THINKING MATTERS
EXPANDING AND TRANSFORMING THE WAYS YOU THINK

Liberal Education at Stanford in the Freshman Year

2014–15 Thinking Matters Catalog

Stanford
Class of 2018
Find the questions that captivate you, and I promise that you will discover your path to a creative and fulfilling education. Each of the Thinking Matters courses here asks important and enduring questions and will show you how such questions are tackled at a university. I urge you to embrace these and other exciting opportunities in your freshman year to explore, to get inspired, and to create your own vision for the next four years and beyond.

—Harry Elam,
Freeman-Thornton Vice Provost for Undergraduate Education
Olive H. Palmer Professor in the Humanities
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ANY QUESTIONS?
website: http://approaching.stanford.edu
e-mail: approaching@stanford.edu
phone: (650) 723-7674

HOW TO USE THIS COURSE CATALOG
   • Read the descriptions of the Thinking Matters, ESF, ITALIC, SIMILE, and SLE courses and programs.
   • Rank your preferences for your Thinking Matters requirement by filling out Form 4, online at approaching.stanford.edu
   • Make sure you have submitted this form, as well as the remainder of your forms, online, by 5:00 pm, Thursday, June 5.

TO LEARN MORE ABOUT THE PROGRAM
https://thinkingmatters.stanford.edu

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Building a Solid Foundation

You have embarked upon undergraduate study at Stanford, a research university where we give high priority to liberal education. Practically speaking, this means that you are expected to explore fully your potential academic interests and to develop the qualities of mind necessary for success in whatever specialized studies you might undertake. A liberal education enables you to make connections across many fields of study that will inform your intellectual work and life.

In the first year, therefore, we ask you to build your own solid foundation. One way is by taking at least one course each quarter especially designed for freshmen — such as Thinking Matters, Freshman Seminars and PWR1 — to accomplish these dual goals of exploration and development. You should craft a combination of courses into a freshman-year plan that reflects your individual needs and aspirations and also lays the groundwork for your future academic achievements.

Why Thinking Matters?

For more than 90 years Stanford has introduced incoming classes to the intellectual life of the university through required courses suited to the distinctive character and needs of freshmen. Thinking Matters courses foreground significant and enduring questions and approach them from multiple perspectives. In high school, you spent a great deal of time providing answers to questions with a ‘right answer’ like those on the SAT exams. In Thinking Matters, our main goal is to help you develop the ability to ask rigorous and self-reflective questions that will lead to solutions for real-life problems. Thinking Matters courses emphasize, through lectures, seminars and tutorials, collaborative ways to approach solving problems and understanding issues.
Flexibility, Choice and Practice

Learning to make good academic planning decisions takes practice, lots of practice. Choosing among so many different options for fulfilling your *Thinking Matters* requirement is the first of what will certainly be many challenging decisions about courses to take during your Stanford career. For most of you, a prescribed high school curriculum gave you little opportunity to develop these skills. We encourage you to use the *Thinking Matters* ranking process in Approaching Stanford to pay attention to how you make choices: Do you follow your gut reaction? Do you conduct background research and apply a rational approach? Do you develop your preferences in conversations with others or alone? In the end, through some combination of these strategies, you will find several *Thinking Matters* options that will arouse your curiosity and attract your interest. Obviously, there is no single right choice so we ask that you practice the art of self-questioning toward the goal of developing a reflective self-awareness. This will serve you well.

How to Use This Catalog

1. Each section of the catalog is organized by your *Thinking Matters* options: ILE; ESF; or Autumn, Winter or Spring *Thinking Matters* courses.

2. Read through all of the descriptions and pay attention to the major questions asked by each program or course, the kinds of topics and materials that will be covered, and the kind of work you will be asked to do. Please refer to the Indices to identify specific fields of interest, and use the page provided at the beginning of each quarter to note your choices.

3. Challenge yourself! In narrowing your choices, ask yourself: Am I drawn to studying what is already familiar or what is unknown to me? How will I be examining my assumptions about living my life and understanding the world? Why is this topic important to me?

4. Use the WAYS table on page 8 to help guide your decision. Consider taking two or more *Thinking Matters* courses as a means to fulfill your WAYS requirements.

5. Share your proposed list of courses with others and ask for their thoughts.

6. Don’t worry. You will have the opportunity to change your initial choices if your interests change or your schedule conflicts.
Among the decisions you must make before completing Form 4 is whether to select a stand-alone *Thinking Matters* course or a course—or set of courses—that integrates the *Thinking Matters* requirement with the Writing and Rhetoric Requirement and/or various WAYS requirements. This catalog provides descriptions for all the courses and programs that satisfy the *Thinking Matters* requirement, and you should use it to guide your ranking of six course preferences per quarter that you will enter on Form 4 of Approaching Stanford. Below are outlined three options for fulfilling your *Thinking Matters* requirement.

**Option 1: Residential Integrated Learning Environments (ILEs)**

By integrating the academic and residential experience, ILEs offer a comprehensive approach to liberal education across the entire year. One of the stated aims of residential education is to help students connect their curricular and residential lives, to create a culture in which ideas and inquiry are a part of the daily fabric of life.

**Structured Liberal Education (SLE)** offers the experience of a small liberal arts college to about 100 freshmen each year who live in the residence where the classes meet. Faculty from across the university give SLE lectures in the dorm and often join students for dinner afterward. Founded in 1974, SLE integrates the study of humanities, classics, and writing instruction and satisfies both the *Thinking Matters* requirement and the Writing and Rhetoric Requirements (PWR1 and PWR2) and multiple WAYS requirements. This is a three-quarter course sequence so you must rank it as #1 on the Autumn and Winter and Spring course lists on Form 4 if you want to be considered for this option.

**Immersion in the Arts: Living in Culture (ITALIC)** is a residence-based program built around a series of big questions about the purposes of art and its unique capacities for intellectual creativity. It fosters close exchanges among faculty, students and guest artists in class, over meals and during excursions to arts events. ITALIC satisfies the *Thinking Matters* requirement, PWR1, and multiple WAYS requirements. This is a three-quarter course sequence so you must rank it as #1 on the Autumn and Winter and Spring course lists on Form 4 and complete Form 10 if you want to be considered for this option.

**Science in the Making Integrated Learning Environment (SIMILE)** is an intensive residential program in which students learn to approach science, technology, and medicine in their historical, cultural, and social contexts. This program offers a lively community for students who are passionate about history as well as science and who want to understand these two subjects together. Lectures and discussions take place in the dorm and are complemented by hands-on tutorials, field trips, and guest speakers as well as informal conversations among faculty and students. SIMILE satisfies the *Thinking Matters* requirement, PWR1, and multiple WAYS requirements. This is a three-quarter course sequence so you must rank it as #1 on the Autumn and Winter and Spring course lists on Form 4 and complete Form 10 if you want to be considered for this option.

**Option 2: Education as Self-Fashioning**

The Education as Self-Fashioning (ESF) program is offered only in Autumn quarter and satisfies the *Thinking Matters* and the PWR1 requirement, and at least one WAYS requirement. ESF is a set of linked seminars related to the general theme expressed in the course title. Five seminars – each with a different focus – meet separately as small classes led by the faculty; all ESF students also come together for a plenum session or large lecture each week. Each seminar coordinates writing instruction with the course theme in specially designated writing sections. If you rank ESF among your choices in Autumn quarter on Form 4, please be sure to rank-order the individual seminars on Form 5.
Option 3: Individual Thinking Matters Courses

Thinking Matters courses are meant to develop your ability to ask questions and articulate problems in ways that are unique to you and your experience. You will find yourself asking questions that you may never have thought to ask or in ways that you had never asked them before. The forms of inquiry and objects of study in Thinking Matters are diverse, from interpreting the work of James Baldwin to studying the universe to assessing just war theory, but they are all concerned with the how and why as much as the what of knowledge.

We will use your ranked preferences to reserve space in one of your favorite (i.e. top two) Thinking Matters courses in either Autumn or Winter or Spring. In other words, we want to ensure that you will fulfill the one-course Thinking Matters requirement with one of your highest-ranked choices. Students are encouraged to go beyond the requirement and take additional Thinking Matters courses to fulfill various WAYS requirements.

Structure of Thinking Matters courses

1. Lectures ranging from 40 to 120 students are taught by Stanford faculty from a range of humanities, science, engineering and social science fields as well as the Schools of Law, Earth Sciences, and Medicine. Students engage with professors, ask questions and experience new forms of inquiry.

2. Small discussions sections are led by post-doctoral fellows who have been chosen in a highly competitive national search. Students learn to think through a problem collectively and debate ideas with other highly-motivated Stanford students.

3. Tutorials with post-doctoral fellows offer personalized attention to students individually and in small groups. This allows students to receive in-depth feedback on their assignments and projects as well as develop the habits of mind that lead to independent and original thinking.

Choosing your Thinking Matters Courses

A foundational principle of Thinking Matters courses is that there are multiple perspectives on any question, and we encourage you to take a similar approach in listing your course preferences. There are at least 7 Thinking Matters courses offered each quarter, and you will take one to fulfill your freshman requirement. On Form 4, we ask you to rank six courses per quarter, including Education as Self-Fashioning (ESF) and the Integrated Learning Environments (ITALIC, SIMILE and SLE), all of which satisfy the Thinking Matters requirement. We will reserve one space for you in one of your top choices. More than 95% of students receive their first or second choices.

Courses serve both as a means to satisfy the Thinking Matters requirement and as a way to fulfill the WAYS requirements. Each quarter you can add another Thinking Matters course if you want to enroll in multiple courses throughout the year.

