

**University of California, Berkeley**  
***INTERDISCIPLINARY STUDIES FIELD***  
**(ISF)**

**Division of Undergraduate and Interdisciplinary Studies (UGIS)**  
**College of Letters and Sciences**

**<http://isf.ugis.berkeley.edu>**

**ISF Major**  
**Student Handbook**  
**2017 – 2018**

(Revised 7/27/17)

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## **INTRODUCTION: THE INTERDISCIPLINARY STUDIES FIELD (ISF) MAJOR**

The ISF Major is part of the Division of Undergraduate and Interdisciplinary Studies (UGIS) of the College of Letters and Science. It is one of many interdisciplinary programs, but only one of two (with American Studies) that requires a senior thesis of each major. The ISF major is a research-driven program of liberal arts education that offers students the unique opportunity to develop an individualized cross-disciplinary **Research Program** that includes a **Course of Study** and a **Senior Thesis**. The Course of Study is made up of courses taken in the social sciences, the humanities, and/or the professional schools and colleges. Each student, with the help of a faculty adviser, follows a coherent Course of Study drawing on upper division courses. And each student, under the direction of a faculty adviser, produces a 30-40 page Senior Thesis, a sustained inquiry based on original, cross-disciplinary research. The Research Program (Course of Study + Senior Thesis) must meet four criteria:

1) It must be interdisciplinary, integrating methodological or theoretical approaches from at least three academic disciplines (departments). Interdisciplinary work may be comparative, historical, regional, thematic or problem-focused (see Appendix for examples) but it must combine approaches from three different disciplines (for a total of 20 credits).

2) The research program cannot replicate an existing major or program. The purpose of the ISF major is to allow undergraduates to combine work across disciplines in courses and with faculty where no other structured program exists, principally in the social sciences. Students will be referred to American Studies, Economics, the Haas Business School Undergraduate Program, or Sociology, as appropriate. The ISF major is a problem-based program, not a discipline. It is home to student research in the social sciences and humanities that is inherently interdisciplinary and comparative; grounded in time and place; with historical depth and perspective.

3) The research program must be feasible, and the Senior Thesis must answer a manageable research question in a semester's hard work (ISF 190). Each student's proposed Research Program is discussed with and approved by a faculty adviser to assure feasibility. While students are not expected to have a thesis proposal at the time of application, they should already have developed possible research questions and thought about research design.

ISF Majors develop critical research skills that help prepare students for a wide variety of careers and further study. ISF does not provide professional training, but prepares students for research in careers ranging from the university to Wall Street, from non-profits to the World Bank. Recent ISF students have pursued advanced academic study in Urban and City Planning, Anthropology, History, Creative Writing, Development Studies, Education, International Relations, Area Studies, Philosophy, Public Health, and Law School, and others have gone on to internships and jobs in nonprofit organizations as well as investment and marketing firms. The research skills acquired in the program are invaluable for success in these and other fields; the capacity to plan and execute a major original and innovative research paper, the Senior Thesis, is a capstone experience that affirms the skills of ISF students as critical researchers, thinkers, and writers, skills that will serve in a lifetime of learning and earning.

# 1. ISF FACULTY

## 1.1 Director

**Peter Sahlins**, 265 Evans, 664-4315/0108 – Ph.D., Princeton University

Professor of History

E-mail: sahlins@berkeley.edu

Research Interests: Immigration, Citizenship, Nationality in pre-modern and modern Europe; Animal-Human Relations.

Publications: on political boundaries and national identity, immigration and state policies, the early history of nationality law.

## 1.2 Associate Director

**Rakesh Bhandari**, 267 Evans, 664-4420 – Ph.D., UC Berkeley

E-mail: bhandari@berkeley.edu

Research Interests: Classical Social Theory's Images of Asia, The Juridical Aspects of Unfree Labor Relations, The Role of Luxury Consumption in Economic Growth, The Nature and Limits of Keynesian Intervention, Discourses of Social Darwinism.

Publications: Wage Labor, Historical Materialism, Science and Society, Political Economy, Slavery in History, Marxism.

## 1.3 Faculty Advisers

**Peter Sahlins**, 265 Evans, 664-4315/0108 – Ph.D., Princeton University

Professor of History

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Research Interests: Immigration, Citizenship, Nationality in pre-modern and modern Europe; Animal-Human Relations.

Publications: On political boundaries and national identity, immigration and state policies, the early history of nationality law.

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Research Interests: Classical Social Theory's Images of Asia, The Juridical Aspects of Unfree Labor Relations, The Role of Luxury Consumption in Economic Growth, The Nature and Limits of Keynesian Intervention, The Discourses of Social Darwinism.

Publications: Wage Labor, Historical Materialism, Science and Society, Political Economy, Slavery in History, Marxism.

**Gary Wren**, 238 Evans, 642-2087 / 0108 - Ph.D., Claremont

E-mail: gwren@berkeley.edu

Research Interests: Technology & Society; Development Studies; Social/Political Theory.

Publications: On Technology and Society.

**Shreeharsh Kelkar**, 269 Evans, 510-642-0660 – Ph.D., MIT

E-mail: skelkar@berkeley.edu

Research Interests: History and anthropology of computing, work, and expertise in the 20th century.

Publications: On MOOCs, Computer Scientists, and the Study of Learning.

