

# INTRODUCTION TO THE HUMANITIES PROGRAM

*Director:* Russell A. Berman

*Associate Director:* Ellen Woods

*Affiliated Faculty:* Jean-Marie Apostolides (French and Italian), Shahzad Bashir (Religious Studies), Carl Bielefeldt (Religious Studies), Chris Bobonich (Philosophy), Philippe Buc (History), Scott Bukatman (Art and Art History), David Como (History), Charitini Douvaldzi (German Studies), Dan Edelstein (French and Italian), Shelley Fisher Fishkin (English), Charlotte Fonrobert (Religious Studies), Zephyr Frank (History), Michael Friedman (Philosophy), Marisa Galvez (French and Italian), Robert Harrison (French and Italian), Linda Hess (Religious Studies), Ian Hodder (Archaeology and Anthropology), Nadeem Hussain (Philosophy), Christian Kaesser (Classics), William Koski (Law), Helen Longino (Philosophy), Henry Lowood (University Libraries, German Studies), Marsh H. McCall, Jr. (Classics), Ian Morris (Classics), David Palumbo-Liu (Comparative Literature), Robert Proctor (History), Alice Rayner (Drama), Rob Reich (Political Science), Eric Roberts (Computer Science), Rob Robinson (German Studies), Janice Ross (Drama), Walter Scheidel (Classics), Helen Stacy (Law), Jennifer Summit (English), Blakey Vermeule (English), Barbara Voss (Archaeology and Anthropology), Ban Wang (Asian Languages), Amir Weiner (History), Bryan Wolf (Art and Art History), Tobias Wolff (English), Lee Yearley (Religious Studies), Yiqun Zhou (Asian Languages)

*Lecturers:* Lalaie Ameeriah, Ahmed Alwishah, Rashida Bragg, Renu Cappelli, Bill Carter, Sarah Cervenak, Anita Chan, Kathleen Coll, Jon Daehnke, Xinyu Dong, Michael Feola, Sabrina Ferri, Melissa Ganz, James Genone, Gillian Goslinga, Abby Heald, Phillip Horky, Michael Hunter, Jesse Kauffman, Joann Kleinneier, Laura Maguire, Michael McFall, Zena Meadowsong, Martina Meyer, Alice Petty, Christy Pichichero, Jennifer Rapp, Uzma Rizvi, Laurel Scotland-Stewart, Dana Sherry, Maya Soifer, Melissa Stevenson, Anise Strong, Nicolas Tackett, David Walter, Candace West, Gabriel Wolfenstein, Joshua Wright

*Department Offices:* Sweet Hall, Second Floor

*Mail Code:* 94305-3068

*Department Phone:* (650) 723-0944

*Email:* [ihumprogram@stanford.edu](mailto:ihumprogram@stanford.edu)

*Web Site:* <http://ual.stanford.edu/ihum>

Courses offered by the Introduction to the Humanities Program have the subject code IHUM, and are listed in the "Introduction to the Humanities Courses" section of this bulletin.

Introduction to the Humanities offers courses that satisfy a three quarter General Education Requirement (GER) for first-year students. The purpose of the Introduction to the Humanities (IHUM) requirement is to build an intellectual foundation in the study of human thought, values, beliefs, creativity, and culture. Introduction to the Humanities courses enhance skills in analysis, reasoning, argumentation, and oral and written expression, thus helping to prepare students for more advanced work in the humanities, and for work in other areas.

The IHUM requirement may be satisfied in two ways:

1. *Introduction to the Humanities courses*—a one quarter, interdisciplinary course followed by a two quarter course sequence.
2. *The Program in Structured Liberal Education*—a three quarter, residence-based learning experience, which satisfies the IHUM requirement, both of the University Writing and Rhetoric requirements, and the General Education Requirement in the Humanities. For information on the program, see the "Structured Liberal Education" section of this bulletin.

