Culture, and Communication, Third Quarter. 5 Units.

Formerly OSPKYOTO 19K). Goal is to further develop and enhance spoken and written Japanese in order to handle advanced concepts such as comparison and contrast of the two cultures, descriptions of incidents, and social issues. 800 kanji, 1,400 new words, and higher-level grammatical constructions. Readings include authentic materials such as newspaper articles, and essays. Prerequisite: JAPANLNG 22 or OSPKYOTO 22K if taken 2012-13 or later (JAPANLNG 18 if taken 2011-12 or earlier).

OSPKYOTO 33. Ecology of Japanese Satoyama. 3-4 Units.

Satoyama refers to the traditional rural landscapes of Japan, and it is a term that has become widely known internationally in the ecological sustainability literature, highlighting the value of traditional land use for the sustainable management of natural resources. I would introduce to the students, and have them discuss, the scientific basis of biodiversity and ecosystem services, the cultural influence on agricultural land use, and how the scientific and cultural factors interact to affect the way natural resources are managed. The course would emphasize student-led discussion based on reading of primary and popular literature on the history, current status, societal perception of the value of satoyama for biodiversity and human well-being in Japan. Student discussion will also compare the satoyama concept to similar ones developed in other countries in Asia, Europe, and North America.

OSPKYOTO 39. Capturing Concepts: A Photographic Exploration of the Origins of Kanji. 2 Units.

Under guidance of official photographer for KYOTOGRAPHIE International Photography Festival, photograph scenes from everyday life in Kyoto to portray contemporary versions of the ancient forms and original meanings of ten different kanji. Develop observational, interpretive and creative abilities as well as improve technical skills (including picture composition and image editing). Enrollment limited.

OSPKYOTO 41. Queer Culture and Life in Japan. 4 Units.

Exploration of queer lives and cultural practices in Japan through diverse materials from film, literature, theater, art, as well as newspapers and personal testimonies. What it means to be queer in Japan and how it might signify differently from a US context. Looking at each text, examine how gender norms and sexual politics intersect and operate in Japanese society.

OSPKYOTO 42. Gardens of Kyoto: Spaces of Aesthetic and Spiritual Contemplation. 3 Units.

Chronological stroll through Japanese gardens of different types and functions, spanning from the Heian period (794-1185), when the ancient capital of Kyoto was established, through to contemporary times. Weekly field trips to a selection of Kyoto gardens and garden-related activities, in order to gain an understanding of the historical development and functions of Japanese gardens, including their design principles, techniques, and elements.

OSPKYOTO 53. Topics in Race, Ethnicity, and Diversity. 1-3 Unit.

Through group discussions, films, field trips and independent study, students will explore the experiences of Japanese minorities: from the indigenous Ainu and Okinawans, and the outcaste Burakumin, to the seemingly "forever foreign" Zainichi Koreans and returning Japanese-Brazilians, whose conditional welcome on both sides of the Pacific raises important questions about distinctions between race and culture. Japanese ideologies about racial/ethnic difference can be compared and contrasted with historical and contemporary examples from Europe and other parts of Asia, as well as to debates about assimilation and the melting pot in the U.S. Semi-weekly meetings. Requirements vary by number of units.

OSPKYOTO 55. Exploring Japan's Media Landscape. 3-4 Units.

This course will examine Japanese media through the lenses of economics, politics, and media studies. A key goal: understand the forces that shape the creation of content across different demands that individuals in Japan have for information as consumers, producers, entertainment seekers, and voters. Broad themes include the ways that markets transform information into news, the operation of the marketplace of ideas, the economics of digital entertainment markets, and the operation of social networks. Distinctive features of Japanese media include anime, manga, national newspapers, and the NHK public broadcasting system. Media coverage of preparations for the 2020 Olympics in Tokyo will be a key focal point for discussion. (Note: no previous study of economics, politics, or media studies required).

OSPKYOTO 56. Independent Study Topics on Japanese Media. 1-3 Unit.

Independent research on topics relating to economic, political, and cultural forces driving the creation of Japanese media content. Students will conduct research on media topics and meet weekly with the instructor.

OSPKYOTO 58. A Journey into the Buddhist Visual Arts of Japan. 4 Units.

Impact of Buddhism on the arts and culture of Japan as seen in the ancient capital of Kyoto. Image production, iconography, representational strategies, as well as the ritual and visual functions of Buddhist sculpture and painting with a focus on selected historical temples and their icons. Also examination of architectural and landscape elements of temple layouts, within which iconographic programs are framed, images are enlivened, and practices centered on these devotional and ritual art.

OSPKYOTO 65. From the Cradle to the Grave: Wrestling with Demographic Destiny in Japan. 4 Units.

In this course, students will not only learn to see Japan in demographic perspective during their stay, they also will be able to translate their skills and understanding of demographic data, concepts and processes back to their lives in the United States -- where similar changes (e.g., toward an aging society) and debates (e.g., about immigration restriction) are occurring.

OSPKYOTO 69. Feeling in Japan: Culture, Emotion, and Brain. 3 Units.

How does culture shape our feelings? This course will examine emotions from a cross cultural perspective and has three course objectives: (1) to increase students' awareness of how cultural ideas and practices shape their emotions by comparing their experiences in Kyoto with those in the U.S., (2) to teach students to apply a scientific understanding of culture and emotion to their experiences in Kyoto, and (3) to teach students how to formulate and test hypotheses about emotions in Japan vs. U.S. The proposed course will be comprised of three sections. The first section will focus on dominant theories of culture and emotions and the ways in which they are scientifically measured using a variety of self-report, behavioral, and physiological/neural measures. The second section will cover three patterns that emerge from the scientific literature regarding U.S.-East Asian differences in the focus of emotion, views of emotional expression, and values regarding emotional experience. Because much of the literature on culture and emotion focuses on U.S. and Japanese comparisons, the empirical findings will be directly applicable to the students studying at Kyoto. The third section will focus on the role of culture and emotion in applied settings (work, educational, and clinical) in the US and Japan. Students' structured and unstructured experiences and observations living in Kyoto will be the basis of our class discussions and will be linked to course material. For instance, students may be asked to analyze the themes and narratives of popular Japanese anime, art, and architecture based on methods introduced in class. As a comparison, students will identify products and practices in the U.S. that illustrate similarities and differences between the two cultures. Students will write short papers each week linking their experiences to the assigned material. At the end of the quarter, students will make short presentations about another aspect of emotion they hypothesize varies in the U.S. and Japan, based on their own experiences in Kyoto, and discuss how they might design a study to test their hypotheses. Readings will include sections from popular books and accessible academic chapters and empirical articles.

OSPKYOTO 101K. Third-Year Japanese Language, Culture, and Communication, First Quarter. 5 Units.

Goal is to express thoughts and opinions in paragraph length in spoken and written forms. Materials include current Japanese media and literature for native speakers of Japanese. Cultural and social topics related to Japan and its people. Prerequisite: Placement Tests, JAPANLNG 23. See http://japanese.stanford.edu/?page_id=39.

OSPKYOTO 103K. Third-Year Japanese Language, Culture, and Communication, Third Quarter. 5 Units.

(Formerly OSPKYOTO 119K). Continuation of 118K. Goal is to express thoughts and opinions in paragraph length in spoken and written forms. Materials include current Japanese media and literature for native speakers of Japanese. Cultural and social topics related to Japan and its people. Prerequisite: JAPANLNG 102 or OSPKYOTO 102K if taken 2012-13 or later (JAPANLNG 118 if taken 2011-12 or earlier).

OSPKYOTO 199. Directed Reading. 1-4 Unit.

Course may be repeated for credit.

OSPKYOTO 210K. Advanced Japanese. 5 Units.**OSPKYOTO 221K. Artificial Intelligence: Principles and Techniques. 3-4 Units.**

Artificial intelligence (AI) has had a huge impact in many areas, including medical diagnosis, speech recognition, robotics, web search, advertising, and scheduling. This course focuses on the foundational concepts that drive these applications. In short, AI is the mathematics of making good decisions given incomplete information (hence the need for probability) and limited computation (hence the need for algorithms). Specific topics include search, constraint satisfaction, game playing, Markov decision processes, graphical models, machine learning, and logic. Same as CS 221. Prerequisites: CS 103 or CS 103B/X, CS 106B or CS 106X, CS 107, and CS 109 (algorithms, probability, and programming experience).

Overseas Studies in Madrid Courses

OSPMADRD 8A. Cities and Creativity: Cultural and Architectural Interpretations of Madrid. 4 Units.