**Fang Xu**, 269 Evans, 510-642-0660 – Ph.D., CUNY

E-mail: fangxu@berkeley.edu

Research Interests: On Social Inequality and Cultural Identity, Globalization, Displacement, and Language Endangerment.

**Amm Quamruzzaman**, 275 Evans, 510-642-1344 – Ph.D., McGill

E-mail: amm.quamruzzaman@mail.mcgill.ca

Research Interests: Healthcare migration, health and development, technology and development, globalization and global inequality, ethnic conflict and state formation in Africa, Islamist and ethno-nationalist armed movements, political trust, and human insecurity in the contemporary world.

## 1.4 Teaching Faculty

**Rakesh Bhandari**, 267 Evans, 664-4420 – Ph.D., UC Berkeley

E-mail: [bhandari@berkeley.edu](mailto:bhandari@berkeley.edu)

Research Interests: Classical Social Theory's Images of Asia, The Juridical Aspects of Unfree Labor Relations, The Role of Luxury Consumption in Economic Growth, The Nature and Limits of Keynesian Intervention, The Discourses of Social Darwinism.

Publications: Wage Labor, Historical Materialism, Science and Society, Political Economy, Slavery in History, Marxism.

**Gary Wren**, 238 Evans, 642-2087 / 0108 - Ph.D., Claremont

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Publications: On Technology and Society.

**Shreeharsh Kelkar**, 269 Evans, 510-642-0660 – Ph.D., MIT

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Research Interests: History and anthropology of computing, work, and expertise in the 20th century.

Publications: On MOOCs, Computer Scientists, and the Study of Learning.

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Research Interests: Healthcare migration, health and development, technology and development, globalization and global inequality, ethnic conflict and state formation in Africa, Islamist and ethno-nationalist armed movements, political trust, and human insecurity in the contemporary world.

## 1.5. Faculty Advisory Board

Nezar AlSayyad, Architecture

Max Auffenhammer, Agricultural and Resource Economics

Brad DeLong, Economics

Mariane Ferme, Anthropology

Erin Murphy Graham, Education

Darcy Grimaldo Grigsby, Art History

Denise Herd, Public Health

Donna Jones, English

Massimmo Mazzotti, History

Ramona Naddaff, Rhetoric

Dylan Riley, Sociology

Alan Tansman, East Asian Languages and Cultures

### Ex-Officio

Peter Sahlins, History, Director ISF

Rakesh Bhandari, Associate Director ISF

## 2. ISF Advising

### 2.1 Student Academic Adviser

The student academic adviser is the representative for the L&S aspects of ISF. This adviser is responsible for all administrative procedures, such as maintaining student records and scheduling courses. This student academic adviser provides a general introduction to the ISF major as well as an overview of the major declaration process, but does not have the authority to approve a student's specialized course of study.

Patrick Civello, 263 Evans, 643-7691/0108, Mon 9-11:45 and 1:45-5:30pm, Tuesdays-Fridays 9-12 noon, 1:45-5:30  
E-mail: [isf@berkeley.edu](mailto:isf@berkeley.edu)

### 2.2 General Advising Information

- The ISF Major is unique in the College of Letters and Science in the importance it assigns to the advising role. The student's part in this aspect of the major is active, not passive: ISF students actively plan their own research program and cultivate a working relationship with their faculty adviser. Prospective majors must be aware of this active advising role and be prepared to accept the responsibilities it entails.
- ISF faculty hold regular and "by appointment" office hours sufficient to allow students time to be advised on their academic programs. It is incumbent upon the student majors to maintain close contact with their advisers. Each consultation by an ISF major with an adviser should demonstrate initiative and independence in which the student comes prepared to seek counsel on the content and direction of her research program.
- Before being admitted to the major, the students must explain their Research Program and describe the proposed course of study in a 750 word, three page statement (double spaced). That statement should describe the student's research field in terms of:
  1. The interdisciplinary problems addressed by combining three disciplines, including a possible set of research questions that can only be answered in a multidisciplinary approach.
  2. The research methods that you wish to learn and apply in your own research.
  3. Some possible primary sources that you might eventually use in your Senior Thesis.

Prerequisites and requirements are described below; it is the student's responsibility, in close consultation with her adviser, to select the most appropriate coursework relevant to the approved Research Program.

### 2.3 Faculty Advising

The ISF Major emphasizes the role of the faculty adviser and the student-adviser relationship. The nature of the major requires careful discussion of the proposed Research Program in selecting courses that best combine students' individual research interests and the ISF program goals. Students are assigned an adviser upon acceptance into the major, although faculty members outside ISF may serve as advisers when appropriate, as approved by the ISF Director. Students are required to meet with their ISF faculty adviser at least once a semester prior to Tele-BEARS enrollment in order to update their records and receive their Adviser Code (AC). Add/Drop petitions will require an adviser's signature as well. Adviser drop-in office hours are posted on the bulletin board outside the Student Academic Adviser's office and on the web at <http://ugis.ls.berkeley.edu/isf/index.php>

### 2.4 Tele-Bears Advising

At the beginning of the Tele-Bears Enrollment period, declared majors must meet with their faculty adviser to approve their proposed study lists and to receive their AC (adviser code) number. Students are expected to have reviewed the schedule of classes before meeting with their adviser. Check the ISF Major bulletin board outside the Student Academic Adviser's office (or on the web at <http://ls.berkeley.edu/dept/isf>) for advising hours. In addition to regular drop-in hours, advisers usually schedule extra hours. All appointments must be made directly with the faculty adviser.