# INTRODUCTION TO THE HUMANITIES (IHUM) COURSES

For information on Introduction to the Humanities, see the "Introduction to the Humanities" section of this bulletin.

## UNDERGRADUATE COURSES IN INTRODUCTION TO THE HUMANITIES

### IHUM 2. Epic Journeys, Modern Quests

First of a two quarter sequence. Great religious, philosophical, and literary texts that have addressed timeless questions about human identity and the meaning of human life. Focus is on the epic tradition in the ancient and classical worlds. Compares conceptions of the afterlife. How traditions about the afterlife are created. GER:IHUM-2  
*4 units, Win (Harrison, R; Galvez, M)*

### IHUM 3. Epic Journeys, Modern Quests

Second of a two quarter sequence. Great religious, philosophical, and literary texts that have addressed timeless questions about human identity and the meaning of human life. Focus is on the transformations or abandonment of the epic tradition in modernity. Compares conceptions of the afterlife. How traditions about the afterlife are appropriated. The diminished importance of the dead and increased emphasis on the power of the living in literary genres. GER:IHUM-3

*4 units, Spr (Harrison, R; Apostolides, J)*

### IHUM 4A. Mass Violence from Crusades to Genocides

First of a two quarter sequence. The evolution, varieties, causes, and logic of mass violence in premodern history; how mass violence shaped historical trends. What accounts for the persistence of mass violence in history? Do religions and ethnicity foment or restrain mass violence? Is there a common pattern of mass violence throughout the centuries? Geographic focus is Europe; comparisons with societies which the Europeans encountered such as the Aztec empire, the Islamic world, and the African colonies. GER:IHUM-2

*4 units, Win (Buc, P)*

### IHUM 4B. Mass Violence from Crusades to Genocides

Second of a two quarter sequence. The evolution, varieties, causes, and logic of mass violence in modern history; how mass violence shaped historical trends. What accounts for the persistence of mass violence in history? Do religions, ethnicity, and modernity foment or restrain mass violence? Is there a common pattern of mass violence throughout the centuries? Geographic focus is Europe; comparisons with societies which the Europeans encountered such as the Aztec empire, the Islamic world, and the African colonies. GER:IHUM-3

*4 units, Spr (Weiner, A)*

### IHUM 6A. World History of Science

Second of a two quarter sequence. The broad sweep of global science, from the Scientific Revolution through recent triumphs in the physical and life sciences. The historicity of life and how science transforms and is transformed by human engagements with technology, religion, art, politics, and moral values. GER:IHUM-2

*4 units, Win (Proctor, R)*

### IHUM 6B. World History of Science

First of a two quarter sequence. The broad sweep of global science, from the prehistoric roots of the oldest known technologies through the Scientific Revolution. The historicity of life and how science transforms and is transformed by human engagements with technology, religion, art, politics, and moral values. GER:IHUM-3

*4 units, Spr (Proctor, R)*

**IHUM 7A. Rebellious Daughters and Filial Sons of the Chinese Family: Present and Past**

First in a two quarter sequence. The family in its enduring role in shaping members of a community and citizens of society. The Chinese family as a case study. How family has been revolted against, broken up, critiqued, and transformed through social and political changes. The authority of the father, care of the mother, supportive or antagonistic relations of siblings, and the extension of these relations in kinship community and society. How notions of love, emotion, and gender play into the formation of the family and how family connects with interpersonal and social relations. GER:IHUM-2

*4 units, Win (Wang, B)*

**IHUM 7B. Rebellious Daughters and Filial Sons of the Chinese Family: Present and Past**

Second in a two quarter sequence. The family in its enduring role in shaping members of a community and citizens of society. The Chinese family as a case study. How family has been revolted against, broken up, critiqued, and transformed through social and political changes. The stern authority of the father, nourishing care of the mother, supportive or antagonistic relations of siblings, and the extension of these relations in kinship community and society. How notions of love, emotion, and gender play into the formation of the family and how family connects with interpersonal and social relations. GER:IHUM-3