STEPS TO TAKE IF YOU CHOOSE:

OPTION 1: Residential Integrated Learning Environments

1. On Form 4, rank one or more ILEs as 1, 2, or 3 in Autumn, Winter, and Spring.
2. On Form 9, rank the corresponding housing choice (Burbank or East Florence Moore) as 1.
3. Be sure to complete Form 10 if you are interested in the ITALIC or SIMILE program.

OPTION 2: Education as Self-Fashioning

1. On Form 4, rank ESF as one of your top 5 choices in Autumn quarter.
2. On Form 5, rank individual ESF seminars.

OPTION 3: Thinking Matters Courses

1. On Form 4, rank your top 6 choices in Autumn, Winter, and Spring of individual Thinking Matters Courses.
### Thinking Matters and the WAYS

#### About the WAYS

*Thinking Matters* provides an excellent approach to satisfying the WAYS breadth requirements. You will have more room in your schedule during sophomore, junior and senior year if you take two or more *Thinking Matters* courses in several WAYS areas.

Please visit ways.stanford.edu for more information.

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Autumn, Winter, and Spring Quarter
Residential Integrated Learning Environments

- Immersion in the Arts: Living in Culture (ITALIC)
- Science In the Making Integrated Learning Environment (SIMILE)
- Structured Liberal Education (SLE)
ITALIC is a residence-based program built around a series of big questions about the historical, critical, and practical purposes of art and its unique capacities for intellectual creativity, communication, and expression. This year-long program fosters close exchanges among faculty, students, and guest artists and scholars in class, over meals, and during excursions to arts events. We trace the challenges that works of art have presented to categories of knowledge—history, politics, culture, science, medicine, law—by turning reality upside-down or inside-out, or just by altering one’s perspective on the world. The arts become a model for engaging with problem-solving: uncertainty and ambiguity confront art makers and viewers all the time; artworks are experiments that work by different sets of rules. Students will begin to understand and use the arts to create new frameworks for exploring our (and others’) experience.

ITALIC is a rich mix of students from a wide range of academic interests including the sciences, pre-med, engineering, computer science, and the humanities, as well as music and the visual arts. Previous art experience is not necessary, but facility in one or more art forms is welcomed. For students who already enjoy working with visual media, sound and music, film and theater, digital art and comics, ITALIC provides a stimulating environment for expanded work and a place to deepen one’s art fluency. ITALIC is about grounding the ways art already exists in one’s life, and gaining new expertise in exploration, experimentation, and creativity across a diversity of artistic and academic disciplines.

Residence-Based Learning
All lectures, sections, arts workshops, guest talks, and student creative work take place in a cluster of on-site seminar and practice rooms dedicated to Burbank residents. Through a series of close readings and analyses of canonical works of theatre, film, dance, music; and visual arts as well as street art, comics, magic shows, and popular culture, freshmen will live and learn together in Burbank Hall. ITALIC shares living and working spaces with another ILE program, SIMILE, which is organized around the history of science. (See pp. 12-13.) Some collaborative events and projects between the two programs will encourage an interchange between science and art.

A Year-Long Exploration of the Arts and Their Place in Our World
At the center of the ITALIC experience will be a three-quarter course sequence.

Autumn Quarter:
Why Art?
What does our brain do when it engages with a painting or a song? How does a movie create its sense of immersive excitement? How do artists work with different materials, and how is their work appropriated by artists working in different traditions?

Selected Course Material and Artists
Aristotle, Poetics; John Cage, Silence; Leo Tolstoy, “What is Art?”; Jonathan Berger, The Rhythmic Brain; John Dewey, Art as Experience; Maurice Merleau-Ponty, The World of Perception, Art and Visual Perception; Roger Copeland, Merce Cunningham; Mike Mignola, Hellboy

Winter Quarter:
Gravity and Levity
How does art engage with issues in the world in ways both weighty and playful? How do we make sense of the ways that the horrors of war give us, for example, Picasso’s massive Guernica painting, but also the musical On the Town?

Selected Course Material and Artists
Mikhail Bakhtin, Rabelais and His World; George Balanchine; Susan Sontag, “Against Interpretation”; Igor Stravinsky and Vaslav Nijinsky, Rite of Spring; Tristan Tzara’s Third Dada Manifesto; Marcel Duchamp, Fountain; Dmitri Shostakovich, Symphony No. 7; Benjamin Britten, War Requiem; Richard Pryor, Live.
Spring Quarter:
Why NOT Art?

When is art perceived as a danger to society, how has it been regulated? How do we make sense of art when it crosses the boundary into things that are not traditionally considered art? What is the relationship between art and science or art and design or art and popular culture?

Selected Course Material and Artists
The Degenerate Art Show of WWII; Terry Riley, In C; Ai Weiwei; Jeff Chang, Can’t Stop, Won’t Stop: A History of the Hip Hop Generation; Ivan Brunetti, Cartooning: Philosophy and Practice; Michel Foucault, Discipline and Punish; Audrey Shafer, Sleep Talker: Poems by a Doctor/Mother.

A World of Art, and the Arts on Campus
ITALIC students experience the performing arts in the Bay Area and on campus. The program provides tickets to ballets, operas, concerts, as well as to museums and gallery visits. Artists will be invited to Stanford, not only to perform, but to meet and dine with the students of ITALIC. Collaborations with the Cantor Art Museum and the Bing Concert Hall are part of the experience. ITALIC students will also have a voice in the kinds of activities they’d like to see represented.

ITALIC OVERVIEW
Residence:
Burbank (shared with SIMILE students, within all-frosh Stern Hall)

Students: 44

Weekly Structure:
• 75 minutes of lecture twice per week
• Two 50-minute small-group discussions
• Two 110-minute writing sessions (one quarter per year)

Units: 16
• 4 in two quarters; 8 in the quarter with intensive writing instruction

Requirements fulfilled:
• Thinking Matters
• PWR 1
• Aesthetic and Interpretive Inquiry (Two Courses)
• Creative Expression
• Engaging Diversity

Foundation for Undergraduate Education:
ITALIC develops critical reading, writing, and speaking skills that prepare students for excellence in their subsequent studies. Students receive individualized writing instruction all year long from ITALIC instructors. In seminars, students learn effective ways of contributing to discussions and of disagreeing with fellow discussants in a respectful and productive way. We want to create an environment that fosters intellectual energy and high levels of achievement. We hope our students will bring this energy to their later classes and will continue their achievements by pursuing honors and research grant funding at Stanford.

Jonathan Berger (Music)
Professor Berger is the Denning Family Provostial Professor in Music. His work (at Stanford’s Center for Computer Research in Music and Acoustics) elides music composition and research on the perception and cognition of music.

Scott Bukatman (Art and Art History)
Professor Bukatman teaches in the Film and Media Studies Program, and his research highlights the ways in which popular media (film, comics) and genres (science fiction, musicals, superhero narratives) mediate between new technologies and human perceptual and bodily experience. His latest book is The Poetics of Slumberland: Animated Spirits and the Animating Spirit, and it makes a great gift.

Janice Ross (Theater and Performance Studies)
Professor Ross works in Dance Studies, with a particular interest in the social and cultural importance of dance historically and in the contemporary moment. Her research interests include Dance in Prison and Ballet in Soviet Russia, subjects that have more in common than one might think.
SIMILE is an intensive residential program in which students learn to approach science, technology, and medicine in their historical, cultural, and social contexts. When did what we define as science begin? How did it develop? And what might it become in the future? This program offers a lively community for students who are passionate about history as well as science and who want to understand these two subjects together.

Exploring the history of science
In SIMILE, students grapple with the great thinkers and practitioners of science, medicine, and technology from antiquity to the present. However, this is not a science course. You will study the sciences as elements of changing cultures, integral to the fabric of human history. Like many history classes, SIMILE focuses on critical reading, written expression, and contextual analysis, encouraging students to understand science from a humanistic perspective. Lectures and discussions take place in the dorm and are complemented by hands-on projects, field trips, and guest speakers as well as informal conversations among faculty and students.

Across the year, students will examine rich and well-chosen case studies mapped in time and space. They will explore how past societies identified, explained, and worked to solve important scientific and technical problems. For instance, the question of how to map the heavens also begs the question of why. What does a society do with this knowledge? How do they accumulate, interpret, and transmit it? And what do other societies do with this knowledge as it crosses borders?

Representative authors and readings

Autumn Quarter:
Inventing Science, Technology, and Medicine

Winter Quarter:
Scientific Revolutions

Spring Quarter:
Science in the Making: Worlds of Power, Promise, and Denial

Learning by Thinking and Doing
SIMILE is a yearlong program, with students living and learning together in Burbank House, part of the freshman complex Stern Hall. All lectures, small-group discussions, and presentations by invited experts take place in the dorm, which facilitates informal conversations among faculty and students. Learning is enriched through hands-on projects and field trips. Understanding ancient scientific instruments, historical experiments, and the ingredients that gave birth to modern technologies gives students a deep appreciation of how knowledge is made by doing as well as by thinking. Many of the hands-on activities make use of the Collaboratorium, one of the dorm spaces custom-built for SIMILE and ITALIC. These specially equipped rooms are also available to students working on independent projects.
Foundation for Undergraduate Education

SIMILE students grapple with a set of profound questions as relevant today as in antiquity: How do scientific worldviews explain body, nature, and cosmos? What compels human societies to push beyond the frontiers of knowledge of any given time? Why do we accept some new ideas quickly, while others inspire our reaction and opposition? Above all, why has science been so successful — what, in the final analysis, makes it possible for us to discover truth and to transform the world around us?