### 3. The ISF Major

Academic Senate regulations stipulate that students must declare a major by the time they have completed 60 units. In order to be considered for admission to the Interdisciplinary Studies Field Major, the student must consult a faculty adviser and complete an application form, available outside of the Student Academic Adviser's office or on the web page.

#### 3.1 Applying for the Major

The application deadline for each fall and spring semester will be posted on the ISF Application to Declare and on the ISF website and may be submitted at any time before that. Before submission, the completed application packet with all materials ***must be reviewed by an ISF faculty adviser in person***. ***Students are strongly advised to consult with an ISF faculty adviser well in the advance of the application deadline date***. Applications will be evaluated by the ISF Faculty Advisory Board; applicants ***will be notified of their admission or rejection by email within two weeks of the application deadline***. Please see the ISF Application to Declare for more details.

Students who have senior standing (90 units or more, excluding AP credit, not including in-progress units) will not be allowed to apply to the major unless they are changing their major or pursuing a double major. Final acceptance into the major will be contingent on being able to finish the ISF major within L&S change of major and double major guidelines.

Applications to the major may be submitted to a faculty adviser at any time prior to the application deadline. Drop-in advising hours for ISF faculty advisers are posted on the ISF bulletin board outside the Student Academic Adviser's office and online at <http://ls.berkeley.edu/dept/isf>.

As part of the application process, students must prepare a statement describing their proposed Research Program and a list of 10 courses for the Course of Study. It is essential to have an informational meeting with the ISF Student Academic Adviser who will assist students in clarifying their research interests (if appropriate to the ISF major) and in preparing students for their first advising session with a faculty adviser. It is also essential to consult the online ISF Research Fields for models and examples of the kind of work ISF students have done in these fields.

#### 3.2 Prerequisite: Disciplines and World Regions Requirement:

**\*\* Note that all prerequisites and requirements must be taken for a letter grade \*\***

Students intending to declare ISF must take two courses, one in each of the following categories (**Disciplines and World Regions**) with a grade of B- or better:

Students can apply to the major by filling out an application after they have completed their first course and are currently enrolled in their second required course; their final acceptance in the program will be contingent on receiving a grade of B- or better in the second course.

- a. **Disciplines.** Students must take one of the following introductory courses (or their recognized equivalent, if transfer students). **Note: Transfer students must have their equivalent courses approved by the ISF Director.**

Philosophy 2 (Moral Philosophy)  
Political Science 2 (Comparative Politics)  
Political Science 4 (Political Theory)  
Political Science 5 (International Relations)  
Sociology 1 (Introduction to Sociology)  
Anthropology 3 (Introduction to Social/Cultural Anthropology)  
Economics 1 or 2 (Introduction to Economics)  
Geography 10 (World Regions, Peoples, States)  
Psychology 1 (General Psychology)  
Rhetoric 10 (Introduction to Reason and Argument)  
Philosophy 3 (Nature of Mind)  
Education 190 (Critical Studies in Education)  
Public Policy 101 (Introduction to Public Policy Analysis)  
Development Studies C10 (Introduction to Development)

- b. **World Regions.** Students must take one of the following lower division courses (or their recognized equivalent, if transfer students):

Art History 11 (Introduction to Western Art)  
Chinese 7A/B (Premodern, Modern Chinese literature)  
Classics 10A/B (Greek and Roman Civilization)  
African-American Studies 4A/B (Pre-colonial/20<sup>th</sup> century Africa)  
History 2 (Comparative History)  
History 4A/B (Medieval Europe)  
History 5 (Europe Since the Renaissance)  
History 6A or B (China)  
History 8A or B (Latin America)  
History 10 (Africa)  
History 11 (India)  
History 12 (The Middle East)  
History 14 (Japan)  
IAS 45 (World History)  
Japanese Studies 7A/B (Premodern, Modern Japanese Literature)  
South Asian Studies 1A/B (India)  
Southeast Asian Studies 10A/B (Premodern/modern Southeast Asia)

A Committee of Faculty Advisors will have the discretion, in unusual cases, of accepting applications to the ISF program from students who have completed, with a minimum B- grade, upper division courses that have adequately prepared them for their designated Research Program and that fulfill the spirit of the prerequisite requirements of disciplinary and regional preparation for the major. Finally, additional courses can be added to each of the two lists as deemed appropriate by the Director and the Faculty Advisory Board. For transfer students, it is strongly recommended that this requirement be completed before enrolling at Berkeley. Transfer students must submit syllabi of courses already taken to their ISF faculty adviser for approval.

### **3.3 Major Requirements**

#### **3.3.1 Upper Division Requirements for the ISF Major:**

30-36 upper division units must be distributed among the following three categories:

1. **COURSE OF STUDY** - A minimum of 20 units (at least SIX courses) drawn from at least THREE fields or disciplines (departments). Courses for this requirement must be UPPER DIVISION, i.e., junior and senior-level coursework. Upon consent of a faculty adviser, courses outside of the College of Letters and Science may be accepted when relevant, e.g., courses in Social Welfare, Journalism, Public Policy, City Planning, Business Administration, etc. **\*Note: Upon approval from an ISF faculty advisor, a student may include one technical or natural science course as part of their Course of Study.**

#### **2. INTERDISCIPLINARY RESEARCH METHODS**

**ISF 189 (4 units)** – This class is an introduction to research methods, leading students through different units built around specific learning goals and practical exercises. The course is designed to teach a range of research skills, including (but not limited to) the ability to formulate research questions and to engage in scholarly conversations and arguments; the identification, evaluation, mobilization, and interpretation of sources; methods and instruments of field research (interviews, questionnaires, and sampling) and statistical thinking; and the construction of viable arguments and explanation in the human sciences. At the same time, the course is designed to help students identify their own thesis topic, bibliography, and methodological orientation in preparation for ISF 190. Note: ISF 189 is NOT offered during summer semesters.