Architecture and the city, with a focus on recent currents in the progress of both, such as sustainability, environmentalism and the relationship with nature. Topics underpinned by discussion of theory, and illustrated by a study of the city of Madrid: an example of a hybrid architectural/planning experiential environment that looks to the future with an ambition for modernization.

OSPMADRD 8B. Debating Design: Spanish and International Fashion. 2 Units.

Culture and society in Spain as viewed through the lens of the fashion industry. Social changes, trends, and the evolution of life styles. Industrial, commercial and media involvement in the internationalization of the industry.

OSPMADRD 8C. Appreciating Spanish Music. 2 Units.

Unique aspects of Spanish art music. Participation in concert outings and field trips for live performances of studied repertoire. No previous knowledge of music required.

OSPMADRD 11. Directed Reading on Spanish Language. 1-5 Unit.

Expand knowledge of Spanish language by doing research on a specific linguistic topic from any perspective (e.g. grammar, phonology, history, sociolinguistics, dialectology, etc.). A Directed Reading Proposal must be submitted to the Overseas Studies Office and to the Program Director at least two months prior to the quarter of intended study. A directed reading may be taken only in addition to twelve units of regular coursework offered directly by the Center. May be repeated for credit. Prerequisite: SPANLANG 102 or equivalent placement. Approval of instructor.

OSPMADRD 12M. Accelerated Second-Year Spanish I. 5 Units.

Intensive sequence integrating language, culture, and geo/sociopolitics of Spain. Emphasis is on achieving advanced proficiency in oral and written discourse, including formal and informal situations, presentational language, and appropriate forms in academic and professional contexts. Prerequisite: one year of college Spanish or 11 or 21B more than two quarters (six months) prior to arriving in Madrid, or equivalent placement.

OSPMADRD 13M. Accelerated Second-Year Spanish II. 5 Units.

Intensive sequence integrating language, culture, and geo/sociopolitics of Spain. Emphasis is on achieving advanced proficiency in oral and written discourse, including formal and informal situations, presentational language, and appropriate forms in academic and professional contexts. Prerequisite: 11 or 21B within two quarters (six months) of arriving in Madrid or 12 or 22B, or equivalent placement.

OSPMADRD 14. Introduction to Spanish Culture. 2 Units.

Required for all Madrid students. Lectures and activities covering a wide selection of culturally and academically significant topics to understand Spain, as well as its international context. Requirements include orientation, study trip, and language pledge compliance.

OSPMADRD 15. Flamenco Dance. 1 Unit.

Practical instruction. The rhythms and styles of flamenco and the expression of feelings proper to this art form which synthesizes song, music, and dance. *Zapateado* (footwork), *braceo* (arm positions and movement technique), and choreographies, including Rumba flamenca and Sevillanas. Enrollment limited. May be repeated for credit.

OSPMADRD 17. Directed Reading on Catalan, Galizian, or Basque Languages. 1-5 Unit.

For students interested in studying one of the languages spoken in Spain other than Spanish. A Directed Reading Proposal must be submitted to the Overseas Studies Office and to the Program Director at least two months prior to the quarter of intended study. This directed reading may be taken only in addition to twelve units of regular coursework offered directly by the Center.

OSPMADRD 18. Exploring Music and Society: Understanding Flamenco. 3 Units.

Origins and history of flamenco and its place in Spanish culture, including both theory and actual dance instruction.

OSPMADRD 19. Language and Thought. 3 Units.

Languages describe the world in different ways. In some languages, you have to say when an event happened (past, present, future, etc.), while in others it is obligatory to say how you know about the event (you saw it, you heard about it), or the gender of its participants. In some languages there is one word that covers blue-and-green, while in others there are many. Do these differences in the language you speak influence the way that you perceive, understand, and think? We will survey recent work on how languages affect thought, with a special emphasis on contrasts between Spanish and English. Assignments include reading original sources, essays synthesizing science with personal reflections, and (attempts at) replication of key experiments with friends and acquaintances.

OSPMADRD 20. Independent Study in Machine Translation. 2-4 Units.

Students will explore modern deep-learning methods for machine translation. They will read, and re-implement, methods such as seq2seq, attention-windows, and weakly-supervised translation. The goal will be to build an English-Spanish translator from scratch, inspired by his or her own experience of key translation difficulties. (Programming background equivalent to a CS sophomore is required.)

OSPMADRD 24. CONNECT BETTER ACROSS CULTURES. 3 Units.

At one level, modern society is more connected than ever. At another, it places new barriers—such as anonymity, otherness, and competition—in the way of human connection. In this class, we will focus especially on when, how, and why people from different nations and backgrounds find it difficult to empathize with, understand, or care for each other—and tour cutting edge research on breaking down these intercultural barriers. We will also challenge ourselves, through experiential exercises, to break down cultural barriers in our own lives.

OSPMADRD 27. Canarian Night Skies. 4 Units.

Exploration of night skies in Spain's Canary Islands as well as those seen from California. Science for non-majors. Constellations, Solar System, Galactic and Extragalactic objects. Unique characteristics of the Canary Islands as astronomical reserve studied prior to field trip to the Canary Islands. Comparison of naked-eye Canarian and Californian night skies. Study and exploration of relevant astronomical instrumentation as well as representative celestial objects. Astrophotography-related activities. Enrollment limited.

OSPMADRD 39. New Political Dynamics in Contemporary Spain. 4 Units.

Current Spanish politics, historical background followed by focus on contemporary political events, actors and institutions. Special attention to the most dynamic aspects such as the appearance of new parties and the adjustments of the old ones; the demands of social movements, with a special emphasis on feminism; current debates about how to deal with the past (historical memory policies); or the evolution of the territorial conflict, with a special focus on Catalonia. Experiential approach with opportunities to engage in dialogue on the different issues, both with Spanish citizens and with political actors.

OSPMADRD 43. The Jacobean Star Way and Europe: Society, Politics and Culture. 5 Units.

The Saint James' Way as a tool to understand historic dynamics from a global perspective. Its effect on the structures that form a political and institutional system, and its society, economy, and ideology. Enrollment limited; instructor approval required.

OSPMADRD 45. Women in Art: Case Study in the Madrid Museums. 4 Units.

Viewing the collections at the Prado Museum through study and analysis of the representations of women. Contemporary literary texts and images that situate paintings in the historical, social, and political conditions that produced the works.

OSPMADRD 46. Drawing with Four Spanish Masters: Goya, Velazquez, Picasso and Dali. 4 Units.

Approaches, techniques, and processes in drawing. Visits to Madrid museums to study paintings and drawings by Goya, Velázquez, Picasso, and Dalí and to explore the experience of drawing. Subject matter: the figure, still life, interiors, landscape, and non-representational drawing. No previous experience required. Enrollment limited.

OSPMADRD 47. Cultural Relations between Spain and the United States: Historical Perceptions and Influences, 1776-2. 4 Units.

Critical historical thinking about international cultural relations, using Spain and U.S. as case studies examples, with references to Atlantic world contexts, from 1776 to the present. Insights into the continuing social and political relevance of their contested legacies. Interpretive perspectives grounded in different ideologies, interests and collective identities within both societies. Introduction to pertinent social scientific theory regarding identity formation, self-image, and perceptions of and interactions with ethnic and cultural otherness. Differences between history, historiography and memory through consideration of diverse forms of expression and vehicles of transmission of collective memory.

OSPMADRD 48. Migration and Multiculturalism in Spain. 4 Units.

Dimensions of recent migratory phenomena in Spain. Changes in past decades from a country of emigration to one of immigration, and vice versa. North Africa, Latin America, and Eastern Europe on the one side and the rest of Europe on the other. Social concern and public debate resulting from these changes.

OSPMADRD 54. Contemporary Spanish Economy and the European Union. 4 Units.

Concepts and methods for analysis of a country's economy with focus on Spain and the EU. Spain's growth and structural change; evolution of Spain's production sectors, agriculture, industry, and services; institutional factors such as the labor market and public sector; Spain's economic international relations, in particular, development of the EU, institutional framework, economic and monetary union, policies related to the European economic integration process, and U.S.-EU relationship.

OSPMADRD 55. Latin Americans in Spain: Cultural Identities, Social Practices, and Migratory Experience. 4 Units.

Shift in recent decades from Spain being a country of emigration to one attractive for immigration, especially for people coming from Latin America. Transnational processes of interculturality, integration and assimilation as illustrated by the different ways that immigrant Spaniards relate to Spanish society in Spain.