*4 units, Spr (Zhou, Y)*

**IHUM 10A. Humanistic Perspectives on Science**

First in a two quarter sequence. A humanistic perspective views science itself as an essential part of human culture and explores the many relationships between scientific activity and religion, philosophy, society, politics, and the arts. Exploration of these relationships from a philosophical point of view, across a large part of the development of Western science from ancient Greece and the medieval period, through the scientific revolution of the 16th and 17th centuries, and up to recent times. GER:IHUM-2

*4 units, Win (Friedman, M)*

**IHUM 10B. Humanistic Perspectives on Science**

Second in a two quarter sequence. A humanistic perspective views science itself as an essential part of human culture and explores the many relationships between scientific activity and religion, philosophy, society, politics, and the arts. Exploration of these relationships from a philosophical point of view, across a large part of the development of Western science from ancient Greece and the medieval period, through the scientific revolution of the 16th and 17th centuries, and up to recent times. GER:IHUM-3

*4 units, Spr (Longino, H)*

**IHUM 11A. Origins of the Modern World: Europe and Latin America**

First in a two quarter sequence. The emergence of modernity from 1300 to the present. Demographic and religious transformations in Europe. The development of ideologies, social formations, and political institutions as they eventually crossed the Atlantic and were modified in the Americas. 20th-century shocks of social revolution and authoritarianism throughout Latin America. The creative/destructive tensions inherent in this long transformation. GER:IHUM-2

*4 units, Win (Como, D)*

**IHUM 11B. Origins of the Modern World: Europe and Latin America**

Second in a two quarter sequence. The emergence of modernity from 1300 to the present. Demographic and religious transformations in Europe. The development of ideologies, social formations, and political institutions as they eventually crossed the Atlantic and were modified in the Americas. 20th-century shocks of social revolution and authoritarianism throughout Latin America. The creative/destructive tensions inherent in this long transformation. GER:IHUM-3

*4 units, Spr (Frank, Z)*

**IHUM 23A. The Fate of Reason**

Two quarter sequence. The historical fate of Socrates' proposal that only reason can provide answers to questions of what to believe and how to act. The fate of reason in cultural contexts including medieval Christian, Islamic, and Jewish. Themes include free will, personal identity, the authority of morality, and the tension between reason as power for improving life and as insufficient means for reaching important truths. GER:IHUM-2

*4 units, not given this year*

**IHUM 23B. The Fate of Reason**

Two quarter sequence. The historical fate of Socrates' proposal that only reason can provide answers to questions of what to believe and how to act. The fate of reason in cultural contexts including medieval Christian, Islamic, and Jewish. Themes include free will, personal identity, the authority of morality, and the tension between reason as power for improving life and as insufficient means for reaching important truths. GER:IHUM-3

*4 units, not given this year*

**IHUM 25A. Art and Ideas**

First in a two quarter sequence. Art forms of theatre and dance explore fundamental questions about cultural, political and aesthetic issues surrounding the use of the body as an art medium. Examples of global performance from 19th to 21st centuries ranging from Romantic ballet to athletic experimental theatre. History and evolution of representing life through performance in a range of live and digital examples. GER:IHUM-2

*4 units, Win (Ross, J; Rayner, A)*

**IHUM 25B. Art and Ideas**

Second in a two quarter sequence. Art forms of theatre and dance explore fundamental questions about cultural, political and aesthetic issues surrounding the use of the body as an art medium. Global performance from 19th to 21st centuries ranging from Romantic ballet to athletic experimental theatre. History and evolution of representing life through performance in a range of live and digital examples. GER:IHUM-3