Students emerge from the year-long experience in SIMILE knowing how to think historically about science, medicine, and technology. They will have a subtle and sophisticated understanding of science, as entwined with the philosophies, religions, literatures, and arts of the worlds in which science was created.

Is SIMILE the right choice?

SIMILE is designed to appeal to several different kinds of students who might not otherwise find themselves in the same conversation. It is designed for the potential scientist, engineer, or pre-med interested in understanding these fields historically; it is equally designed for the humanities or social science student who wants to understand science, technology, and medicine as social, cultural, and historical phenomena. Last but not least, it is designed for students who are fascinated with both the humanities and sciences and who do not wish to choose between them. In all instances, this is a program designed for students looking for a challenging and cohesive humanities program as the bedrock of their freshman experience.

Paula Findlen (History)

Professor Findlen probably became a historian of Renaissance science when she developed an uncommon passion for Leonardo, and realized that this was a perfect way to combine her interest in science, art, history, and Italian. She has written on the origins of science museums, the emergence of natural history, women in science, and the controversies about science and religion surrounding the trial of Galileo.

Tom Mullaney (History)

Professor Mullaney ventured unknowingly into a beginning Chinese language class as a freshman at Johns Hopkins and never left. He works on a variety of 19th and 20th century topics, including the history of modern Chinese science, the history of ethnic minorities in China, and the history of Chinese-language information technology.

Reviel Netz (Classics)

While studying Ancient History for his BA in Tel Aviv University, Professor Netz came to be passionately gripped by doubt: how do we know all of this? Instead of seeking treatment, Reviel became a historian of science. Along the way he became the editor of the works of Archimedes (the greatest scientist of antiquity) and wrote books that range from Hebrew poetry to animal rights.

Robert Proctor (History)

Professor Proctor was born in Texas, the grandson of a Klansman. Later improvements came from a diet of John Dewey’s liberalism and Veblenian heterodox economics. History of Science is a love he found while searching for a way to study a little bit of everything; specialties include human origins, agate aesthetics, Nazi medicine, and the history of ignorance. He’s also written on tobacco, cancer, and the mysteries of how to interpret the oldest human tools.

Jessica Riskin (History)

Professor Riskin wanted to major in at least three different things in college, including history, physics, AND philosophy, but discovered that a lot of the courses she wanted to take actually added up to a major called history of science. Professor Riskin is finishing a book about the history of mechanical explanations of living creatures: attempts to understand animals and human beings as mechanisms like clocks or automatic organs or electronic computers.

SIMILE OVERVIEW

Residence:
Burbank (shared with ITALIC students, within all-frosh Stern Hall)

Students: 44

Weekly Structure:
• 75-minutes of lecture twice per week
• Two 50-minute small-group discussions
• Two 110-minute writing sessions (one quarter per year)

Units: 16
• 4 in two quarters; 8 in the quarter with intensive writing instruction

Requirements fulfilled:
• Thinking Matters
• PWR1
• WAYS: Please see explorecourses.stanford.edu
Structured Liberal Education (SLE)

Structured Liberal Education (SLE) is a challenging and supportive year-long program that offers entering students a coherent path through the freshman experience. The small student population, the residential setting, and the renown of the faculty have, for 40 years, combined to make SLE the college experience within the university.

Residence-based Learning
SLE freshmen live and learn together in the three houses (one freshman and two 4-class) within East Florence Moore Hall, where they are mixed with about an equal number of non-SLE freshmen and upperclass students. All the SLE lectures, small-group discussions, salons, films, and plays take place in the residence’s lounges and classrooms. The physical concentration of SLE activities fosters close relationships among students as well as between students and instructors. Freshmen in SLE develop friendships that sustain them throughout their college years as well as an attachment to the SLE program that keeps them coming back as sophomores, juniors, and seniors to serve as writing tutors and mentors.

Intellectual Community
SLE draws students into a life of ideas in an atmosphere that emphasizes critical thinking and interpretation. SLE’s year-long chronological structure, extending from the ancient world to the present, offers students a broad and deep engagement with the ideas that have shaped our world. Shared readings promote vigorous exchange in the classroom setting, in the dining room at mealtime, and in the dorm late at night. Each week culminates either with a salon, in which a faculty member discusses with SLE students the resonances in our world of issues they have encountered in their readings, or with a film chosen as a commentary on the written texts studied in lectures and discussion sections.

Distinguished visitors to campus often come to SLE for tea or pizza lunch with students. Recent visitors have included the former prime minister of Norway, Gro Harlem Brundtland, Senator Russ Feingold, writers Tim O’Brien and Sebastian Junger, and poet Louise Glück. Special events take SLE to San Francisco for the Opera, museums, and theater. In addition, each quarter students organize and produce a play, which not only concludes the term with great fun for everyone but also offers an additional vantage point for viewing the period under study.

Preparation for the undergraduate career
More intensively than any other program for entering students, SLE develops critical reading, writing, and speaking skills that prepare students for excellence in their subsequent studies. Students receive individualized writing instruction all year long from SLE instructors and upper-class writing tutors. In seminars, students learn effective ways of contributing to discussions and of disagreeing with fellow discussants in a respectful and productive way. As a consequence, SLE students are remarkable for the intellectual energy they take to their later classes and are regularly over-represented among undergraduates winning academic honors and research grant funding at Stanford.

The SLE workload is approximately equal to two Stanford courses each quarter, so it constitutes a significant portion of a student’s academic load (students enroll in SLE for the entire year). Students take two to three additional courses each quarter, so they have no difficulty combining this coherent program of liberal education and skills development with courses in any sector of the university. SLE students go on to major in all the academic disciplines, from engineering to social sciences to humanities, so some are doing SLE with calculus and chemistry while others are doing SLE with introductory economics, foreign language, and history.

SLE OVERVIEW
Residence:
East Florence Moore
Students: 90
Weekly Structure:
• 3 hours of lecture (Tuesday afternoon and evening and Wednesday afternoon)
• 4 hours of small-group discussion (Wednesday and Thursday, late afternoon)
• Weekly film series (Thursday)
Units: 24
• 8 each quarter
Requirements Fulfilled:
• Thinking Matters
• PWR 1 and PWR 2
• WAYS
  • Aesthetic and Interpretive Inquiry (2 courses)
  • Engaging Diversity
  • Ethical Reasoning
Students envisioning a science or engineering major will gain in SLE a broad and coherent view of literature, philosophy, and the arts that they otherwise would be required, by the university’s graduation requirements, to pick up in unrelated courses. Students envisioning a major in humanities or social sciences will gain an incomparable foundation for more advanced study. Because the thrice-weekly lectures are given by faculty members drawn from the various humanities and social science departments, students end the year having become acquainted with some 70 professors, which is an invaluable aid to selecting follow-up classes and even to choosing one’s major.

Because SLE stretches across three quarters and involves the workload of a double-course each quarter, it fulfills numerous requirements that all Stanford students must satisfy in order to graduate. As a consequence, students who enroll in SLE not only receive optimal instruction in classic works of philosophy and literature but also gain greater choice and flexibility in the sophomore, junior, and senior years because they have met so many of the university’s requirements in the first year.

Is SLE right for you?
If you were to ask alumni of the SLE program what they value most about the experience, the top three answers would be: the opportunity to study great works with some of Stanford’s finest faculty members and in the company of their peers, the many conversations that take place outside of class (whether over a meal or in the hallways late at night), and the dramatic improvement in their writing because of SLE’s intensive, three-quarter approach to writing development. If you find yourself attracted to the residential learning experience and the great books curriculum, then SLE may be right for you. SLE students go on to major in all disciplines in the university, with roughly a third of each class going into the three main fields of study at Stanford: humanities, social sciences, and science or engineering.

(Note to varsity athletes: Because of conflicts between practice schedules and the SLE class schedule, varsity athletes are not able to take SLE.)

Joshua Landy
Joshua Landy is the Andrew B. Hammond Professor in French and Comparative Literature, co-director of the Literature and Philosophy Initiative, and the Director of Structured Liberal Education. His most recent work deals with issues of self-knowledge, self-deception, and self-fashioning in Proust, and, more broadly, with explorations of texts that function as training-grounds for mental capacities.

Representative authors and readings
(not a complete listing)

**Autumn Quarter:**
Homer, Sappho, Plato, Aristotle, Greek tragedy, Hebrew Bible, Zhuangzi, Confucius, Virgil, New Testament

**Winter Quarter:**
Augustine, Dante, Boccaccio, Machiavelli, Don Quixote, Descartes, Montaigne, Shakespeare, Rousseau, Flaubert

**Spring Quarter:**
Marx, Nietzsche, Dostoyevsky, Freud, Eliot, Woolf, Kafka, Brecht, Beauvoir, Sartre, Fanon, Salih

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Autumn Quarter:
Education as Self-Fashioning

The Active, Inquiring, Beautiful Life

The German Tradition of *Bildung* or How to Become a Global Citizen

Recognizing the Self and its Possibilities

The Transformation of the Self

The Wind of Freedom
Education as Self-Fashioning

Let [the student] be asked for an account not merely of the words of his lesson, but of its sense and substance, and judge the profit he has made by the testimony not of his memory, but of his life.

— Montaigne

What is the meaning and purpose of a liberal education?