OSPMADRD 57. Health Care: A Contrastive Analysis between Spain and the U.S.. 4 Units.

History of health care and evolution of the concept of universal health care based on need not wealth. Contrast with system in U.S. Is there a right to health care and if so, what does it encompass? The Spanish health care system; its major successes and shortcomings. Issues and challenges from an interdisciplinary perspective combining scientific facts with moral, political, and legal philosophy.

OSPMADRD 60. Integration into Spanish Society: Service Learning and Professional Opportunities. 4 Units.

Engagement with the real world of Madrid through public service work with NGOs and public service professions such as teaching. Depending on availability, topics relevant to present-day Spain may include: the national health plan, educational system, immigration, prostitution, refugees, youth, and fair trade. Fieldwork, lectures, and research paper. Limited enrollment. May be repeated for credit. Prerequisite: completion of SPANLANG 11 or 21B or placement.

OSPMADRD 61. Society and Cultural Change: The Case of Spain. 4 Units.

Complexity of socio-cultural change in Spain during the last three decades. Topics include: cultural diversity in Iberian world; social structure; family in Mediterranean cultures; ages and generations; political parties and ideologies; communication and consumption; religion; and leisure activities.

OSPMADRD 63. environment, health, public finance,. 2-4 Units.
environment, health, public finance,.

OSPMADRD 72. Issues in Bioethics Across Cultures. 4 Units.

Ethical dilemmas concerning the autonomy and dignity of human beings and other living creatures; principles of justice that rule different realms of private and public life. Interdisciplinary approach to assessing these challenges, combining scientific facts, health care issues, and moral philosophy. Sources include landmark bioethics papers. Prerequisite: completion of SPANLANG 11, 21B or placement, or instructor approval.

OSPMADRD 74. Islam in Spain and Europe: 1300 Years of Contact. 4 Units.

Primary problems and conflicts in the contemporary Islamic world and its relations with the West, as well as the relationship between Spain and Islam throughout history. Special attention to the history of al-Andalus, an Islamic state in the Iberian Peninsula during the Middle Ages, evaluating the importance of its legacy in Europe and in contemporary Spain. Spain's leading role in relations between Europe and the Mediterranean Islamic states from the Modern Era to the present day.

OSPMADRD 75. Sefarad: The Jewish Community in Spain. 4 Units.

The legacy of Sefarad, the Jewish community in Spain. Historical evolution of the Sephardic community, under both Muslim and Christian rule, including the culmination of Anti-Semitism in 1492 with the expulsion of the Jews. Cultural contribution of the Hebrew communities in their condition as a social minority, both in al-Andalus, the peninsular Islamic State, and in the peninsular Christian kingdoms.

OSPMADRD 80. Word, Image and Power. 4 Units.

Relationships and uses of oral discourse, art, and iconography in politics in different countries through history. Case studies from ancient Egypt, the Greek Paideia, Cesar Augustus, medieval Europe, Spanish modern empire, French revolutionary discourse, and proletarian national identity in Russia and China.

OSPMADRD 84. Madrid Through My Eyes: A Theoretical/Practical Documentary Film Workshop. 4 Units.

Theoretical and practical view of Spanish language documentary cinema; potential of this type of film making as a form of personal expression. Tools for understanding and analyzing this type of cinema. Creative and analytical reflection on student's Madrid experience; develop individual visual discourse to portray life in the city by filming a short documentary.

OSPMADRD 89. Environmental Policy. 4 Units.

This course examines policies in the U.S. and Spain, focusing on climate, energy, air and water pollution, toxics, fertility, and other policies. I would expect a sizeable portion of the class to detail Spain's renewable energy efforts, as well as its role in Europe's cap and trade system. It would be conducted in a seminar format, with guest lectures and field trips to appropriate government offices.

OSPMADRD 102M. Composition and Writing Workshop for Students in Madrid. 3-5 Units.

Advanced. Writing as craft and process, emphasizing brainstorming, planning, outlining, drafting, revising, style, diction, and editing. Students choose topics related to their studies. Prerequisite: 13, 23B, or equivalent placement.

OSPMADRD 190. Madrid University: Humanities and Arts. 2-6 Units.

Humanities or Arts course at a local Spanish university. Students enrolled in the Madrid Program will receive an email from Madrid Program Director with information about these course opportunities at local partner institutions, including the action to take for applying. Prerequisite: completion of SPANLANG 13 or 23B or equivalent placement.

OSPMADRD 191. Madrid University: Social Sciences. 2-6 Units.

Social Sciences course at a local Spanish university. Students enrolled in the Madrid Program will receive an email from Madrid Program Director with information about these course opportunities at local partner institutions, including the action to take for applying. Prerequisite: completion of SPANLANG 13 or 23B or equivalent placement.

OSPMADRD 192. Madrid University: Engineering. 2-6 Units.

Engineering course at a local Spanish university. Students enrolled in the Madrid Program will receive an email from Madrid Program Director with information about these course opportunities at local partner institutions, including the action to take for applying. Prerequisite: completion of SPANLANG 13 or 23B or equivalent placement.

OSPMADRD 193. Madrid University: Natural Sciences. 2-6 Units.

Natural Sciences course at a local Spanish university. Students enrolled in the Madrid Program will receive an email from Madrid Program Director with information about these course opportunities at local partner institutions, including the action to take for applying. Prerequisite: completion of SPANLANG 13 or 23B or equivalent placement.

OSPMADRD 194. Madrid University: Earth Energy & Environmental Science. 2-6 Units.

Earth, Energy & Environmental Science course at a local Spanish university. Students enrolled in the Madrid Program will receive an email from Madrid Program Director with information about these course opportunities at local partner institutions, including the action to take for applying. Prerequisite: completion of SPANLANG 13 or 23B or equivalent placement.

OSPMADRD 195. Madrid University: Interdisciplinary. 2-6 Units.

Interdisciplinary course at a local Spanish university. Students enrolled in the Madrid Program will receive an email from Madrid Program Director with information about these course opportunities at local partner institutions, including the action to take for applying. Prerequisite: completion of SPANLANG 13 or 23B or equivalent placement.

OSPMADRD 199A. Directed Reading. 1-5 Unit.

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Overseas Studies in Oxford Courses**OSPOXFRD 16. Creative Writing and Human Rights. 5 Units.**

Human rights concepts through their emergence in literary form(s), using creative writing, including nonfiction, fiction and poetry, to explore empathy and the most effective ways of inducing it in readers.

OSPOXFRD 28. Oxford and Abroad: Travel Narratives and Historiography of an Academic City. 4-5 Units.

Rich history of Oxford, the place in which students are studying; skills to become aware of the profound influences the experience of living and studying abroad can have on self-conceptions. Appreciation of study in a town with such a marvelous tradition of scholarship through understanding of the history of learning in Oxford. How Oxford came to be the university town it is today.

OSPOXFRD 30. Archaeology, Espionage and the End of Empire: From Lawrence of Arabia to ISIS. 5 Units.

The role of archaeological sites, expeditions and archaeologists in the intrigues of war from Britain's occupation of the Middle East, two world wars, through the Suez Crisis to the current conflicts involving ISIS and its destruction of heritage sites. Focus specifically on the historic Oxford connection using university archives and collections, as well as exploring current initiatives by Oxford scholars to document and preserve heritage during recent conflict in the Middle East. How have the British empire and British interests been served by archaeology, in the past and present, and how has that mission been entangled with struggles over religion, sovereignty, territory, oil, and antiquities.

OSPOXFRD 31. Independent Study. 1-3 Unit.

Independent study topics: 1. Origins of the English Parliament, from Magna Carta and the Provisions of Oxford to the Glorious Revolution. 2. Origins of statutory law. When and how did laws change from royal decrees to parliamentary statutes? When and how did English judges become independent? 3. When and how did non-elite men and women gain the right to vote in English elections?.

OSPOXFRD 32. Philosophy of Language. 4-5 Units.

Introduction to contemporary analytic philosophy of language, examining some of its central concepts, including reference, meaning, and context. Students explore these concepts, by studying some of the major questions in the field, including: How do expressions esp. names secure their referents? What are the connections and differences between literal meaning and speaker meaning? What is the role of context in language? How philosophy of language impacts other areas in philosophy, by covering such topics as Meaning Externalism (metaphysics), Contextualism about 'know' (epistemology), and Propositional Attitudes (philosophy of mind).