ISF 189 is a required course in the major that \*must be completed before a student begins ISF 190, the Senior Thesis Seminar. Note: As of October 2017, students who have already taken one of the following courses and received a B- or better can place out of the requirement to take ISF 189: Anthropology 169B (Research Theory and Methods in Social and Cultural Anthropology); Demography 160; Ethnic Studies 101A (Social Science Methods in Ethnic Studies); History 104 (The Craft of History); Psychology 101 (Research and Data Analysis in Psychology).

### 3. THEORY AND PRACTICE COURSES - All ISF majors must take ISF 100A:

**ISF 100A - Introduction to Social Theory and Cultural Analysis (4 units)** – This course, required of all ISF Majors but open to all students, provides an introduction to the works of foundational social theorists of the nineteenth century, including Karl Marx and Max Weber. Writing in what might be called the “pre disciplinary” period of the modern social sciences, their works cross the boundaries of anthropology, economics, history, political science, sociology, and are today claimed by these and other disciplines as essential texts. We will read intensively and critically from their respective works, situating their intellectual contributions in the history of social transformations wrought by industrialization and urbanization, political revolution, and the development of modern consumer society in nineteenth-century Europe. But we will also make efforts to evaluate their intellectual contributions in light of recent scholarship about contemporary social issues, exploring ways in which scholars across the social sciences and humanities continue to interpret their respective contributions. The class meets twice a week in lecture and once in section and has no prerequisites.

**ISF STUDENTS MUST TAKE ONE OF THE FOLLOWING ISF COURSES WHEN OFFERED, OR APPROVED REPLACEMENT COURSES WHICH ARE OFFERED EACH SEMESTER. PLEASE FIND THE APPROVED LIST OF COURSES ON THE ISF WEBSITE OR OUTSIDE 263 EVANS HALL**

**ISF 100B - Introduction to Social Theory and Cultural Analysis (4 units)** - This is a course exploring how we understand the idea of the self in contemporary social worlds. The course shares the presumption that the modern self is a created endeavor. It charts traditional and contemporary understandings of individual identity, the maturation process and the notion of an inner life, the concepts of freedom and individual agency, the force of evolution and heredity, and the influence of social causation. The course stresses the complex interplay between the development of a sense of self, and the socialization pressures at work in the family, society, and global cultures.

**ISF 100C – Language and Identity (4 units)** - This course examines the role of language in the construction of social identities, and how language is tied to various forms of symbolic power at the national and international levels? Drawing on case studies from Southeast Asia, Europe, Canada, and the U.S., we will pay special attention to topics such as the legitimization of a national language, the political use of language in nation-building processes, the endangerment of indigenous languages, and processes of linguistic subordination and domination. This course will be interdisciplinary in its attempt to understand language in terms of history, politics, anthropology and sociology.

**ISF 100D – Introduction to Technology, Society and Culture (4 units)** – This course offers an introduction to the interactions between technological revolutions and modern societies. It focuses on the social effects of the transitions from the industrial revolution in the nineteenth century to the communication and information revolutions of the twentieth century. The purpose of the course is to understand the origins and global implications of the Internet and the role of information technologies in the evolution of informational capitalism. In part I we will examine the interrelations between industrialization, urbanization, and marketization [Fordism, Taylorism, Sloanism]. In part II we will focus on the impact of automobility, telephony and TV and media on the structure of social organization in the global north [Europe and North America.] In part II we will examine the evolution and structure of the Internet and its impact on cultures and societies in a variety of global regions. Here we are interested in theoretical questions about the relations that obtain between producers and users of technology under conditions of globalization, cyberspace, and the information age [theory of informationalism]. Readings include; Polanyi, Castells, Himanen etc.

**ISF 100E – The Globalization of Rights, Values, and Laws in the 21<sup>st</sup> Century (4 units)** - This course, aimed at helping students to anticipate and prepare for the great ethic and legal debates of the 21st century, applies theoretical and methodological tools of social science, jurisprudence, and philosophy to examine the complex interplay between transnational values and international norms governing social interaction. We explore the shifting nature of important international norms in an effort to clarify how their evolution is influenced by transnational value changes, and vice versa. Particular attention is paid to the changing contents of social concepts such as sovereignty, citizenship, human rights, work, marriage, life and war, and how these changes – often unleashed by the powerful forces of globalization -- are reflected in the laws governing transnational intercourse. The ultimate questions this course intends to answer are a) whether or not the ever-closer interconnection of peoples and nations is inevitably leading to the emergence of a universal value system, and if so, b) whether this homogenization of values can be achieved peacefully and c) what kind of values will ultimately prevail. Readings include Norgaard, Fukuyama, Huntington etc.