Education as Self-Fashioning is a unique opportunity offered only in the Autumn quarter, since its aim is to introduce entering students to a liberal education. The courses provide you with an opportunity to work closely with a faculty member in a seminar-style setting while simultaneously completing your first-year writing requirement. In Education as Self-Fashioning, we consider writings about education by intellectuals working in various fields, with the aim of articulating different ways that education can be used to structure one’s thinking, one’s self, and ultimately one’s life as a whole. You will grapple with this issue in dialogue with fellow students and faculty from across a wide range of disciplines.

The three components of ESF are described below. ESF counts as a 7-unit course.

1. **A seminar** with a faculty member that meets once per week for at least 75 minutes. Participating students will enroll in one of these, taught by a faculty member from the featured discipline (or disciplines, in the case of team taught seminars).

2. **A section** with a writing instructor that meets for sessions of 110 minutes twice per week. The discipline of writing plays a central role in the process of fashioning yourself as you liberally educate yourself. Writing is a means of understanding what you have read, of thinking for yourself, and of developing a coherent set of aspirations and values. All ESF courses are writing intensive for these reasons.

3. **A lecture series** that will meet once per week featuring prominent intellectuals (from Stanford or elsewhere) lecturing on the nature and meaning of liberal education. These lectures are required for students enrolled in ESF, but they will also be open to the public. The lectures will constitute an ongoing, campus-wide conversation about the aims of liberal education.
ESF: The Active, Inquiring, Beautiful Life

Moving through history from the Rome of the Emperor Hadrian, to the city-states of Renaissance Italy, to the 18th century republic of the United States, we will examine how self-made men fashioned themselves and their surroundings by educating themselves broadly. We will ask how a liberal education made their active careers richer and more transformational. We will also take up the great debate on whether a liberal education or vocational training is the surest path to advancement. We will engage this debate through the works of W.E.B. Du Bois and Booker T. Washington but also consider today’s struggle over the same issues — a struggle that engrosses both highly industrialized and developing societies. *This course satisfies the Ethical Reasoning (ER) WAY.*

**SELECTED COURSE MATERIAL**

Selected texts from:
- Marcus Aurelius
- Baldesar Castiglione
- Thomas Jefferson
- John Stuart Mill
- Cardinal John Henry Newman
- W.E.B. Du Bois

Blair Hoxby (English)
Professor Blair Hoxby studies the literature and arts of the Renaissance and the Enlightenment, with a special interest in the persistent influence of classical civilization.

Caroline Hoxby (Economics)
Professor Caroline Hoxby evaluates the effects of educational policies and analyzes the economic principles underlying our primary, secondary, and university school systems.

ESF: The German Tradition of Bildung or How to Become a Global Citizen

This course considers education not as training in external knowledge or skills but as a lifelong process of development and growth in which an individual cultivates her or his spiritual, cultural, and social sensibilities. This concept of education—education as a formative and transformative process in the development of the self—is called *Bildung* in German and has a long tradition reaching back to the Middle Ages. The term first appears in the writings of the mystic Meister Eckhart who defines it as self-composure which he regards as a crucial stage in our spiritual development. The concept of *Bildung* takes on a secular meaning in the Reformation, when Ulrich von Hutten first coined the phrase that has become Stanford’s motto: *Die Luft der Freiheit weht* (The wind of freedom is blowing.). What he meant is that the cultivation of oneself leads to the freedom of thought, freedom to act, freedom to assert oneself as an individual, freedom to access knowledge, and freedom to determine one’s own role in society.

This idea of education as an internal and transformative process is central to debates in the nineteenth century—both in Germany and the United States—in which self-reflection is seen as key both to the cultivation of an individual’s identity and to her or his role as a member of society. In this course we will read reflections on education as self-fashioning by some of the greatest German thinkers spanning from the Middle Ages to the present. We will also enjoy some contemporary parodies of such reflections. These readings and our discussions will help us to understand Stanford undergraduate education as a transformative process of self-realization in our global society. *This course satisfies the Aesthetic and Interpretative Inquiry (AII) WAY.*

**SELECTED COURSE MATERIAL**

Selected texts from:
- Wilhelm von Humboldt
- Meister Eckhart
- Johann Gottfried von Herder
- Ulrich von Hutten
- E.T.A. Hoffmann
- Martin Luther
- Franz Kafka
- Immanuel Kant
- Johann Wolfgang von Goethe

Kathryn Starkey (German)
Professor Starkey’s research and teaching interests include medieval literature, material and visual culture, gender & sexuality, and narrative theory.
ESF: Recognizing the Self and Its Possibilities

Some philosophers have argued that we have privileged and direct access to our inner selves. If this were true, it would make self-knowledge perhaps the easiest sort of knowledge to obtain. But there are many considerations that mitigate against this view of self-knowledge. Consider, for example, the slave who is so oppressed that he fully accepts his slavery and cannot even imagine the possibility of freedom for himself. Such a slave fails to recognize his own capacity for freedom and autonomous self-governance. Though the slave is perhaps the extreme case, many people, it seems, fail to recognize the full range of possibilities open to them. In this course, we shall examine both some of the ways in which one’s capacity for self-recognition may be distorted and undermined and the role of education in enabling a person to fully recognize the self and its possibilities. What constrains the range of possibilities we see as really open to us? Contrary to the Cartesian, we shall argue that full self-recognition is an often a hard-won achievement. And we shall ask how education might function to give us a less constricted and more liberating sense of the self and its possibilities. We will consider such questions through the lens of philosophy, literature and psychology. Please see explorecourses.stanford.edu for WAYS requirements.

SELECTED COURSE MATERIAL

Selected texts from:
- Rene Descartes
- Leo Tolstoy
- John Stuart Mill
- W.E.B Du Bois
- Simone De Beauvoir
- Jean Paul Sartre
- John Gilbert (contemporary psychologist)

Kenneth Taylor (Philosophy)
Professor Taylor writes about mind, language, and value, and can be heard every week on the public radio show “Philosophy Talk.”

ESF: The Transformation of the Self

Socrates famously claimed that the unexamined life is not worth living. Socrates and other ancient thinkers examined themselves and found that they did not match up to their own ideals. They thus set out to transform themselves to achieve a good and happy life. What is the good life? How do we change ourselves to live a good and happy life? How do literature and philosophy help us to understand ourselves and to achieve our social, ethical, and personal ideals? In this class, we examine Socrates and Augustine’s lives and ideas. Each struggled to live a good and happy life. In each case, they urge us to transform ourselves into better human beings. The first half of the course focusses on the Athenian Socrates, who was put to death because he rejected traditional Greek ideals and and proclaimed a new kind of ethical goodness. The second half focuses on the North African Augustine, an unhappy soul who became a new man by converting to Christianity. These thinkers addressed questions and problems that we still confront today: What do we consider to be a happy life? Do we need to be good and ethical people to live happily? Is there one correct set of values? How do we accommodate other people’s beliefs? Is it possible to experience a transformation of the self? How exactly do we change ourselves to achieve our higher ideals? This course satisfies the Ethical Reasoning (ER) WAY.

SELECTED COURSE MATERIAL

- Plato, Early Dialogues
- Plato, Symposium
- Augustine, Confessions

Andrea Nightingale (Classics)  
Professor Nightingale has worked primarily on Greek and Roman philosophy and literature. She has also written on the philosophy and literature of ecology in the modern and postmodern periods.
ESF: The Wind of Freedom

Stanford’s unofficial motto, the wind of freedom blows, engraved in German on the university seal, invites us to ponder freedom in the context of education. What is the relation between freedom and the liberal arts? Does studying free your mind? Does free will even exist? If so, how does education help you develop its potential? This course will look at various authors—from antiquity through the 20th century—who have thought about the blessings, burdens, and obligations of human freedom. Beginning with Eve in the Garden of Eden, we will explore how exercising freedom in your personal choices and conduct not only determines your fate as an individual but carries with it a measure of responsibility for the world. We will place special emphasis on the implications of such responsibility in our own time. This course satisfies the Aesthetic and Interpretive Inquiry (AII) and Ethical Reasoning (ER) WAYS.

SELECTED COURSE MATERIAL

Cardinal John Henry Newman, Preface to The Idea of a University
Genesis, The Fall
Sophocles, Antigone
Plato, The Apology
Pico della Mirandola, Oration on the Dignity of Man
Kant, “What is Enlightenment?”
Emerson, “Self-Reliance and The American Scholar”
Fuller, Woman in the Nineteenth Century (excerpts)
Jean-Paul Sartre, Being and Nothingness (excerpts); “Existentialism is a Humanism”
Simone de Beauvoir, The Second Sex (excerpt)

Robert Harrison (French and Italian)
Professor Harrison has written four books on a diverse array of topics, ranging from Italian lyric poetry to man and his relationship with the environment and is the host of weekly radio talk show, Entitled Opinions (about Life and Literature), which airs on Stanford’s radio station KZSU FM 90.1.

The Garden of Earthly Delights, inner left wing (Paradise), Hieronymus Bosch (circa 1450–1516).
How do you capture thinking?