OSPOXFRD 36. Creating English Democracy. 4-5 Units.

How English democracy developed historically. How did the "Mother of Parliaments" first get going? How did it survive repeated attempts by the monarch to make it subservient, ultimately turning the latter into a figurehead? How did laws, which were once royal decrees enforced by judges who served "at royal pleasure," become parliamentary statutes enforced by judges who held their offices "during good behavior." How did elections transform from affairs in which less than 10% of adult men could vote into mass elections with universal suffrage?.

OSPOXFRD 41. Western Thought: Origins of Twentieth Century Semiotics. 4-5 Units.

Story of semiotic exploration, its contributions to literary critical theory, Marxist critique and feminist critique, in development of twentieth century thought. Close look at principle authors and circumstances that engendered their writings. Questions about the relationship between thought and environment, and between ideology and action raised by looking at the way twentieth century events influenced thinkers to consider the purposes of language in society, in identity, and in authority.

OSPOXFRD 52. Shakespeare and Performance. 4-5 Units.

Examination of various aspects of the role of performance in Shakespeare. Alongside considering the aesthetics of the Elizabethan stage and how to read Shakespeare's texts for performance, the module will also look at how different types of performances and performance mediums generate different meanings for audiences. Theoretical ideas of the performance of gender and identity will also be discussed.

OSPOXFRD 62. Digital Technology in the UK. 4-5 Units.

Includes all of the sessions and requirements of the seminar Digital Technology in the UK, with an additional hour per week of meeting time focused on more technical readings from British computing pioneers. Please note that students can take this seminar or OSPOXFRD 63, but not both.

Same as: Technical Version

OSPOXFRD 63. Digital Technology in the UK. 3-4 Units.

A seminar focused on the British experience with computer and informational network technologies, and their social context and impacts. The course covers the development of computing from Charles Babbage and Ada Lovelace, to Alan Turing, to the present. The emphasis will be on broader social lessons and applications beyond the UK, including the role of gender and cultural norms in shaping the experience of technology's contributors, and uses of digital technology in democratic institutions. Please note that students can take this seminar or OSPOXFRD 62, but not both.

OSPOXFRD 69. Topics in Social Informatics. 1-3 Unit.

Directed study and independent project work in the social science of information technology, with weekly meetings to review the student's progress. Possible topics include: ¿ Online public deliberation and e-participation in the UK ¿ Voting systems in comparative perspective: theory and evidence ¿ Social informatics and the use of digital media in the US and UK elections of 2016 ¿ Social movements and digital media: General assemblies, democracy villages, and hashtags.

OSPOXFRD 72. Oxford Fantasists. 4-5 Units.

The lives and selected fantasy literature of famous Oxford alumni William Morris (Exeter College), Lewis Carroll (Christ Church), Oscar Wilde (Magdalen), C.S. Lewis (University and Magdalen), and J.R.R. Tolkien (Exeter, Pembroke, and Merton), looking at each writer's unique take on the fantasy genre. To place readings in context, this course will also explore and compare selected source materials used by these writers, including examples of classic "high" and "low" fairy tales, selections from Norse and Welsh mythology, and Arthurian romance.

OSPOXFRD 76. Access, Distinction and Material Culture through Coffee. 4-5 Units.

Each object we come in contact with over the course of any given day brings with it its own accumulation of significances and histories, and helps us to shape our identities. The study of things and their constituent materials is a means to examine exchange, power, identity, and the practices through which things become meaningful. Through the close inspection of a single good we can see the complex accumulation and contestation of themes, meanings, and global connections. Issues of access, inequality, and social capital as explored through the world of goods, beginning with a globally-traded commodity with a rich local history: coffee.

OSPOXFRD 77. Reading and Influencing People. 4-5 Units.

Understanding and managing human behavior dynamics in the negotiation process. Topics include understanding and influencing leverage, communicating effectively, differentiating interests from positions, using effective table tactics, and optimally closing the deal. Pedagogical goal: systematic understanding of the dynamics individuals typically use in negotiations. Lectures, followed by simulations to combine theory with practice. Intellectual and experiential learning integrated through combination of readings, presentations, and simulations.

OSPOXFRD 81. Displacement and Identity in 20th Century Europe. 4-5 Units.

In Europe, Twentieth Century population movements brought about by war and destruction, and enabled by unifications and peace. Using the methods of cultural history, examine the memoirs and biographies of European academics and intellectuals, with a special focus on those who relocated to Oxford University, as they reflect on the meaning of these relocations for their sense of self.

OSPOXFRD 86. From the hills to the sea. 4-5 Units.

This course would focus on the Thames River, at least since Roman times arguably the most important waterway in Britain. The basis of the class would be an exploration of the Thames from different angles both scientific and historical. The science side of the course would consider the following topics: the geology/geographic setting that gave rise to the Thames; its hydrology including a history of its floods and droughts as well as climate change trends; aspects of the hydrodynamics of tides and the estuarine environment of the Thames; the effects on the Thames of human modification such as loss of wetlands associated with building of the Docklands in the 18th and 19th centuries; sea level rise and the Thames including the design basis of the Thames Tidal Barrier. The history side of the course would consider how the Thames has played a role in the history of Britain, e.g., as an inland transportation corridor, as a barrier between states, as the site of the signing of the Magna Carta, as the heart of the global trade enterprise that built the British Empire, as a challenge to important engineering feats in Victorian London, as a subject for landscape painters like Turner, and as a spur of public policies of environmental protection and restoration.

OSPOXFRD 93. Collecting the World. 4-5 Units.

The art, science, and culture of the creation, transmission and collection of valuable, useful and informative objects and texts before the twentieth century, and the associated theories, purposes, and methods for collecting 'worldly' goods and other valuables. Means by which local academic practices engaged with global developments in the arts and sciences through examination of primarily early modern material and intellectual culture in and around Oxfordshire. Assessments of quality, meaning, usage, cultural significance and the reception of material treasures in the storage rooms, vaults, and on display in museums, galleries, and libraries.

OSPOXFRD 97. Museum Anthropology and Digital Technologies. 4-5 Units.

Engage with material cultural theory debates of the late 20th century and examine the impact of the digital revolution on the way we exhibit culture two decades into the third millennium. Reflect upon the transformation of the politics and poetics of museum display analysing readings and exhibitions from the 1990s to the present day. Digital interfaces in our daily lives have altered the way we seek information and the way we communicate with each other. What have we learned about representing cultures in museum spaces and what have we put into practice? Examine contemporary issues and contentions relating to cultural display in relation to exhibits in Western art and anthropology museums.

OSPOXFRD 117W. Gender and Social Change in Modern Britain. 4-5 Units.

Changes in the social institutions, attitudes, and values in Britain over the past 20 years with specific reference to shifts in gender relations. Demographic, economic and social factors; review of theoretical ideas. Men's and women's shifting roles in a fast-moving society.

OSPOXFRD 195A. Tutorial in Anthropology. 6-7 Units.

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OSPOXFRD 195B. Tutorial in Biology. 6-7 Units.

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OSPOXFRD 195C. Tutorial in Classics. 6-7 Units.

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OSPOXFRD 195F. Tutorial in Economics. 6-7 Units.

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OSPOXFRD 195H. Tutorial in Engineering. 6-7 Units.

May be repeat for credit.

OSPOXFRD 195J. Tutorial in Jurisprudence. 6-7 Units.

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OSPOXFRD 195L. Tutorial in Health Care. 6-7 Units.

May be repeated for credit.

OSPOXFRD 195N. Tutorial in Human Biology. 6-7 Units.

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OSPOXFRD 195P. Tutorial: Interdisciplinary. 6-7 Units.

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OSPOXFRD 195R. Tutorial in International Relations. 6-7 Units.

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Same as: Introduction

OSPOXFRD 195S. Tutorial in Computer Studies. 6-7 Units.

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OSPOXFRD 195T. Tutorial in Literature. 6-7 Units.

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OSPOXFRD 195U. Tutorial in Music. 6-7 Units.

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OSPOXFRD 195V. Tutorial in Philosophy. 6-7 Units.

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OSPOXFRD 195W. Tutorial in Physics. 6-7 Units.

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OSPOXFRD 195Z. Tutorial in Political Science. 6-7 Units.

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OSPOXFRD 196A. Tutorial in Psychology. 6-7 Units.

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OSPOXFRD 196B. Tutorial in Theology. 6-7 Units.

Course may be repeated for credit.

OSPOXFRD 196C. Tutorial in Sociology. 6-7 Units.