*4 units, Spr (Rayner, A; Ross, J)*

**IHUM 31A. Ancient Empires**

First in a two quarter sequence. A decisive place and period in world history: the Mediterranean basin from 800 B.C.E. to 400 C.E. Great empires (Assyria, Persia, Macedonia, and Rome) were carved out in war and changed the course of human development. Why did these empires arise when and where they did, how did they work, and what is their legacy? Their economic, religious, and artistic achievements balanced against genocide, enslavement, and warfare using evidence from ancient literature and archaeology, and tracing the roles of religion, property, and freedom. What they mean for the world today. GER:IHUM-2

*4 units, Win (Morris, I)*

**IHUM 31B. Ancient Empires**

Second in a two quarter sequence. A decisive place and period in world history: the Mediterranean basin from 800 B.C.E. to 400 C.E. Great empires (Assyria, Persia, Macedonia, and Rome) were carved out in war and changed the course of human development. Why did these empires arise when and where they did, how did they work, and what is their legacy? Their economic, religious, and artistic achievements balanced against genocide, enslavement, and warfare using evidence from ancient literature and archaeology, and tracing the roles of religion, property, and freedom. What they mean for the world today. GER:IHUM-3

*4 units, Spr (Scheidel, W)*

**IHUM 34A. A Life of Contemplation or Action? Debates in Western Literature and Philosophy**

First in a two quarter sequence. Literary treatments of the debate over the active versus the contemplative life from the classical to the modern era. Changing literary, historical and philosophical contexts. GER:IHUM-2

*4 units, Win (Summit, J)*

**IHUM 34B. A Life of Contemplation or Action? Debates in Western Literature and Philosophy**

Second in a two quarter sequence. Literary treatments of the debate over the active versus the contemplative life from the classical to the modern era. Changing literary, historical and philosophical contexts. GER:IHUM-3

4 units, Spr (Vermeule, B)

**IHUM 39A. Inventing Classics: Greek and Roman Literature in Its Mediterranean Context**

First in a two quarter sequence. The ancient Mediterranean world was as consumed with questions about the nature of human society and human existence as is present-day society. Sources include influential literary texts from Greece and Rome, and from other cultures in the Mediterranean and the Near East, organized by literary genre. The origins of such genres. GER:IHUM-2

4 units, Win (McCall, M)

**IHUM 39B. Inventing Classics: Greek and Roman Literature in Its Mediterranean Context**

Second in a two quarter sequence. The ancient Mediterranean world was as consumed with questions about the nature of human society and human existence as is present-day society. Sources include influential literary texts from Greece and Rome, and from other cultures in the Mediterranean and the Near East, organized by literary genre. The origins of such genres. GER:IHUM-3

4 units, Spr (Staff)

**IHUM 40A. World Archaeology and Global Heritage**

First in a two quarter sequence. The impact of the past on the present, and of the present on the past: the role of the past in contemporary society, and of present-day archaeological research, management, and conservation in approaching the past. Topics include debates about the peopling of the New World, religious conflicts over heritage sites, and archaeology's roles in heritage and conflicts. Sources include archaeological sites, landscapes, architecture, objects, literary works, religious texts, films, political essays, and scientific articles. GER:IHUM-2

4 units, Win (Hodder, I)

**IHUM 40B. World Archaeology and Global Heritage**

Second in a two quarter sequence. The impact of the past on the present, and of the present on the past: the role of the past in contemporary society, and of present-day archaeological research, management, and conservation in approaching the past. Topics include debates about the peopling of the New World, religious conflicts over heritage sites, and archaeology's roles in heritage and conflicts. Sources include archaeological sites, landscapes, architecture, objects, literary works, religious texts, films, political essays, and scientific articles. GER:IHUM-3

4 units, Spr (Voss, B)

**IHUM 57. Humans and Machines**

Shifting boundaries between mechanical and human; how humans interact with machines, and how they may be conceived, designed, and manipulated as machines; how machines in turn reflect upon their human creators. What it means to think of the human body as a machine or as not a machine; what is a machine; what forms can machinery take; what is a living body; what have concepts such as machine, human, alive, and intelligent meant in different times and places; and how have their meanings changed? GER:IHUM-1