In 1902, Auguste Rodin showed it through his iconic bronze sculpture of a seated nude male figure deep in meditation. The Thinker can be found at the Cantor Art Center at Stanford to greet the class of 2018.
Autumn Quarter Thinking Matters Courses

Breaking Codes, Finding Patterns
Evil
Journeys
Justice and the Constitution
The Science of MythBusters
Technological Visions of Utopia
What is Love?
Breaking Codes, Finding Patterns

*Why are humans drawn to making and breaking codes? To what extent is finding patterns both an art and a science?*

Cryptography has been used for millennia for secure communications, and its counterpart, cryptanalysis, or code breaking, has been around for just slightly less time. In this course we will explore the history of cryptography and cryptanalysis including the Enigma code, Navajo windtalkers, early computer science and the invention of modern Bayesian inference. We will try our own hand at breaking codes using some basic statistical tools for which no prior experience is necessary. Finally, we will consider the topic of patterns more generally, raising such questions as why we impute meaning to patterns, such as Biblical codes, and why we assume a complexity within a pattern when it’s not there, such as the coincidence of birthdays in a group. *This course satisfies the Applied Quantitative Reasoning (AQR) and Formal Reasoning (FR) WAYS.*

**Susan Holmes (Statistics)**
Professor Holmes’ main areas of interest are computer intensive methods in data mining and multivariate statistics, especially the simulation methods such as the bootstrap. She is the John Henry Samter University Fellow in Undergraduate Education.

**SELECTED COURSE MATERIAL**
Simon Singh, *The Code Book*
Scarlett Thomas, *PopCo*
David Kahn, *The Codebreakers*
*A Beautiful Mind* (film)
Pierre Berloquin, *Hidden Codes and Grand Designs*
What is evil? Are we naturally good or evil? How should we respond to evil?

There are many books and courses that focus on the good life or the virtues. Yet despite their obvious apparent presence in our life and world, evil and the vices are rarely taken as explicit topics. We will read philosophical and literary texts that deal with the question of evil at an abstract level and then use other readings that help us focus on more practical implications of the meaning and consequences of evil. By exploring the issue of evil, we will confront larger questions about the nature of humans, the responsibility to address evil as a society, and the moral and ethical ways we might begin to define what is evil. *This course satisfies the Aesthetic and Interpretive Inquiry (AII) and Ethical Reasoning (ER) WAYS.*

Adrian Daub (German)
Professor Daub works on nineteenth and twentieth century German literature, philosophy, and music.

SELECTED COURSE MATERIAL

- Goethe, *Faust*
- Freud, *Civilization and Its Discontents*
- Rousseau, *A Discourse on the Origin of Inequality*
- Macchiavelli, *The Prince*
- Fritz Lang, *M* (film)
Journeys

Is death final or only the beginning of another journey? How do the mysteries of destination give rise to our most basic questions of purpose, meaning, and faith, and challenge us to consider our proper relation to others?

Journeys will examine works written across a span of some 2,300 years, from Chinese philosophy to American short stories. Each of these forms and genres presents some essential aspect of the journey we all share, and of the various passages we make within that one great journey that relentlessly challenge and transform us even as we advance toward what the poet Thomas Gray called our inevitable hour. By reading, discussing, and interpreting these works, we will ask you to consider how each text compels us, by the penetration of its vision and the power of its art, to make part of our own journey in its company. This course satisfies the Aesthetic and Interpretive Inquiry (AII) and Ethical Reasoning (ER) WAYS.

Tobias Wolff (English)
Professor Wolff, the Ward W. and Perscilla B. Woods Professor, is the author of the memoir This Boy’s Life and several other books of fiction and nonfiction.

Lee Yearley (Religious Studies)
Professor Yearley has written, among other works, a comparison between major Confucian and Christian thinkers that has recently been translated into Chinese. He is the Walter Y. Evans-Wentz Professor and has received the Bing Teaching Award for Excellence in Undergraduate Education.

SELECTED COURSE MATERIAL

- James Baldwin, The Fire Next Time
- Albert Camus, The Stranger
- Flannery O’Connor, selected stories
- Arthur Miller, Death of a Salesman
- Writings of Chuang Tzu, with selected poems from the T’ang Dynasty
Justice and the Constitution

How does justice incorporate the ideals of liberty, equality, and security? How are these ideals balanced against each other? How are they made concrete in the US Constitution and law? What is the relationship between justice and the law?

In this course we consider three core ideals that animate the idea of liberty: freedom, equality and security. We explore the relationship between these different ideals through an interdisciplinary inquiry that includes political philosophy, history, and law. In your reading, writing and thinking, you will move between the realm of abstract ideas and actual legal cases. We begin with the philosophical roots of the ideals of liberty, equality, and security and then focus on their articulation in the US Constitution and the overarching US legal framework and public policy. Students will learn to analyze the distinctive challenges posed to the ideals of liberty, equality, and security by twenty-first century developments such as the emergence of the internet and the rise of non-state warfare. This course satisfies the Ethical Reasoning (ER) and Social Inquiry (SI) WAYS.

William S. Koski (School of Law, and by courtesy, School of Education)
Professor Koski, the Eric & Nancy Wright Professor of Clinical Education, directs a legal clinic that advocates for equality of educational opportunity for disadvantaged children and serves as plaintiffs’ counsel in a path breaking school finance litigation in California. He has published articles on educational equity and adequacy, the politics of judicial decision-making, and teacher employment policies.

Rob Reich (Political Science)
Professor Reich currently directs the Program on Ethics in Society and the Center on Philanthropy and Civil Society. He was awarded the Walter J. Gores Award, Stanford’s highest honor for teaching, and delivered the Class Day Lecture at the 2011 Stanford Commencement.

SELECTED COURSE MATERIAL
Hobbes, Leviathan
John Stuart Mill, On Liberty
Supreme Court decisions involving the civil rights and civil liberties of children and young adults
As its point of departure, this course will examine and critique selected episodes of the television series, *MythBusters* (Discovery Channel), which tests the validity of many popular beliefs in a variety of imaginative ways, including myths, rumors, traditions, and stories. We will take the opportunity to delve more deeply into the applicability of the scientific method in understanding a vast range of real-world problems, and into the practical acquisition of fact-based knowledge, which together form the cornerstone of all science. The intellectual framework of this course will be based, first and foremost, on skeptical inquiry, combined with the other key ingredients of good science, which include: framing the question well, careful experimental design, meticulous observation and measurement, quantitative analysis and modeling, the evaluation of statistical significance, recovery from failure, disseminating findings, and the continuous cycle of hypothesis and testing.

Note: This course is taught at an introductory level, but it pays serious attention to the quantitative treatment of experimental data and associated tests of statistical significance. All students taking the course will be expected to learn, and to work a series of problems in, basic probability and statistics. There is also a hands-on, dorm lab component that involves some fabrication and a significant amount of individual testing and measurement. The final course project will involve developing and writing a scientific grant proposal to test a myth.

The instructors are distinguished by their exceptionally broad scientific backgrounds and diverse research interests: all three lead faculty are associated with Bio-X, and collectively, they hold appointments in Stanford departments and programs covering physics, biology, chemistry, biomedicine, and computer science. *This course satisfies the Applied Quantitative Reasoning (AQR) and Scientific Method and Analysis (SMA) WAYS.*

**Steven M. Block (Applied Physics and Biology)**
Professor Block, the S.W. Ascherman Chair of Sciences, is a biophysicist with a passion for all science and an educational background in both physics and molecular biology; his lab group conducts research on single proteins and nucleic acids using advanced optical methods.

**Vijay Pande (Chemistry and, by courtesy, Computer Science and Structural Biology)**
Professor Pande is the chair of the Biophysics Program, in addition to being the Director of the Folding@Home distributed computing project. His background is in physics and his research involves using computers and modeling to tackle challenging problems in chemical biology, biophysics, and biomedicine.

**Jan Skotheim (Biology and, by courtesy, Chemical and Systems Biology)**
Professor Skotheim is a cell and systems biologist who was originally trained as an applied mathematician. His research focuses on a variety of problems associated with the diversity of natural forms, including the principles of genetic control of the cell division cycle and size control in individual cells.
Technological Visions of Utopia

How do science and technology shape the frameworks for imagining utopian or dystopian societies?

Sir Thomas More gave a name to the philosophical ideal of a good society — a word that is now a part of common language: utopia. In the almost 500 years since More’s *Utopia* appeared, changes in society — including enormous advances in science and technology — have opened up new possibilities for the utopian society that More and his predecessors could not have envisioned. At the same time science and technology also entail risks that suggest more dystopian scenarios — in their most extreme form, threats to humanity’s very survival. We will look at several works that consider how literary visions of society have evolved with the progress of science and technology. The readings begin with More and include examples of more technologically determined visions of the late 20th century, as imagined in works of science fiction. *This course satisfies the Aesthetic and Interpretive Inquiry (AII) and Ethical Reasoning (ER) WAYS.*

Eric Roberts (Computer Science)
Professor Roberts, the Charles Simonyi Professor in the School of Engineering, has had a network address since 1970.

SELECTED COURSE MATERIAL

- Thomas More, *Utopia*
- George Orwell, *1984*
- Aldous Huxley, *Brave New World*
- Neal Stephenson, *Snow Crash*
- Ursula LeGuin, *The Dispossessed*

Undated anonymous map of Utopia, showing Amaurot in the centre.
What is Love?

Is love a spiritual or a bodily phenomenon? Is the concept of love timeless or ever changing? How does thinking about love lead us to ask other important philosophical and social questions?

In this course we will examine the classical roots, medieval developments, and contemporary permutations of Western ideas of romantic love. With an eye to thinking about representations of love in our own culture, we consider some of the foundational love books of the Western tradition. From Plato’s *Symposium* to Chester Brown’s graphic novel *Paying For It*, we ask the fundamental question of whether and how we might distinguish between spiritual and physical desire. We consider how medieval and contemporary writers dealt with the relation of love to sex, power, money, marriage, and gender. We discuss these works of the past, for example the illicit love in the courtly romance *Tristan*, in tandem with representations of clandestine love from the present day, such as the portrayal of same-sex love in *Brokeback Mountain*. This course satisfies the Aesthetic and Interpretive Inquiry (AII) and Engaging Diversity (ED) WAYS.