Course may be repeated for credit.

OSPOXFRD 196E. Tutorial in History. 6-7 Units.

Course may be repeated for credit.

OSPOXFRD 196F. Tutorial in History of Art. 6-7 Units.

Course may be repeated for credit.

OSPOXFRD 196G. Tutorial in Chemistry. 6-7 Units.

Course may be repeated for credit.

OSPOXFRD 196J. Tutorial in Interdisciplinary Area Studies. 6-7 Units.

Course may be repeated for credit.

OSPOXFRD 196K. Tutorial in Zoology. 6-7 Units.

Course may be repeated for credit.

OSPOXFRD 196L. Tutorial in Education. 6-7 Units.

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OSPOXFRD 196M. Tutorial in Public Policy. 6-7 Units.

Course may be repeated for credit.

OSPOXFRD 196N. Tutorial in Mathematics. 6-7 Units.

Course may be repeated for credit.

OSPOXFRD 196P. Tutorial in International Development. 6-7 Units.

Course may be repeated for credit.

OSPOXFRD 196Q. Tutorial in Computer Science. 6-7 Units.

May be repeated for credit.

OSPOXFRD 196R. Tutorial in Geography. 6-7 Units.

May be repeated for credit.

OSPOXFRD 196S. Tutorial in Business. 6-7 Units.

Course may be repeated for credit.

OSPOXFRD 196V. Tutorial in Medieval and Modern Languages. 6-7 Units.

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OSPOXFRD 197A. Tutorial in Anthropology. 6-7 Units.

Course may be repeated for credit.

OSPOXFRD 197B. Tutorial in Biology. 6-7 Units.

Course may be repeated for credit.

OSPOXFRD 197C. Tutorial in Classics. 6-7 Units.

Course may be repeated for credit.

OSPOXFRD 197J. Tutorial in Law. 6-7 Units.

Course may be repeated for credit.

OSPOXFRD 197R. Tutorial in International Relations. 6-7 Units.

Course may be repeated for credit.

OSPOXFRD 197S. Tutorial in Computer Studies. 6-7 Units.

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OSPOXFRD 197T. Tutorial in Creative Writing. 6-7 Units.

Course may be repeated for credit.

OSPOXFRD 197U. Tutorial in Music. 6-7 Units.

May be repeated for credit.

OSPOXFRD 197V. Tutorial in Philosophy. 6-7 Units.

May be repeated for credit.

OSPOXFRD 197Z. Tutorial in Political Science. 6-7 Units.

May be repeated for credit.

Same as: Advanced

OSPOXFRD 198C. Tutorial in Sociology. 6-7 Units.

May be repeated for credit.

OSPOXFRD 198E. Tutorial in History. 6-7 Units.

May be repeated for credit.

OSPOXFRD 198F. Tutorial in History of Art. 6-7 Units.

May be repeated for credit.

OSPOXFRD 198N. Tutorial in Mathematics. 6-7 Units.

May be repeated for credit.

OSPOXFRD 199A. Directed Reading A. 2-4 Units.

Course may be repeated for credit.

OSPOXFRD 199B. Directed Reading B. 2-5 Units.

Course may be repeated for credit.

OSPOXFRD 199D. Directed Reading in Russian. 2-4 Units.

Course may be repeated for credit.

Overseas Studies in Paris Courses

OSPPARIS 1A. Accelerated First-Year French, Part 1. 5 Units.

Completes first-year language sequence in two rather than three quarters. All-in-French communicative and interactive approach. Emphasis on the development of French in a contemporary cultural context. Interpretation of diversified materials, written and oral presentations.

OSPPARIS 2A. Accelerated First-Year French, Part 2. 5 Units.

Continuation of FRENLANG 1A. Completes first-year language sequence in two rather than three quarters. All-in-French communicative and interactive approach. Emphasis is on the development of French in a contemporary cultural context. Interpretation of diversified materials, written and oral presentations. Prerequisite: French 1A.

OSPPARIS 10A. Engineering Research Internship. 5 Units.

For Paris Program students with academic experience in electronics, telecommunications or signal and image processing. Under direct guidance of researchers at Institut Supérieur d'Electronique de Paris (ISEP), and where applicable, in collaboration with other French and international graduate students, contribute to the ISEP's ongoing research projects. In French or English.

OSPPARIS 10B. Biology and Bio-Engineering Research Internship. 5 Units.

Biology research opportunity at the Brain & Spinal Cord Institute (ICM) located within the Hospital Pitié-Salpêtrière. Team focuses on understanding the disease mechanism of Amyotrophic Lateral Sclerosis (ALS or Lou Gehrig's disease). Direct access to patient samples. Cutting-edge experimental methods. Prior research experience in biology lab work required. Students will be expected to work actively two full days a week in the lab, and provide a research report to the instructor at the end of the quarter. Language of instruction: French or English according to student's proficiency.

OSPPARIS 11. Special Internship. 1-6 Unit.

Often initiated by special contacts between students and professionals in France. Involvement may be based more on field work, and activity, rather than on fulfilling traditional academic requirements. Prerequisites: Written permission from the program director.

OSPPARIS 12. Paris Photography Workshop. 3 Units.

Exploration of Paris through camera and lab techniques. Both theoretical and practical aspects of creative photography. Extensive field work. Students must bring camera or phone with camera. Enrollment limited. Taught in English.

OSPPARIS 14. Media Internship. 3 Units.

Case studies and independent research as groundwork for comparative analysis of media on both sides of the Atlantic. Nature of media in the U.S and in France. Media as a means for understanding culture.

OSPPARIS 15. Hospital Mentoring. 3 Units.

Observation of medical services in Paris hospitals. How hospital teams work in France; how medical decisions are made; how patients are treated by nurses and doctors.

OSPPARIS 16A. French Schooling Internship. 2-3 Units.

Working with French schoolchildren in one of three settings: a neighborhood support association in the outskirts of Paris; or two after-school support association in the city. Commitment for a minimum of three hours a week on site plus meetings with internship instructor and a final paper. Number of placements depends on the needs of the sponsoring institutions. Previous work with children advised. Prerequisite: placement into French 22 or higher upon arrival in Paris.

OSPPARIS 17. Green Urban Planning Internship. 4 Units.

Intern in a local public company that oversees the city of Issy-les-Moulineaux's communication and innovation services in the immediate vicinity of Paris. Projects related to the Smart City Project (smart grid, smart mobility, smart government, etc.). Possible projects include: contributing to the city's editorial initiatives, taking active part in organizing events or conferences, doing documentary research on innovation, helping with European Union's co-funded projects. Speaking French a plus, but not a requirement.

OSPPARIS 18. Health Policy and Health Care System Design. 3 Units.

This course examines the structures of health care systems, from the perspective of the choices that those designing health care systems face. Topics include the overall goals of health care systems, health insurance programs and government programs financing care, the structure and organization of health care providers like doctor practices and hospitals, provider payment, patient cost sharing, coverage of new and emerging treatments and technology, and quality improvement. We particularly emphasize examples from the US and France.

OSPPARIS 19. Arranged Internship 1. 3-6 Units.

Two-quarter stay required unless student places into French 23P or above upon arrival. Internships can be arranged in a number of areas including the arts, architecture, politics, engineering, marketing and PR, media and journalism, health and psychological services, IT, NGO's, research, and hospitality administration.

OSPPARIS 20. A Journey Through Medieval Paris. 1 Unit.

From economic expansion in 11th century Paris and flourishing of Gothic religious architecture in the 12th century, to the establishment of Europe's principal university in Paris, making it the academic center of the region in the 13th century. Through onsite sessions, discover how Paris became a true capital in all meanings of the term, and explore the historical reasons for this phenomenal growth and expansion.

OSPPARIS 22P. Intermediate French I. 4 Units.

Prerequisite: one year of college French if completed within two quarters of arriving in Paris, or FRENLANG 21C.

OSPPARIS 23P. Intermediate French II. 4 Units.

Prerequisite: FRENLANG 21C within two quarters of arriving in Paris, or FRENLANG 22C or OSPPARIS 22P.

OSPPARIS 24. Introduction to French Society. 2 Units.

Required for Paris program participants. Exploration of meaningful aspects of French society and culture through lectures on history of France, participation in on-site cultural projects with French students, and a series of special encounters, venues and activities through the quarter. May be repeated for credit.

OSPPARIS 25. Bon Appétit, Marie Curie! The Science behind French Cooking. 3 Units.