**ISF 100F: Theorizing Modern Capitalism: Controversies And Interpretations (4 units)** -The focus of this course will be on the various ways the nature and trajectory of modern capitalism has been interpreted. Our stress will be on post-Marxist works of analysis. The initial focal point will be on the work of Max Weber and Joseph Schumpeter, as well as important current debates in economic history and social theory generated by their work. Both Weber and Schumpeter display a strong fascination and elaboration with the work of Marx. The way they analyze Marx is very revealing about the way contemporary analysts seek to understand the capitalist system. We will also consider a number of current efforts that look at the systemic nature of capitalism. In particular we are interested in how economic historians now see the development of capitalism. We also want to examine the Weberian tradition in terms of the role of culture in shaping economic behavior. Debates about the nature of globalization will also be considered as well as analysis of the changing nature of work.

**ISF 100G: Introduction to Science, Society, and Ethics (4 units)** - This interdisciplinary course will explore whether it has proven possible and desirable to understand society through value-free and positivistic scientific methods as predominantly developed in the transatlantic worlds of the 19th centuries. We shall explore questions that may be applied to the realms of public health and human biology, or to the social sciences generally, including anthropology, sociology, economics, and political science.

**ISF C100G: Science, Technology, and Society (4 units)** - Be it bugs, buildings, or bits, what humans imagine and construct is tightly interconnected with the societies they live in. This course provides an overview of the field of Science and Technology Studies (STS) as a way to study how our knowledge and technology shape and are shaped by social, political, historical, economic, and other factors. We will learn key concepts of the field (e.g. how technologies are understood and used differently in different communities) and apply them to a wide range of topics, including geography, history, environmental and information science, and others. Questions this course will address include: how are scientific facts constructed? How are values embedded in technical systems? Can non-humans have agency? Is it possible to dissociate science and politics? What is scientific evidence and how do we use it?

**ISF 100H: Introduction to Media and International Relations (4 units)** - How have international actors used media to construct public opinion about salient issues, such as war, terrorism and intervention, international trade and finance, and global warming and resource depletion? The purpose of this course is to introduce students to key concepts, methods, and theories in the analysis of media effects, particularly in the areas of public opinion formation and international relations.

**ISF 100I: Consumer Society and Culture (4 units)** - Following Weber, Veblen, and Bourdieu, social scientists often emphasize consumers' motivations to establish or display their status. In many ways, consumption defines our lives – our identities, as consumers are even more important, some would argue, than our identities as workers or producers. But what are the implications of a society in which “you are what you consume?” In this class, we will address: Under what conditions does a “consumer society” develop? What does global commodity chain tell us about colonization, global inequality, and environmental injustice? How can we shape the life cycle of basic commodities—from raw materials to iPhones, from creation to destruction—in a socially sustainable way? This course will be interdisciplinary in its attempt to understand consumer society and culture in terms of political economy, geography, history, anthropology and sociology. It is divided

into six major segments: "Consumption and Inequality," "Consumption, Meaning and Identity," "Global Commodity Chain," "Consumption in Contemporary China," "Critiques of Consumer Society," and "Environment, Sustainability, and Social Justice". The goal of this course is to provide students with a broad overview of debates and theories about consumption, and to provide them with an opportunity to explore a consumption-related topic themselves.

**ISF 100J: The Social Life of Computing [4 units]** - The time we live in is often called the "information age" or the age of computing. Some analysts have likened it to a third Industrial Revolution: the first one happened in the 18th century in England and involved the use of water and steam power in the manufacture of textiles; the second happened in the 19th century United States and involved the rise of the railways, electricity grids and the managerial corporation; the third Revolution is ostensibly happening through the increasing development and use of computer networks. In this class, we will look at computing as a "social" phenomenon: to see it not just as a technology that transforms but to see it as a technology that has evolved, and is being put to use, in very particular ways, by particular groups of people. We will be doing this by employing a variety of methods, primarily historical and ethnographic, oriented around a study of practices. We will pay attention to technical details but ground these technical details in social organization (a term whose meaning should become clearer and clearer as the class progresses). We will study the social organization of computing around different kinds of hardware, software, ideologies, and ideas.

**NOTE:** If a student's Research Program requires advanced work in a specific methodological approach, an appropriate course may be substituted for ISF 100A with the permission of the ISF Faculty. In such cases, the student's Research Program normally requires courses in quantitative analysis, advanced statistical methods, demographics, natural sciences, and/or computer science.

#### 4. SENIOR THESIS REQUIREMENTS

##### **ISF 190 - Senior Thesis (4 units)**

The ISF Senior Thesis requirement is the capstone experience and final product of the ISF Major. The thesis is a sustained, original, and critical examination of a central interdisciplinary research question, developed under the guidance of the ISF 190 instructor. The thesis represents a mature synthesis of research skills, critical thinking, and competent writing. As the final product of a student's work in the major, the thesis is not the place to explore a new set of disciplines or research problems for the first time, but should develop methods of inquiry and bridge the several disciplines that students have developed in their Course of Study. Note: ISF 190 is NOT offered during summer semesters.

##### **Form:**

The ISF Senior Thesis should be 30-40 pages of text in length (7500-10,000 words maximum), not including documentation. It must include a title page, a table of contents, a list of sources consulted, and a complete bibliography. It must be annotated either by footnotes, endnotes, or Social Sciences Citation style in-text references. In all cases, students must follow the rules of the Chicago Manual of Style. The thesis must be double-spaced, with one-inch margins, and carefully proofread for spelling and grammar. Two copies of the thesis must be submitted to the ISF 190 instructor.