Kathryn Starkey (German Studies)
Professor Starkey’s research and teaching interests include medieval literature, material and visual culture, gender and sexuality, and narrative theory.

David Lummus (French and Italian)
Professor Lummus’ main areas of interest are the reception of classical and medieval literature, humanistic education, the politics of literature, myth, and poetic thought.

**SELECTED COURSE MATERIAL**

- Plato, *Symposium*
- *The Letters of Abelard and Heloise*
- Gottfried von Straßberg, *Tristan*
- Giovanni Boccaccio, selected tales from the *Decameron*
- Ang Lee, *Brokeback Mountain* (film)
- Chester Brown, *Paying For It*
Winter Quarter *Thinking Matters* Courses

Belief

Bioethical Challenges of New Technology

Folklore and Literature in Russia and Beyond: Vampires, Talking Cats, and Frog Princesses

How Does Your Brain Work?

Meeting the Global Sustainability Challenge

Rules of War

Thinking About the Universe: What do we know? How do we know it?

Why So Few? Gender Diversity and Leadership
Belief

Why do people believe in God? What does it mean for people to experience the supernatural? How do we understand belief in God? How do people convey experiences that are by definition extraordinary to others?

In this course we ask the big (and unanswerable) question why people believe in God. Some scholars argue that belief results from direct experience, such as visions or moments of transcendence, that testify to God’s existence. Others suggest that belief in the supernatural is better explained by the way the human mind has evolved or people’s experience of the social world. In this class, we will pair medieval literature on Christian mysticism and magic with readings from modern psychology and anthropology. We will look at the dominant answers provided by each discipline. For example, belief might result from our sensory experience of the world, or it might have developed as part of our cognitive apparatus in response to fear. Our aim is to show how different disciplines can work together to cast light on a basic question of human existence. This course satisfies the Aesthetic and Interpretive Inquiry (AII) and Social Inquiry (SI) WAYS.

Michelle Karnes (English)
Professor Karnes studies the literature and philosophy of medieval Europe.

Tanya Luhrmann (Anthropology)
Professor Luhrmann is an anthropologist who studies the way people experience God and also the way people with psychosis experience voices in different cultures. She is the Howard H. and Jessie T. Watkins University Professor.

SELECTED COURSE MATERIAL

Selections from evolutionary psychology literature including Justin Barrett, Pascal Boyer, Daniel Kahnemann
Augustine, Confessions of St. Augustine
Julian of Norwich, Revelation of Love
Mary Douglas, Purity and Danger
The Dialogues of St. Gregory the Great
Malinowski, “Magic, Science and Religion”
How might we apply ideas from ethical theory to contemporary issues and debates in biotechnology?

This course will provide critical encounters with some of the central topics in the field of bioethics, with an emphasis on new technologies. Controversies over genetic engineering, stem cell research, reproductive technologies, and genetic testing will provide an opportunity for you to make critical assessments of arguments and evidence. We will begin with an overview of the field and the theoretical approaches to bioethics that have been derived from philosophy. You will then have the opportunity to engage in debate and learn how to identify underlying values and how to apply ideas from ethical theory to contemporary problems. This course satisfies the Ethical Reasoning (ER) WAY.

David Magnus (School of Medicine)
Professor Magnus is Thomas A. Raffin Professor of Medicine and Biomedical Ethics and Professor (Teaching) of Pediatrics, and the Director of the Stanford Center for Biomedical Ethics. He is the co-Editor-in-Chief of the American Journal of Bioethics and President of the Association of Bioethics Program Directors.

SELECTED COURSE MATERIAL
Arthur Caplan, Glenn McGee, and David Magnus, “What is immoral about eugenics?”
John Robertson, “Genetic Selection of Offspring Characteristics”
Francois Baylis, “Animal Eggs for Stem Cell Research: A path not worth taking”
Charles Murdoch and Christopher Scott, “Stem Cell Tourism and the Power of Hope”
Paul Root Wolpe, Kenneth Foster, and Daniel Lengleben, “Emerging Neurotechnologies for Lie-Detection: Promises and Perils”
Folklore and Literature in Russia and Beyond: Vampires, Talking Cats, and Frog Princesses

For the past two centuries, elite writers, composers, and artists have found inspiration in the stories, songs, and beliefs of their grandparents, their servants (or their slaves), and their neighbors. This class asks what folklore means and what purposes – political and philosophical as well as artistic – it can serve. We begin with examples from around the world: the German Brothers Grimm as well as the Americans Alan and John Lomax. Then we turn to Eastern Europe and the role it has played in the Western European and American imagination as the home of the archaic and the authentic, from the vampires of Transylvania to the oral epics of the Bosnian Serbs to the nostalgic idea of the Jewish shtetl to the fantasy of Soviet communism as a survival of a pre-capitalist order. Students will analyze both folk and elite texts, and will experiment with gathering oral texts and transforming them just like the writers we studied. This course satisfies the Aesthetic and Interpretive Inquiry (AII) and Creative Expression (CE) WAYS.

Gabriella Safran (Slavic)
Professor Safran, the Eva Chernov Lokey Professor of Jewish Studies, has written books and articles about Russian and Yiddish literature and folklore. She is currently researching the relationship between literature and the history of listening in late imperial Russia.

SELECTED COURSE MATERIAL
Folksongs from around the world
Russian fairy tales
Bram Stoker, Dracula
Albert Lord, The Singer of Tales
Fiddler on the Roof
Mikhail Bulgakov, Master and Margarita

What is folklore and what is its purpose? How do we decide if something is authentically folk and does it matter? Why are Eastern Europe and Russia associated with the idea of folklore?
How Do the Biology and Chemistry of the Brain Create the Mind That Lets Us Talk, Walk, Laugh, Love, Learn, Remember, and Forget? What Can Neuroscience Say About What Makes Us Human? How Can We Ask Questions About the Brain That Are Observable, Testable, and Answerable?

The human brain is the most complex organ we know. To understand the biology of brain function, this course will use highly interactive lectures and discussions to examine the validity of common beliefs about the brain, discuss how the brain and the nervous system are organized, how individual elements of the brain function, and how together these units produce action. The brain, like all other biological structures, has evolved over time in response to natural selection by adapting to diverse behavioral and environmental constraints. We use evolutionary comparisons to illuminate important questions about brain function, including what the origins and consequences of brain damage are, how and where drugs act, and how you collect, interpret, and understand information about the world. You will learn both how the science of the brain has emerged through understanding important experiments and observations and how you can formulate and test your own experimental questions about the brain. This course satisfies the Scientific Method and Analysis (SMA) WAY.

Russell D. Fernald (Biology and Human Biology)
Professor Fernald’s research focuses on how social behavior influences the brain. He is the Benjamin Scott Crocker Professor of Human Biology.

SELECTED COURSE MATERIAL

Watson and Breedlove, The Mind’s Machine
What are the most critical sustainability challenges facing us in this century? How can natural and social sciences, humanities, and technology fields interact to contribute to their solution? How do we balance the needs and desires of current generations with the needs of future generations?

The term sustainability seems to be everywhere. Businesses, cities, non-governmental organizations, individuals, and universities such as Stanford use the term to characterize decisions that make sense for the well-being of people as well as the environment. Beyond the popular use of the term is an emerging field of study that focuses on the goals of sustainable development—improving human well-being while preserving Earth’s life support systems (air, water, climate, ecosystems) over the long run—and explores how science and technology can contribute to the solution of some of the most critical problems of the 21st Century. The goal of this course is to engage you in critical thinking and analysis about complex sustainability challenges and to encourage you to consider new perspectives on the need for integrative solutions that draw on different disciplines. We will examine some of the major problems of sustainable development (including issues related to food, water, and energy resources, climate change, and protection of ecosystem services), grapple with the complexities of problem solving in human-environment systems, and participate in the design of effective strategies and policies for meeting sustainability goals. You will learn to develop policy briefs addressing sustainability issues in the university, local communities, and around the world as well as work on team projects with decision makers that address real-life challenges in your local area. This course satisfies the Scientific Method and Analysis (SMA) WAY.

Pamela Matson (Dean of the School of Earth Sciences)
Professor Matson is a Senior Fellow at the Woods Institute for Environment, and McMurtry University Fellow in Undergraduate Education. She teaches and carries out research on a range of sustainability challenges related to food production and global climate change.

Jeffrey Koseff (Civil and Environmental Engineering)
Professor Koseff is the Co-Director of the Stanford Woods Institute, and Forman University Fellow in Undergraduate Education. His research and teaching focuses on the interaction between physical and biological systems in natural aquatic environments.
Rules of War

When, if ever, is war justified? How are ethical norms translated into rules that govern armed conflict? Are these rules still relevant in light of the changing nature of warfare?

We will examine seminal readings on just war theory, investigate the legal rules that govern the resort to and conduct of war, and study whether these rules affect the conduct of states and individuals. We will examine alternative ethical frameworks, competing disciplinary approaches to war, and tensions between the outcomes suggested by ethical norms, on the one hand, and legal rules, on the other. Students will engage actively with these questions by participating in an interactive role-playing simulation, in which they will be assigned roles as government officials, advisors, or other actors. The class will confront various ethical, legal, and strategic problems as they make decisions about military intervention and policies regarding the threat and use of force in an international crisis. This course satisfies the Ethical Reasoning (ER) and Social Inquiry (SI) WAYS.