Science and biology behind the cooking techniques and the taste buds. Each class includes a lecture, a food demonstration/experiment with student participation, and food preparation or tasting components explored together. Topics include: the five main tastes, aromatics, texture/mouthfeel, psychology, and genetics (why some people can't stand cilantro, for example); why we cook food; what heat does to meat and vegetables; the central role microbes play in cooking and eating; sauces and foams; molecular gastronomy; and of course, the science of dessert! This course meets the STEM track requirement for the Paris Program during Winter Quarter 2019-2020.

OSPPARIS 30. The Avant Garde in France through Literature, Art, and Theater. 4 Units.

Multiple artistic trends and esthetic theories from Baudelaire to the Nouveau Roman, from the Surrealists to Oulipo, from the theater of cruelty to the theater of the absurd, from the Impressionists to Yves Klein. Interdisciplinary approach to reflect on the meaning of avant garde and modernity in general, and on the question of why revolutionary artists in France remained in search of institutional recognition, nonetheless.

OSPPARIS 32. French History and Politics: Understanding the Present through the Past. 5 Units.

Key aspects of French politics including the constitutional framework, institutions, political parties and ideology, elections, political cultures, religion and politics, political elites and public policy-making, grass-root citizen participation, decentralization and local politics, and the major issues that structure and inform public debate, including attitudes and policies vis-à-vis the US.

OSPPARIS 36. French Writing Workshop. 3 Units.

Offered upon request for students who have completed an Advanced French course. Focus on French writing style, enabling students to understand and master the subtleties of French writing.

OSPPARIS 40M. An Intro to Making: What is EE. 5 Units.

Is a hands-on class where students learn to make stuff. Through the process of building, you are introduced to the basic areas of EE. Students build a "useless box" and learn about circuits, feedback, and programming hardware, a light display for your desk and bike and learn about coding, transforms, and LEDs, a solar charger and an EKG machine and learn about power, noise, feedback, more circuits, and safety. And you get to keep the toys you build. Prerequisite: CS 106A.

OSPPARIS 41. EAP: Perspective, Volume, and Design. 2 Units.

Mastering the techniques of spatial representation and developing a good visualization of volume. Offered by a major studio arts school in Paris, the "Ecole d'Arts Plastiques" (EAP). Preference for Art Practice, Art History, Product Design, Architecture or STS majors or minors with good language skills. In French. May be repeated for credit.

OSPPARIS 41E. EAP: Sculpture. 2 Units.

Control of volume through use of materials such as clay or plaster in order to master three dimensioned representations. Offered by a major studio arts school in Paris, the "Ecole d'Arts Plastiques" (EAP). Preference for Art Practice, Art History, Product Design, Architecture or STS majors or minors with good language skills. In French. May be repeated for credit.

OSPPARIS 42. EAP: Drawing with Live Models. 2 Units.

Solid foundation in drawing; concepts of proportions, composition and analysis through observation. Perception of space, movement and forms. Techniques include: graphite, charcoal, chalk, pastel, watercolor, monotype, markers. Offered by a major studio arts school in Paris, the "Ecole d'Arts Plastiques" (EAP). Preference for Art Practice, Art History, Product Design, Architecture or STS majors or minors with good language skills. In French. May be repeated for credit.

OSPPARIS 43. EAP: Painting and Use of Color. 2 Units.

Different painting techniques for pictorial representation through various themes supporting the development of creativity. Offered by a major studio arts school in Paris, the "Ecole d'Arts Plastiques" (EAP). Preference for Art Practice, Art History, Product Design, Architecture or STS majors or minors with good language skills. In French. May be repeated for credit.

OSPPARIS 44. EAP: Analytical Drawing and Graphic Art. 2 Units.

Focus on observation of a model to be copied. Analysis of one aspect of a general structure while using various materials and techniques in a limited amount of time. Offered by a major studio arts school in Paris, the "Ecole d'Arts Plastiques" (EAP). Preference for Art Practice, Art History, Product Design, Architecture or STS majors or minors with good language skills. In French. May be repeated for credit.

OSPPARIS 44E. EAP. Computer Art. 2 Units.

Learn and develop efficient technique of modern graphic design. Offered by a major studio arts school in Paris, the "Ecole d'Arts Plastiques" (EAP). Preference for Art Practice, Art History, Product Design, Architecture or STS majors or minors with good language skills. In French. May be repeated for credit.

OSPPARIS 50M. Introductory Science of Materials. 4 Units.

Topics include: the relationship between atomic structure and macroscopic properties of man-made and natural materials; mechanical and thermodynamic behavior of surgical implants including alloys, ceramics, and polymers; and materials selection for biotechnology applications such as contact lenses, artificial joints, and cardiovascular stents. No prerequisite.

OSPPARIS 53. Electricity, Magnetism and Optics with Laboratory. 5 Units.

How are electric and magnetic fields generated by static and moving charges, and what are their applications? How is light related to electromagnetic waves? Represent and analyze electric and magnetic fields to understand electric circuits, motors, and generators. Wave nature of light to explain interference, diffraction, and polarization phenomena; geometric optics to understand how lenses and mirrors form images. Workings and limitations of optical systems such as the eye, corrective vision, cameras, telescopes, and microscopes. Discussions based on the language of algebra and trigonometry. An integrated version of Physics 23 and 24, targeted to premedical students who are studying abroad with integrated labs. Prerequisite: PHYSICS 21 or 21S. This course meets the STEM track requirement for the Paris Program during Winter Quarter 2019-2020.

OSPPARIS 54. The Artist's World: The Workshop, Patronage and Public in 19th and 20th Century France. 4 Units.

Synergy between artists, their workshops, patrons, models and the public in 19th and 20th century France. Weekly sessions in museums, artists' studios, and special venues within and around Paris, attempting to understand the world of the artist, and how, in many cases, this world became not only a place of refuge, but a metaphor of the artistic creation itself.

OSPPARIS 56. Exploring the City of Paris Through its Gastronomy: Past, Present and Future. 4 Units.

History and current dynamism of Paris through the prism of its gastronomic culture and topicality. Parisian districts currently witnessing rapid development due in part to the establishment of a growing number of quality-oriented and groundbreaking food businesses. This subtle gastronomic journey through the city of Paris will allow us both to understand the history of Paris, and how France's capital has sought to preserve its heritage and identity while becoming increasingly receptive to creativity, modernity and global influence.

OSPPARIS 63. Living Through War in France and its Empire: From 19th Century to the Present Time. 4 Units.

How have wars shaped the French Society? How have French men and women gone through these traumatic times, since the French Revolution until today? Beyond addressing a history of Wars per se, explore what French society represents within this context. What was the relationship between the "Citoyen-soldat" and "The Other": Women, the Colonized, the Enemy? Through this three-centuries panorama of French conflicts, gain a knowledge of both French society and the various methods and approaches to better understand the phenomenon of war, in all its universal complexity. In French.

OSPPARIS 66. FOOD CONSUMPTION & PRODUCTION. 4 Units.

How does Paris obtain its fresh food for the 8 millions meals that are served every day in the city? Where is this food produced and how is it brought to the city? What recent initiatives promote a more sustainable food system in France? These questions offer an opportunity to explore broader issues related to food systems in the urban era, rural-urban linkages, and sustainable food consumption, using Paris as a case study. The objective of this course is to better understand the food system of a large city such as Paris, with a focus on the underlying human-environment interactions. Part I of the course will focus on food production in the peri-urban areas of Paris and other regions in France. 70% of the food consumed in Paris comes from France. We will start with von Thunen's model of the central state. We will also discuss the rise of urban agriculture, with a field visit of an urban agriculture site under the municipality's "Parisculteurs" program. Part II will focus on food distribution and consumption in the city. We will discuss concepts such as agglomeration economies and supply chains. We will conduct interviews at an open-air market in Paris where «maraîchers» bring in their own production to sell. Part III will focus on recent trends to increase the sustainability of food production in France. We will discuss emerging social norms related to sustainable food and how they interact with agricultural and environmental policies in France and the European Union. This will include the rise of organic agriculture, geographical indications, various public and private eco-labeling initiatives, and attitudes toward genetically-modified crops in France.

OSPPARIS 67. INDP STDY: LAND USE IN FRANCE. 2 Units.