4 units, Aut (Lowood, H; Bukatman, S)

**IHUM 58. Technological Visions of Utopia**

How changes since Thomas More's Utopia was written, including advances in science and technology, have opened new possibilities for the good society. Focus is on works that consider how literary visions of society have evolved with the progress of science and technology. Readings include More and technologically determined visions of the late 20th century. GER:IHUM-1

4 units, Aut (Roberts, E; Robinson, O)

**IHUM 58Q. Technology and Utopia: Refining the Vision**

Stanford Introductory Seminar. Preference to sophomores. Students read utopian literature more broadly than in IHUM 58 including texts such as Edward Bellamy's Looking Backward and texts that offer greater diversity of vision. The nature of utopia. Students develop their own imaginative visions of the ideal society. Prerequisite: IHUM 58.

3 units, Aut (Robinson, O; Roberts, E)

**IHUM 63. Freedom, Equality, Difference**

Which freedoms should a just society promote and which should be curtailed for the sake of justice? What equalities properly concern government and how can the achievement of equality be reconciled with respect for freedom? What roles should social and political institutions take in guaranteeing freedom and equality? Focus is on interdisciplinary inquiry including political philosophy, education, literature, history, and law. Abstract ideas and case histories, using one to shed light on the other. GER:IHUM-1

4 units, Aut (Palumbo-Liu, D; Koski, W; Reich, R)

**IHUM 64. Journeys**

Works spanning 2,300 years, diverse cultural and historical situations, and different forms and genres, which present essential aspects of the journey from birth to death. These texts trace moral, spiritual, and emotional passages within that one great journey, passages that challenge and transform people as they advance toward what poet Thomas Gray called the inevitable hour. GER:IHUM-1

4 units, Aut (Wolff, T; Yearley, L)

**IHUM 65. Race and Reunion: American Memory and the Civil War**

The place of slavery and the war in American cultural memory; its representation in literature, visual arts, music, high art, popular culture, and film. How the battle shifted from real to imagined locations. How stories told by writers and artists are shaped by memories and narratives of the past. Themes include competing ideas of race and nation, freedom and citizenship, personal and collective identity, and the purpose of literature and the arts. GER:IHUM-1

4 units, Aut (Wolf, B; Fishkin, S)

**IHUM 66. Laws and Orders**

The roles of law as a vehicle to establish order and as a tool with which customary order can be called into question. How norms may or may not apply equally in different cultural traditions. Five key texts represent watershed moments in the history of law as a force of regulation, order and normalization, but also as a source of emancipation: sometimes law imposes order, but the law can demand that we resist orders as well. GER:IHUM-1

4 units, Aut (Berman, R; Stacy, H)

**IHUM 67. Truth and Morality**

Investigates whether there is one truth or many; whether truth is in some way relative to particular groups of people, cultures, societies, or traditions in particular places and times; whether, as some philosophers have argued, human beings are not capable of knowing any truth whatsoever. Descriptive truths, the kinds of things physics, chemistry, biology, psychology, and economics claim to reveal, and normative or evaluative truths, the purported truths of morality, values, and rationality. GER:IHUM-1

4 units, Aut (Bobonich, C; Hussain, N)

**IHUM 68A. Performing Religion**

First in a two quarter sequence. Religion as a process of constructing meaning. Sources include philosophical texts, stories, rituals, dramatic performances, and other forms of religious expression. Historical contingency in the development of ideas and practices. Examples from Hinduism and Islam. GER:IHUM-2

4 units, Win (Hess, L; Bashir, S)

**IHUM 68B. Performing Religion**

Second in a two quarter sequence. Religion as a process of constructing meaning. Sources include philosophical texts, stories, rituals, dramatic performances, and other forms of religious expression. Historical contingency in the development of ideas and practices. Examples from Judaism and Buddhism. GER:IHUM-3

4 units, Spr (Fonrobert, C; Bielefeldt, C)