Scott D. Sagan (Political Science)
Professor Sagan served as a special assistant to the Director of the Organization of the Joint Chiefs of Staff before coming to Stanford and is now the Caroline S.G. Munro Professor of Political Science and a Senior Fellow at the Center for International Security and Cooperation and the Freeman Spogli Institute.

Allen S. Weiner (School of Law)
Professor Weiner served as an attorney in the U.S. State Department for over a decade before joining the Stanford faculty and is currently the Director of the Stanford Program in International and Comparative Law, and Co-director of the Stanford Center on International Conflict and Negotiation.

SELECTED COURSE MATERIAL

Michael Walzer, *Just and Unjust Wars: A Moral Argument with Historical Illustrations*
McGeorge Bundy, “The Decision to Drop the Bombs on Japan”
The Charter of the United Nations

Cartoon depiction of Wilson's Fourteen Points.
Cosmology (the study of the universe) raises profound questions about us, our place in the universe, and about the limits of our knowledge. It was only in the 20th century that cosmology developed from metaphysical and theological speculation to become an observational science and a recognized part of physics. In this course, students will explore questions about the Universe, its beginnings, its structure, its extent, its fate, from several perspectives—philosophical, experimental, and theoretical. We will discuss current research and the ongoing debates about the laws of nature on subatomic scales and the perplexing questions they raise regarding the universe and the limits of scientific inquiry. This course satisfies the Scientific Method and Analysis (SMA) WAY.

Peter Graham (Physics)
Professor Graham is a theoretical physicist focused on discovering the fundamental laws governing the smallest and largest scales in nature.

Peter Michelson (Physics)
Professor Michelson, the Luke Blossom Professor in the School of Humanities and Sciences, is an experimental physicist who leads an international team of physicists and astronomers who have developed and use instrumentation to observe the very high-energy Universe.

Thomas Ryckman (Philosophy)
Professor Ryckman is a philosopher of science interested in conceptual change in the physical sciences.

SELECTED COURSE MATERIAL
Jeremiah Ostriker and Simon Mitton, *Heart of Darkness: Unraveling the Mysteries of the invisible universe*
Stephen G. Brush, *How Cosmology Became a Science*
Karl D. Popper, *Conjectures and Refutations*
Thomas S. Kuhn, *Values, Objectivity, and Theory Choice*
Ken D. Olum, *Conflict between Anthropic Reasoning and Observation*
Bernard F. Schutz, *Gravity From the Ground Up* (selections)
Brian Green, *The Elegant Universe* (selections)
Winter Quarter Courses

**Why So Few: Gender Diversity and Leadership**

Why are there so few women leaders and what is the cost to society for women's underrepresentation in positions of power? How can organizations and individuals increase women's leadership and be more inclusive of the diverse people that make up our society?

Women make up half the population and have earned more than half of all the undergraduate degrees in the U.S. since the early 1980s; yet women comprise only 17% of US Congress, 4% of Fortune 500 CEOs, 16% of the board of directors of major corporations, 22% of tenured faculty at Stanford, and less than a fifth of law firm partners. For women of color, these numbers are considerably lower. Yet, research shows that gender diversity increases the creativity and innovation of groups. In this course, we will directly address the questions of why there are so few women leaders and what can be done, at an organizational and individual level, to increase their representation. Using the lens of sociology, we will think critically about leadership, influence, power, status, gender stereotypes, mentorship, and negotiation. Once we understand the mechanisms underpinning the lack of women leaders, we will discuss and critique potential interventions. A unique aspect of this course will be to apply some of the scholarly research on gender and leadership to our lives outside the classroom. Using modules based on those used in businesses, schools, and corporate executive training, students will develop practical, real-world skills. You will increase your own leadership capacities by working on projects and taking part in interactive sessions on negotiation and team dynamics. *This course satisfies the Engaging Diversity (ED) and Social Inquiry (SI) WAYS.*

Shelley J. Correll (Sociology and, by courtesy, Organizational Behavior at the Graduate School of Business)

Professor Correll’s research is in the area of gender and organizational dynamics. She works with companies and universities to create environments where all people can fully thrive.

SELECTED COURSE MATERIAL

Alice Eagly and Linda Carli, *Through the Labyrinth: The Truth About How Women Become Leaders*

Sheryl Sandberg, *Lean In: Women, Work, and the Will to Lead*

Scott Page, *The Difference: How the Power of Diversity Creates Better Groups, Firms, Schools, and Societies*
Spring Quarter *Thinking Matters* Courses

- The Cancer Problem: Causes, Treatments, and Prevention
- Century of Violence
- Evolution on Earth
- Inventing Government: Ancient and Modern
- Reading the Body: How Medicine and Culture Define the Self
- Reimagining America
- Stories Everywhere
- Thinking through Africa: Perspectives on Wealth, Well-Being, and Development
The Cancer Problem: Causes, Treatments, and Prevention

How has our approach to cancer been affected by clinical observations, scientific discoveries, social norms, politics, and economic interests?

Approximately one in three Americans will develop invasive cancer during their lifetime; one in five Americans will die as a result of this disease. This course will expose you to multiple ways of approaching the cancer problem, including laboratory research, clinical trials, population studies, public health interventions, and health care economics. We will explore the role of scientific research in revealing the genetic basis of cancer. We will also discuss the development of new treatments for cancer as well as measures to screen for and prevent cancer, including the ongoing debate over tobacco control. Using cancer as a case study, you will learn important aspects of the scientific method including experimental design, data analysis, and the difference between correlation and causation. You will learn how science can be used and misused with regard to the public good. You will also learn about ways in which social, political, and economic forces shape our knowledge about and response to disease. This course satisfies the Applied Quantitative Reasoning (AQR) and Scientific Method and Analysis (SMA) WAYS.

Joseph Lipsick (School of Medicine)
Professor Lipsick’s career as a poet went astray when he found a job at the unemployment office working in a laboratory, fell in love with research, and eventually became obsessed with understanding how mistakes in our own genes cause cancer. He is a professor of pathology, genetics, and biology.

SELECTED COURSE MATERIAL

Jonathan Levine, 50/50 (film)
Joanna Rudnick, In the Family (film)
Siddhartha Mukherjee, The Emperor of All Maladies: A Biography of Cancer
Rebecca Skloot, The Immortal Life of Henrietta Lacks
Century of Violence

What is modern about modern mass violence?

The course explores the evolution, varieties and logic of mass violence in the 20th century. It examines social, political, ethnonational, revolutionary and religious violence, and efforts to curtail them. The course begins with the emergence of genocide as a modern, international issue; proceeds with colonial genocides in late 19th century Africa, and moves to the Armenian genocide in the Ottoman Empire and WWI; Nazi and Nazi-inspired racial genocides; communist-induced mass violence in the Soviet Union and Asia; ethnic cleansing in former Yugoslavia; the recent genocides in Rwanda and Sudan; and attempts to confront genocides and crimes against humanity in international courts and institutions. *This course satisfies the Social Inquiry (SI) WAY.*

Amir Weiner (History)
Professor Weiner specializes in the history of totalitarian regimes, World War II, and the former Soviet Union.

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SELECTED COURSE MATERIAL

Joseph Conrad, *Heart of Darkness*
Yuan Gao, *Born Red*
Eugenia Ginzburg, *Journey into the Whirlwind*
Daoud Hari, *The Translator*
Ernst Junger, *Storm of Steel*
Primo Levi, *Survival in Auschwitz*
Evolution on Earth

From molecules to people, and from oceans to forests to mountaintops, we will pursue this exciting living science.

Exploring subjects including the evolution of carnivorans, viruses, fish, proteins, behavior, first land animals, and humans, we combine looking at changing genomes with looking at natural selection and cataclysmic events in world history. We will look at why early ideas about biological evolution came from young people who went on wild adventures. Their observations generated ideas about what must have happened. At the time little was known about the mechanisms of inheritance, so they were never to know how it happened. In time, two major advances came along: a much more comprehensive fossil record that substantiated many of their ideas, and a deep understanding of genetic mechanisms of inheritance. In parallel, the idea of geologic forms as dynamic, especially volcanic eruptions and plate tectonics, provided a new narrative of earth history that informed ideas about spreading and changing life forms. Then mechanisms of developmental biology showed how inherited genes carry out recipes for building bodies with certain structures.

We will examine evolution from scientific, historical, and artistic perspectives, including the impact of evolution on medicine. The course will include lectures, field trips, special guests, artistic and scientific/historical projects. Student reports will be assembled into a comprehensive book. This course satisfies the Scientific Method and Analysis (SMA) WAY.

Matthew Scott (School of Medicine)
Professor Scott leads a research group that studies molecular and genetic mechanisms of developmental biology and their connections with cancer and birth defects, focusing particularly on evolutionarily ancient control systems that organize and pattern developing embryos. He is a professor of developmental biology, genetics, bioengineering, and biology.

How does evolution, the foundation of biology, underlie the richness and diversity of life on earth? What are the implications of evolution for brain structure, infectious disease, and cancer? How do genes, cells, and organisms evolve? How do genomics and the fossil record combine to clarify the history of life on earth? Why aren’t dinosaurs still here (or are they?) and where did modern humans come from?

SELECTED COURSE MATERIAL

Charles Darwin, *The Origin of Species*
Jonathan Weiner, *The Beak of the Finch*
Neil Shubin, *Your Inner Fish*
Inventing Government: Ancient and Modern

How might the study of the successes and failures of democratic and republican government in ancient Greece and Rome help us to fix what is broken in our own political systems?