The following topics are proposed for an independent study: (1) Land use history in France: After centuries of deforestation, French landscapes have been reforesting for more than a century. What are the causes, and environmental and social implications of this "forest transition"? (2) Organic agriculture in France: In 2018, the cultivated area under organic agriculture in France was 20% larger than in 2015, representing nearly 6% of the total cultivated area. What explains this trend? How is the organic agriculture standard defined in Europe? What are the health and environmental benefits of organic agriculture? (3) Outsourcing ecological footprints to other continents: The environmental impacts of France's consumption within its borders are decreasing. But does it reflect a decoupling between economic activity and environmental degradation, or is it just the result of a displacement of the most polluting activities to other countries? (4) Sustainability sourcing commitments by corporate actors: A growing number of multinational corporations are making sustainability sourcing commitments. Does the country (or continent) where these companies are based or sell their products have an influence on the likelihood of making such commitments? (5) Geographical Indications (GIs) in Europe: GIs identify a good as originating from a region where a given quality, reputation or other characteristic of the good is attributable to its geographical origin. More than 6,000 of the 10,300 products that benefit from GIs in the world are produced in the European Union. What are the benefits of GIs for producers and consumers? Same as: Lambin

OSPPARIS 72. The Ceilings of Paris. 4 Units.

Seventeenth century transformation of the ceilings of Paris, private and public. Itinerary of this transformation from artists' initial drawings to their finished work. Under the guidance of the curator of 17th century French Drawings in the Louvre Museum, study the original drawings as well as the venues in and around Paris. Sites vary from the most illustrious (Versailles) to the lesser known (Hotel Lauzun). Reflection on the changing social and political aspirations as represented in these new artistic forms. Language of instruction: French.

OSPPARIS 76. From Art to Medicine: The Human Body and Tissue Regeneration. 3 Units.

Review of arts on human anatomy followed by review of modern medical knowledge on human body, disease prevention, and tissue regeneration. How interdisciplinary research (biology, engineering and medicine) is critical in advancing modern medicine. Lectures alternate with case studies and paper discussions on selected papers targeting treatment of various diseases. Develop an NIH style research proposal to solve a real-life disease problem. Introduction into the field of tissue regeneration using interdisciplinary approaches, sharpening critical paper reading and scientific writing skills, and integrating with the unique local art and research resources that Paris has to offer. In English. Students applying to the STEM/Pre-med track are expected to have taken some prior STEM courses at Stanford to demonstrate their interest and preparation for applying to this track. This course meets the STEM track requirement for the Paris Program during Winter Quarter 2019-2020.

OSPPARIS 77. Literature and Philosophy of Place. 4-5 Units.

Themes of place and displacement in literature and philosophy of the larger French-speaking world, focusing on diasporic writers. Paris as a magnet for artists and thinkers seeking freedom from restrictive environments. Contrast the experiences of characters who are at "home" and those who are "away," the anxieties of exile and of colonialism, how one person's claim on home can be another's experience of being invaded. Philosophers' analyses of the interdependence of place and identity, place and belonging, the sometimes contradictory nature of 'home,' as they pertain to the literary (fiction, essay, poetry) texts we will read.

OSPPARIS 78. Independent Studies in Human Diseases and Tissue Regeneration. 1-2 Unit.

Students who are interested to explore in on independent studies will meet with the instructor on a regular basis to develop customized studies on various potential topics on the history of biomedical research in Paris, or the role of biochemical research on driving progress in human diseases prevention, tissue repair, as well as potential impacts on future medicine.

OSPPARIS 78A. Independent Study Topics in Philosophy. 2-4 Units.

French feminist philosophy: Reading and understanding the contributions to feminist thought of Beauvoir, Wittig, Irigaray, and others.

OSPPARIS 78B. Independent Study Topics in Literary (Creative) Writing. 1-2 Unit.

Spirit of Place in Short Fiction/ Spirit of Place in Memoir. Students are invited to work with the professor developing such skills as characterization, plot, dialogue, figurative language, structure and pacing. All narratives will, of course, explore place (Paris and other parts of France) in new and interesting ways.

OSPPARIS 80. The Body, Race, and Difference in Contemporary France. 5 Units.

Using anthropological frames, students will learn to think about the body and its role in everyday life, paying particular attention to the ways that ethnicity, citizenship, race and belonging are lived and experienced in contemporary France. We will work with materials ranging from the colonial collection of human remains that were used to represent French Universalism in museum projects, to cultural artifacts acquired during the colonization of Africa (their circulation and the current debates around them), to interactive ethnographic work with current social organizations centered around the body, rights and health. Broad questions pivot on two fundamental queries: Is the differentiated body a natural fact? When and how have ethnic and multicultural discourses come into play in the cultural context of France where the political categorization of race is legally forbidden?.

OSPPARIS 82. Independent Studies Special Topics. 1-3 Unit.

All independent study topics should be arranged with the instructor and have an expectation of one meeting per week. A final 10-page paper should be the result of all independent studies. Topics include: African Health in the French Context; Culture, Medicine and the Body; Race and Universal Humanism.

OSPPARIS 91. The Future of Globalization: Economics, Politics and the Environment. 5 Units.

Economic and political impact of globalization on France and the EU and influence of France and the EU on the process of globalization. Issues of sovereignty and national identity for France; protection from versus integration into the network of globalization.

OSPPARIS 92. Building Paris: Its History, Architecture, and Urban Design. 4 Units.

The development of Parisian building and architecture from the 17th century to the present. Interaction of tradition and innovation in its transformation and its historical, political, and cultural underpinnings. Visits and case studies throughout Paris illustrate the formation of the city landscape and its culture.

OSPPARIS 103A. French Lecture Series 1. 1 Unit.

May be repeated for credit.

OSPPARIS 104A. French Lecture Series 2. 1 Unit.

May be repeated for credit.

OSPPARIS 105A. Sorbonne Lecture Series. 1 Unit.

May be repeated for credit.

OSPPARIS 122X. Europe and its Challenges Today. 4 Units.

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

OSPPARIS 180. Paris Special Topics. 1-6 Unit.

May be repeated for credit.

OSPPARIS 186F. Contemporary African Literature in French. 4 Units.

Focus is on African writers and those of the diaspora, bound together by a common history of slave trade, bondage, colonization, and racism. Their works belong to the past, seeking to save an oral heritage of proverbs, story tales, and epics, but they are also contemporary.

OSPPARIS 195A. Paris University 1. 1-6 Unit.

May be repeated for credit.

OSPPARIS 195B. Paris University 2. 1-6 Unit.

May be repeated for credit.

OSPPARIS 195C. Paris University 3. 1-6 Unit.

May be repeated for credit.

OSPPARIS 198A. International Design and Construction Project. 4 Units.

Working as part of a French team of designers and engineers, invent a new product and present it to a jury of professors from French Institutes. While engineers insure the product functions and designers insure ease of use, Stanford students additionally help assess whether product will be used locally or globally. Language of instruction: French.

OSPPARIS 199A. Directed Reading A. 1-6 Unit.

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OSPPARIS 199B. Directed Reading B. 1-6 Unit.

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OSPPARIS 199C. Directed Reading: C. 1-6 Unit.

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Overseas Studies in Santiago Courses

OSPSANTG 12S. Accelerated Second-Year Spanish, Part I: Chilean Emphasis. 5 Units.

Intensive sequence integrating language, culture, and sociopolitics of Chile. Emphasis is on achieving advanced proficiency in oral and written discourse including formal and informal situations, presentational language, and appropriate forms in academic and professional contexts. Prerequisite: one year of college Spanish, or 11 or 21B if taken more than two quarters prior to arriving in Santiago.

OSPSANTG 13S. Accelerated Second-Year Spanish, Part II: Chilean Emphasis. 5 Units.

Intensive sequence integrating language, culture, and sociopolitics of Chile. Emphasis is on achieving advanced proficiency in oral and written discourse including formal and informal situations, presentational language, and appropriate forms in academic and professional contexts. Prerequisite: 11 or 21B within two quarters of arriving in Santiago, or 12 or 22B.

OSPSANTG 14. Women Writers of Latin America in the 20th Century. 4-5 Units.

Key figures in poetry, narrative fiction, theater, and testimonio, such as Mistral, Garro, Lispector, Poniatowska, Valenzuela, Eltit and Menchú. Close reading technique. Issues raised in literary texts that reflect the evolution of the condition of women in Latin America during the period. Topics include gender differences and relationships, tradition versus transgression, relationship between changes in the status of women and other egalitarian transformations, and women writers and the configuration of literary canons.

OSPSANTG 20. Comparative Law & Society: Conflicts in the Structuring of Democratic Polities across Latin America. 4-5 Units.