##### **Sources:**

As the product of the ISF "research-driven liberal education," the Senior Thesis should strive to be more than an analytical and critical summary of secondary literature, comparing and contrasting contemporary academic scholarship on a question. Rather, Senior Theses should make every effort to engage critically with primary sources. What constitutes a primary source remains open to interrogation and discussion with the ISF 190 instructor.

The nature of primary sources will on depend on the topic and the research questions posed by each student. Primary sources can be quantitative or qualitative, published or unpublished, written or oral, historical or contemporary. (Any student using research with human subjects must receive approval: see <http://rac.berkeley.edu/compliancebook/introduction.html> for more information about research protocols).

They can include literary works, letters, and memoirs; official statistics or censuses; reports of NGOs garnered from websites; objects or visual media; juridical decisions or legislative interventions, opinion polls, or even blogs; or student-generated instruments (questionnaires, surveys, interviews). Sources are primary in that they are produced by or refract specifically the historical actors and institutions and the social processes that are the object of study. As such, these primary sources become the "raw data" from which specific interpretative frameworks are elaborated in the academic journals and books of the disciplines, written by trained academics (secondary sources), and which then might be synthesized in textbooks and websites (tertiary sources). [1]

The identification of a primary source is not always obvious: a longitudinal study of obesity in South Africa written for a scholarly journal would be considered a secondary source, but the tabulated data generated by the researcher and interpreted in the article could be considered a primary source. A nineteenth-century history of Machiavelli and the Medici would be considered a secondary source, unless the thesis was about nineteenth-century histories of Italy, at which point it becomes a primary source. Students need to work closely with their ISF 190 instructors and research librarians to identify the primary sources for their theses. Although practices will vary widely according to topic, students are urged to consult at least five different primary sources in their research, and their theses should include a bibliography of eight to ten secondary sources (academic journals or books) relevant to the research question.

#### **Methodology and Bibliography:**

Following the student's Research Program and Course of Study, the methodology and bibliography of secondary sources (academic books and articles) should be interdisciplinary in character, and should critically evaluate the scholarly contributions to the research question from the perspective of the different disciplines. It is generally recommended that students devote an early section of their thesis to such a methodological reflection, although some Senior Theses will address the methodological dimensions of their inquiry in a more continuous fashion within the text. In any case, a Senior Thesis should demonstrate a familiarity and knowledge of specific disciplinary approaches and the distinctiveness and originality of an interdisciplinary one.

#### **Originality:**

The elusive goal of originality plagues scholars of all levels. No academic work is ever entirely original, since we build upon mountains of information, resources, and scholarship that come before us; thus the importance of acknowledging debts fully and clearly to other scholars. Rather than striving for complete originality, students should select a subject in such a way as to contribute to the conversation, drawing on the research and ideas of many other scholars and thinkers, their work cited as used. A Senior Thesis might result in a re-evaluation of existing interpretation or a fresh perspective, although it is unlikely that a student's insights will likely not be present at the beginning of the project. Rather, through the critical and creative exercise of research and writing, under the guidance of the 190-seminar instructor, that original contribution will emerge. Remember: no two theses are alike, even if they use the same primary sources and address the same topic.

#### **Resources:**

In addition to the analytical, research, and writing skills acquired in ISF 189 and other coursework, students are encouraged to begin discussion before the semester of their Senior Thesis about sources and bibliography with the ISF faculty, and to reach out to faculty in relevant departments and programs on the UC campus. The student's thesis advisor in ISF 190 will be an important resource in directing them towards resident experts on campus. Lynn Jones, Research Librarian at Doe, is an invaluable resource in helping orient students towards primary and secondary

sources: students should consult her "ISF 190 Thesis Seminar" website long before they begin the 190 (<http://www.lib.berkeley.edu/alacarte/course-guide/195-ISF190?tab=998>). Indeed, it is expected that students will have devoted a serious effort towards identifying a research topic, if not a set of research questions, before the semester of their Senior Thesis, and should come prepared to the first meeting of their ISF 190 with a paragraph statement, list of possible sources, and foundational bibliography for their Senior Thesis.

#### Reviewers and Second Readers:

All students must consult with outside faculty who have **research specialties relevant to the thesis topic**. Students are expected to attend the office hours of a faculty researcher to discuss both their research questions and bibliographies. Students should locate the member of the Advisory Board whose research profile most closely matches the thesis topic; students may consult faculty researchers who are not on Advisory Board if their research profile is more relevant to the thesis work. If the faculty member is willing, students should ask the outside faculty member to comment on a written version of the research question and bibliography made up of primary and secondary sources. **Honors students must have second readers, usually drawn from the Advisory Board. A second reader who is not on the Advisory Board must be confirmed by the ISF thesis adviser to have a relevant research record to evaluate the thesis.** Honors students are encouraged to submit a substantial draft of the thesis to and ask for comments from the second reader before the final thesis is turned in.

#### Abstracts:

All theses must have an abstract, which is a purely descriptive summary of thesis. The abstract should contain between 150 and 250 words, a summary of the research question, methods, results, and the significance of the findings.

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[1]  
For further elaboration of these categories, see Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams, *The Craft of Research*, 3rd edition (Chicago: The University of Chicago Press, 2008): 69-70 et. seq.