Democracy and republic are ancient names for revolutionary approaches to government of, by, and for citizens. Today, almost every state proclaims itself to be a democracy, a republic – or both. Democratic and republican revolutions transformed ancient Greece and Rome – and later transformed the modern world. We explore how political thinkers, from Machiavelli to Madison and Mill, used the lessons of ancient politics to design bold new systems of government. Ancient politics may still hold lessons for us. We analyze what is broken in modern government (corruption, polarization, gridlock), how it broke, and how the tool kit of ancient political history might help us to analyze and repair the damage. This course satisfies the Ethical Reasoning (ER) and Social Inquiry (SI) WAYS.

Josiah Ober (Political Science and Classics)
Professor Ober teaches courses and writes books and articles on Greek history, political thought, and what the ancient theory and practice of citizenship could teach leaders of modern organizations. He is the Tsakopoulos Kounalakis Professor in Honor of Constantine Mitsotakis.

Cicero Denounces Catiline. Painting by Cesare Maccari.

Aristotle, *Constitution of Athens*
Thucydides, *Peloponnesian War*
Cicero, *On Offices*
Tocqueville, *Democracy in America*
Mill, *On Representation*
Reading the Body: How Medicine and Culture Define the Self

How have our perceptions of what is considered normal/abnormal; beautiful/ugly; infected/uninfected changed over time? How do these changing medical and cultural representations of the body reflect larger societal shifts? How does illness change our perceptions of our bodies and our identities?

Viewed through the lens of medicine, the body is a text that offers clues to health and illness, yet clinical readings are never entirely objective. Culture informs and distorts how we examine, accept, reject, and analyze our bodies. Looking at literary, medical, ethical, and anthropological texts, we ask how representations of the body affects the way we diagnose and experience illness, embody gender and racial identities, and understand our rights (or lack of rights) to control our own bodies. We will critically examine our perceptions about the body and debate some of the most complex and sensitive issues surrounding the body, from the ethics of medical research trials to end of life decisions. This course satisfies the Engaging Diversity (ED) WAY.

Cari Costanzo (Anthropology)
Dr. Costanzo’s teaching and research examine gender, discourses of identity, and contemporary urbanism. She is currently conducting an ethnographic study of life in a freshman dormitory.

Abraham Verghese (School of Medicine)
Dr. Verghese is a physician who has written two medical memoirs and the New York Times best-selling novel Cutting for Stone. His research focuses on the physician/patient relationship, and the ritual of the bedside exam. He is the Linda R. Meier and Joan F. Lane Provostial Professor.

SELECTED COURSE MATERIAL
Franz Kafka, A Hunger Artist
Anne Fadiman, The Spirit Catches you and You Fall Down
Magnus, Kaplan, and McGee, Who Owns Life
Jeffrey Eugenides, Middlesex
Reimagining America

In 1865, the peace treaty was signed at Appomattox and the Thirteenth Amendment outlawed slavery, but the battle over memory and national identity had just begun. The questions that the Civil War addressed—and failed to address—continue to affect our lives today. We will focus on how Americans negotiated issues of cultural memory and national identity through a close analysis of historical texts, novels, poems, films, paintings, cartoons, photographs, and music. Our interpretations will foreground the particular themes of race and nationhood, freedom and citizenship, and changing notions of individual and collective identity. Our assumption in this course is that history is not available to us as a set of events—fixed, past, and unchanging. Rather, history is known through each generation’s interpretations of those events, and these interpretations are shaped by each generation’s lived experience. What stories get told? Whose stories? And in what ways? The stories we choose to tell about the past can shape not only our understanding of the present, but also the kind of future we imagine and strive to realize. This course satisfies the Aesthetic and Interpretative Inquiry (AII) and Engaging Diversity (ED) WAYS.

Shelley Fisher Fishkin (English and American Studies)
Professor Fishkin’s research on race and American literature has been featured twice on the front page of the New York Times; she has long been fascinated with the ways in which literature and the arts can illuminate chapters of the past. Her books include Was Huck Black? Mark Twain and African American Voices, Lighting Out for the Territory, and Feminist Engagements. She is Director of Stanford’s American Studies Program, co-director of the Chinese Railroad Workers in North America Project at Stanford and the Joseph S. Atha Professor in the Humanities.

Allyson Hobbs (History)
Professor Hobbs teaches courses on American identity, African American history, African American women’s history, and twentieth century American history. She has won numerous teaching awards including the Phi Beta Kappa Teaching Prize. She has appeared on C-Span and National Public Radio and her work has been featured on cnn.com and slate.com. Her first book examines the phenomenon of racial passing in the United States from the late eighteenth century to the present. A Chosen Exile: A History of Racial Passing in American Life will be published by Harvard University Press in the fall of 2014.

How have Americans remembered the Civil War—what it meant, what it accomplished, and what it failed to accomplish? Who belonged in the national community and who would be excluded?

SELECTED COURSE MATERIAL
Frederick Douglass, Narrative of the Life of a Slave, Written by Himself (1845)
Mark Twain, Adventures of Huckleberry Finn (1885)
Sherley Anne Williams, Dessa Rose (1986)
D.W. Griffith, The Birth of a Nation (film, 1915)
Steve McQueen, Twelve Years A Slave (film, 2013)
Stories Everywhere

Do we perceive the world through stories? Are we made of stories? Can we make sense of the world without narrative?

The telling of stories is not just a form of entertainment but an essential human activity that moves and persuades us, compelling us to action and reflection. In this course, we will probe how moral, cognitive, and historical forces give stories their power. You will be introduced to the basic theory and art of storytelling, enabling you to understand and master the fundamentals of narrative structure, plot, and character. This will allow you to practice producing your own stories through both interpretative and creative writing assignments. The class will also give students the chance to participate in various story-making activities and work with the Stanford Storytelling Project, San Francisco StoryCorps, School of the Arts, and the Stanford Innocence Project to create assignments that would be useful to both private and nonprofit organizations. This course satisfies the Aesthetic and Interpretive Inquiry (AII) and Creative Expression (CE) WAYS.

Adam Johnson (English)
Adam Johnson won the 2013 Pulitzer Prize for fiction, and he is evangelical about the transformative power of storytelling. Johnson is the author of short stories and novels and loves spontaneous, collaborative storytelling. In this course, students will learn that how a story is told can reveal even more than what a story contains. To this end: he (I) is (am) still trying to decide if this (my) brief biography (story of me) is best written in the first- or third-person point of view!

Blakey Vermeule (English)
Blakey Vermeule writes and thinks about cognitive science and human artistic expression. She has come to appreciate how deeply the stories we learn about (from our families, our churches, synagogues, and mosques, our media, our surroundings) shape our sense of identity; and in turn how the stories we tell can immeasurably shape the world we find.

SELECTED COURSE MATERIAL
Natalie Zemon Davis, The Return of Martin Guerre
Rita Charon, “Narrative and Medicine”
Matt Madden, 99 Ways to Tell a Story
Oliver Sacks, Uncle Tungsten: Memories of a Chemical Boyhood
Thinking through Africa: Perspectives on Wealth, Well-Being, and Development

What is human well-being? How do we define it? How do we measure it? What do we mean when we talk about certain parts of the world as developed and others as underdeveloped or developing?

In this course, we will explore concepts of wealth and well-being by focusing on the African experience. We will equip you with the tools and techniques of three diverse disciplines – history, anthropology, and engineering – as you tackle essential questions about the meaning of development and how to measure it, the long-run impact of historical events, the role of politics in the development process, and the challenges of engineering improvements to human well-being. You will tackle primary source documents as we explore the slave trade and colonial rule; you will engage cutting-edge social science as we dissect contemporary trends; and you will learn how engineers are grappling with the importance of the contexts in which they operate. This course satisfies the Engaging Diversity (ED) and Social Inquiry (SI) WAYS.

James Campbell (History)
Professor Campbell is the Edgar E. Robinson Professor of History at Stanford. His most recent book is Middle Passages: African American Journeys to Africa, 1787-2005.

Jenna Davis (Civil and Environmental Engineering)
Professor Davis is Associate Professor of Civil & Environmental Engineering and the Higgins-Magid Senior Fellow at the Stanford Woods Institute for the Environment. Her research focuses on water supply and sanitation in low- and middle-income countries, and currently includes field projects in Mozambique and Kenya.

James Ferguson (Anthropology)
Professor Ferguson’s research has focused on southern Africa (especially Lesotho, Zambia, South Africa, and Namibia), and has engaged a broad range of theoretical and ethnographic issues. Running through much of his work is a concern with how discourses organized around concepts such as development and modernity intersect the lives of ordinary people. He is the Susan S. and William H. Hindle Professor in the School of Humanities and Sciences.

SELECTED COURSE MATERIAL

Amartya Sen, Development as Freedom
Olaudah Equiano, Interesting Narrative of the Life of Olaudah Equiano, the African
Daron Acemoglu and James Robinson, Why Nations Fail: The Origins of Power, Prosperity, and Poverty
Kristin Komives, Dale Whittington and Xun Wu, Infrastructure Coverage and the Poor: A Global Perspective
Ole Therkildsen, Watering White Elephants
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Thinking Matters courses offer you the opportunity to select among a wide range of topics, as you join with the rest of the Class of 2018 in a common freshman experience. Each course addresses important questions and problems, and demonstrates how thoughtful consideration can address them. Your freedom to choose from among these courses signals that it is your responsibility to structure your liberal education. Stanford invites you to identify your top priority, and you will also have the opportunity to enroll in more than one Thinking Matters course during your freshman year.

—Russell Berman, Director, Thinking Matters Program, Walter A. Haas Professor in the Humanities