This course examines how different democratic polities with their own distinct, historically rooted traditions have used the law to promote shared goals of liberty and equality. Chile is widely seen as an exemplar in the successful deployment of law to enable the transition from an authoritarian to a democratic society. Topics include: how history has shaped inherited legal institutions and concepts across Latin America, Europe, and the United States; constitutional review; administrative regulation; criminal justice; debates over free speech, as well as ongoing struggles to promote racial, ethnic, and gender equality. Visits to a number of key sights: the Museo de la Memoria y los Derechos Humanos; the Universidad de Chile; and the Tribunal Constitucional de Chile.

OSPSANTG 23. Topics in Literature of the Americas. 1-2 Unit.

Students may choose from the following topics: Roberto Bolaño and the Legacies of 1968, Amuleto (1999) Junot Díaz's Global Dystopias. Students meet with faculty member to select a set of readings. Regular meetings to review progress. Both topic courses on Roberto Bolaño and Junot Díaz as prisms of globalization and world literature, as sources of the heteronomy of literature, and as literary archives.

OSPSANTG 29. Sustainable Cities: Comparative Transportation Systems in Latin America. 5 Units.

Energy and environmental challenges resulting from the growing size and complexity in Latin American cities. Key issues: way in which public authorities deal with the dynamics of urban growth and complexity; related environmental and energy issues, particularly related to different public transportation models. Systemic approach as seen in Curitiba, Bogotá, Santiago, and Medellín. Analysis centering on different approaches used to tackle these related issues; different institutional strategies.

OSPSANTG 30. Short Latin American Fiction of the 20th Century. 4-5 Units.

Introduction to short narrative fiction produced in Latin America during the 20th Century. Key features of the short story genre, as defined by Chekhov in the 19th Century and redefined by Kafka and Borges in the 20th Century. Main literary movements of the period in Latin America, including Regionalism, Social Realism, the Avant-Garde, the Boom of the 1960s and Magical Realism, the Post-Boom, etc. Close reading course with strong emphasis on analysis and discussion of the required texts. Readings placed in the context of the main developments in Latin American history and culture in the period.

OSPSANTG 33. Spanish Language Tutorial. 2 Units.

Prerequisite: two years of college Spanish or equivalent placement. May be repeated for credit.

OSPSANTG 40. Academic Internship. 2 Units.

May be repeated for credit.

OSPSANTG 44. Introduction to Borderlands Literature of the Americas. 3-5 Units.

Comparative dialogue regarding a variety of perspectives from Chicano/a and Latin American literary studies. Examine autobiographies, fiction, and cultural productions from writers such as Roberto Bolaño (2666), Yuri Herrera (Señales que precederán al fin del mundo), Gloria Anzaldúa (Borderlands/La Frontera), Sara Uribe (Antígona González), Américo Paredes (The Hammon and the Beans), Sandra Cisneros (La casa en Mango), and Helena Viramontes ("The Cariboo Café"). Also focus on the Chilean dictatorship novel Nocturna de Chile by Roberto Bolaño and the Dominican dictatorship novel The Brief Wondrous Life of Oscar Wao by Junot Díaz.

OSPSANTG 46. FORMAL ORGANIZATIONS. 3-5 Units.

Formal organizations are ubiquitous in contemporary societies, such as firms, schools, hospitals, and government agencies. They educate us, manage our financial accounts and structure our daily routines, and they distribute resources, status, and opportunities among social groups. This course introduces dimensions and aspects of formal organizations and basic concepts and theoretical logics for analyzing them. A multidisciplinary approach is adopted to understand organizational phenomena, with special attention to complementary perspectives drawn from economics, psychology, and sociology. Organization research literature and specific cases, especially those in a comparative perspective, are used to illustrate the applications of the analytic models and concepts in the real world of organizations.

OSPSANTG 56. Cultural Literacy: Chile. 2 Units.

This mandatory course (2 units) provides students with essential elements to understand the history, politics, and culture of modern Chile. In addition to readings, there will be discussions of films and literature. Field trips will include visits to the General Cemetery, the Museum of Memory, Pablo Neruda's house in Isla Negra, and street art from Barrio Yungay. Field trips to Cerro San Cristobal to explore conservation issues will also be included.

OSPSANTG 57. Sexual and Reproductive Health Rights and Public Policy in Chile. 5 Units.

This course aims to provide an overview of the relationship between public policies, sexual and reproductive health, gender and social determinants of health within the framework of people's rights in Chile, a country has only recently taken on the issues. Projects include group projects, reading controls and a final paper. Instructor: Claudia Dides.

OSPSANTG 58. Global Change in Chile. 5 Units.

Physical, ecological, and human geography of Chile. Perceptions of the Chilean territory and technologies of study. Flora, fauna, and human adaptations to regional environments. Guest lectures; field trips; workshops.

OSPSANTG 62. Topics in Chilean History. 4-5 Units.

Independent study topics concerning any aspect of Chilean history such as independence and nation building, social and economic development, ideas and culture, dictatorship and democracy. Research paper based on primary and secondary sources.

OSPSANTG 67. Patagonia in Literature and Film. 5 Units.

The course will explore the cultures and histories of Patagonia through literature and film, including historical documents, travel literature, poetry, historical and contemporary short stories and novels, narrative and documentary films to help students become acquainted with the unique geography, heritage and contemporary life of the region. The familiarization with and open discussions around these materials will complement instruction in situ during an extensive visit to Patagonia.

OSPSANTG 68. The Emergence of Nations in Latin America. 4-5 Units.

Major themes of 19th-century Latin American history, including independence from Spain, the emergence of nation states, and the development of a new social, political, and economic order.

OSPSANTG 71. Santiago: Urban Planning, Public Policy, and the Built Environment. 5 Units.

Santiago's growth and development over time and in comparison to other mega cities in the world; impact of urban highways on the built environment; shopping malls and the development of new urban sub-centers. Topics: brief history of the city, from 1541 to 1940; urban development since 1940; the 1960 Inter-communal Urban Plan; planning and the configuration of modern Santiago; housing policy as an instrument to combat poverty; social housing policy and Santiago's built environment.

OSPSANTG 79. Topics in European Legal History. 1-2 Unit.

This is an independent study/reading course that explores such core topics in European legal history as (1) the Roman-canon law tradition; (2) the history of constitutionalism (16th-century to present); (3) the rise of modern natural law and codification; (4) absolutism and the rise of the centralized, administrative state; and (5) Enlightenment and revolution. We will meet once per week to discuss readings. Students who wish to take the course for 2 units have the option of also writing four response papers to the readings (as detailed above).

OSPSANTG 85. Marine Ecology of Chile and the South Pacific. 5 Units.

Relationships among physical processes in the ocean, biological productivity, and the exploitation of resources by high-trophic-level predators including human beings. Characterization of ecological patterns; identification of processes operating on marine systems. Open ocean ecosystems, intertidal and benthic regions of the world's oceans, and ecological research developed along coastal regions, focusing on Chile's 4,000 km coastline.

OSPSANTG 102S. Composition and Writing Workshop for Students in Santiago. 3-5 Units.

Advanced. Writing as craft and process: brainstorming, planning, outlining, drafting, revising, style, diction, and editing. Non-Spanish majors or minors may choose topics related to their studies. Prerequisite: SPANLANG 13C, 13R, 13S, 23B, or equivalent.

OSPSANTG 116X. Modernization and its Discontents: Chilean Politics at the Turn of the Century. 5 Units.

Chile's strides towards becoming a developed country have engendered high levels of alienation and disaffection among significant sectors of the population. The roots of this apparent paradox of modernization, focusing on newly emerging actors in the Chilean political scene: Mapuche organizations, women's groups, the environmental movement, and new features of the established ones like trade unions and human rights activists.

OSPSANTG 118X. Artistic Expression in Latin America. 5 Units.

Elite, mass-media, and popular cultural changes in Chile under conditions of economic and political liberalization. The reception of cultural meanings from the center of the world social system (U.S., EU, and Japan), reformulation to respond to local conditions, and export in the shape of cultural artifacts. Innovative elements rooted in the regional and local culture.

OSPSANTG 119X. The Chilean Economy: History, International Relations, and Development Strategies. 5 Units.

The Chilean economy in five stages, taking into account: the international economic position of Chile; internal economic structures closely related to the inherited historical conditions and to the changing international economic position of the country; and the economic strategies prevalent during the period and the concrete development policies conducted by government authorities.