### 3.4 Honors in the Major

To qualify for honors in the ISF major, all students will enroll in the senior thesis seminar (ISF 190). Senior Theses that receive honors will be no different in length and baseline requirements than other ISF Senior Theses, although they will inevitably use more primary and secondary sources, employ a more sophisticated methodology, and offer more rigorous and sophisticated interpretations.

Honors in the College of Letters and Science will continue to be awarded on the basis of GPA. But Honors in the ISF program will be awarded on the basis of a minimum GPA (3.60 in the College and the Major) and the quality of the Senior Thesis.

Students seeking Honors will first need to identify and seek out Senate Faculty members (tenured faculty) from other departments for advice and to serve as a Second Reader. The student must then notify their ISF 190 thesis instructor that they intend to pursue honors and then give the name of the second reader to the instructor.

The degree of Honors (Honors, High Honors, Highest Honors) will be awarded based on an assessment of the Thesis by the ISF Honors Committee. The ISF Honors Committee consists of no fewer than two teaching faculty of the ISF Program and no fewer than two Academic Senate members, its makeup depending on the total number of Senior

Theses nominated. The ISF Honors Committee accepts nominations for Honors by the ISF 190 Instructor or another faculty member of the ISF program, or by a member of the Academic Senate familiar with the student's work.

The ISF Honors Committee subjects each nominated Senior Thesis to a first-round evaluation based on no fewer than two independent readings, and the ISF Director assigns additional readings as necessary. The principle is to reach agreement on the degree of honors to be awarded to each student through discussion and consensus by the Honors Committee; to assure equity and fairness, the ISF Director reviews all decisions reached by the Committee.

Students eligible for honors must still have a cumulative 3.6 GPA, including in ISF courses. Additionally, the ISF Honors Committee uses the criteria of scholarly originality, methodological sophistication (including interdisciplinarity), the quality of source interpretation, and excellence in writing and argumentation to adjudicate the degree of honors to be conferred.

To allow adequate time for the Honors Committee to assess and review the Senior Honors Theses, students seeking Honors will be required to turn in their final Senior Theses at the beginning of Reading/Review/Recitation Week. Upon completion of all requirements, students will receive their diploma with a special label affixed indicating the awarding of honors.

### **3.5 ISF Creative Thesis Option –**

On occasion, an appropriate part of the senior thesis can be an original, creative work such as a play, musical composition, a performance piece, a video production, a screenplay, or a collection of poetry. The thesis, no matter what form it takes, is expected to be an outgrowth of the Research Program/Area of Concentration. Students choosing to do the creative option must 1) secure an outside adviser/"second reader" who is knowledgeable in the appropriate creative field, and 2) write a 15 page research paper on the theoretical foundations of the creative work. Students who are interested in exploring this option should first consult with ISF Director Peter Sahlins.

## **4. ISF and the College of Letters and Sciences**

### **4.1 College Requirements and Graduation**

**L&S REQUIREMENTS:** In addition to completing ISF major requirements, students are also responsible for satisfying the graduation requirements of the College of Letters and Science, as well as Campus and University requirements. It is recommended that each ISF major stay abreast of the most current requirements by visiting the L&S web site at: <http://ls-advise.berkeley.edu/>. Appointments to see a college adviser may be scheduled in 206 Evans Hall.

**COMMENCEMENT:** Graduation is the official completion of your degree requirements, while commencement often takes place before you have completed your last final exam in May. Students who complete all requirements for graduation during spring typically participate in the May commencement ceremony; students who complete their requirements during summer or fall of a given year are also welcome to participate in the May commencement ceremony. Graduating seniors should contact the ISF Student Academic Adviser. See the UGIS website for more information at <http://learning.berkeley.edu/commencement.html>.

**TO RECEIVE YOUR DIPLOMA:** Students must declare their candidacy for graduation in the semester in which they plan to complete all requirements. They may do this during their Tele-Bears session when enrolling in their final semester. Students must put themselves on the "degree list" in order to officially graduate. Diplomas will be mailed to your permanent address approximately 3 ½ months after the end of the term you officially graduated.

**Please note:** Your diploma will list your major as "Interdisciplinary Studies." It will not mention your Research Program.

**4.2 ISF Courses that also Satisfy College Breadth Requirements.** In addition to satisfying major requirements, the following ISF courses may also satisfy L&S breadth requirements.

- \* Arts and Literature (AL) Breadth is satisfied by the following ISF courses: 100C
- \* Historical Studies (HS) Breadth is satisfied by the following ISF course: C145
- \* International Studies (IS) Breadth is satisfied by the following ISF courses: 60, 100A, 100D, 100E, 100H, C145
- \* Philosophy and Values (PV) Breadth is satisfied by the following ISF courses: 10, 60, 61, 100A, 100B, 100E, 100G
- \* Social and Behavioral Sciences (SBS) Breadth is satisfied by the following ISF courses: 60, 100A, 100B, 100D, 100E, 100F, 100H, C125, C145

**4.3 ISF Lower Division Courses.** ISF has developed a series of courses (ISF 60, 61, 62) to meet the needs of lower division students across the campus by 1) Providing courses which meet L&S breadth requirements--particularly Philosophy and Values and International Studies, and 2) introducing students to interdisciplinary inquiry. While the upper division courses in ISF are generally organized around the most important texts in social and cultural theory, the lower division courses (the ISF 60 series courses) are problem-focused and designed to introduce students to the theoretical and political implications of various disciplinary methods and approaches. The following three courses satisfy L&S College Breadth requirements:

- \* ISF 10 - Enduring Questions and Great Books in the Western Tradition
- \* ISF 60 - Technology and Values (IS, PV, SBS)
- \* ISF 61 - Moral Reasoning and Human Action (PV)
- \* ISF 62 - Representations of Self-Deception in the Modern World (SBS)

## 5. ISF Resources

**5.1 Research and Internship Opportunities.** ISF students are encouraged to participate in research and/or internship opportunities, such as the URAP program (Undergraduate Research Apprentice Program), where they learn to conduct research with Berkeley faculty. For more information contact the URAP office in 5 Durant Hall, 643-5376, <http://research.berkeley.edu/urap/>.

Students can also participate in UC Berkeley's Washington Program (UCDC) where undergraduates spend a semester (fall or spring) in Washington, D.C. pursuing full-time course work and an internship in their selected field. For more information, visit the UCDC web site at: <http://learning.berkeley.edu/ucdc/program.htm>

Students should also contact the Scholarship Connection office, 5 Durant Hall, for fellowships and scholarships: <http://scholarships.berkeley.edu>. To explore the many research opportunities that exist for undergraduates, please visit UC Berkeley's research website at: <http://research.berkeley.edu/>. Students can also contact the Career Center's web site to explore available internships at: <http://career.berkeley.edu/>.

**5.2 Study Abroad.** ISF students are strongly encouraged to study abroad and incorporate their coursework from overseas into their research programs. With over 250 programs in 36 countries offered through the UC Education Abroad Program alone, and many programs available during the summer and outside the UC system, there is a study abroad program for every kind of student. When relevant, up to three upper division courses taken abroad may be used towards fulfilling the major's requirements. Students can begin researching the program that is right for them by visiting the UC Education Abroad web site at: <http://eap.ucop.edu>.

### 5.3 Resources: College, Career, and Graduate School

We recommend that you review the web sites of the following resources - it is a great preliminary step before making personal contact - be sure to make use of as many of the vast resources on campus as possible!

College of Letters and Science Advising: <http://ls-advise.berkeley.edu/>

Career Center: <http://career.berkeley.edu/>

Student Learning Center: <http://slc.berkeley.edu/>

UCB Library: <http://www.lib.berkeley.edu/>

Undergraduate Research at Berkeley: <http://research.berkeley.edu/>

UCB News, Events and Speakers: <http://www/berkeley.edu/calendar>

### 5.4 Letters of Recommendation and Preparing for Post-Graduation

Students are advised to develop a file for letters of recommendation. We encourage you to visit the Career Center's web site at: <http://career.berkeley.edu/> to research the many services available, including their Letter Service. This service allows students to have letters of recommendation submitted on-line to the Career Center, where they are kept on file and mailed out at request. Faculty generally require at least a three-week advance notice to write a letter of recommendation. As an ISF major, you may contact Professor Peter Sahlins, Director of ISF, with specific questions regarding graduate school applications and fellowships.

## 6. Addenda

### 6.1 ISF Research Fields

ISF has identified a number of **Interdisciplinary Research Fields** that have engendered excellent scholarship and attracted students across campus. Although ISF students may pursue other research fields identified in consultation with ISF faculty and academic advisors, these ISF Research Fields provide models and resources about scholarly interests shared by many ISF students and associated faculty. Research fields are dynamic bodies of knowledge that form and develop through a series of debates articulated around a given set of interdisciplinary



topics, research questions, and theories. The Research Fields found on this website are here to help ISF students identify their own research interests and customize their own research program and course of study.

Each ISF Research Field includes a field description, selected titles of recent ISF Senior Theses, a list of relevant courses taught regularly at UC Berkeley (from which past students have constructed their **Course of Study**) and a list of campus resources, including in many cases a link to a **Library Resource Page** that aggregates many primary and secondary sources in the field.

Students are encouraged to spend time studying these Research Fields, to prepare their own research questions, and to begin to assemble a list of courses on campus that will help them develop their own research program. They should then visit an ISF academic advisor to further discuss their Research Program and Course of Study. For an in-depth description of each field, please visit the ISF website: <http://live-isf.pantheon.berkeley.edu/isf-research-fields>

- **Child Development and Education:** How do children develop the knowledge, skills, and personality characteristics that allow them to become competent adults? How do differences among children emerge? How do culture, social context, and history affect these outcomes?
- **Globalization and Development:** How have peoples been brought together through empires, through neo-mercantilist practices in the early modern world, through "free trade" following the industrial revolution, and as a result the fall of Communist bloc?
- **Health and Illness:** ISF is a unique major that allows students to tap the many courses taught across departments at Cal relevant to health and illness, including the study of health across advanced capitalist nations and the health challenges faced by poorer nations.
- **History and Culture of Capitalism:** The history and culture of capitalism is a sharply contested research field. Scholars debate how capitalism itself should be understood, whether it marks a stage in historical development identified with industrialization or whether it can be found in a variety of forms at different historical periods.
- **Inequality Studies:** The study of inequality is a truly interdisciplinary inquiry that includes empirical sociological and political measures of the dimensions and levels of inequality.
- **Information Technology and Social Media:** Students interested in this research field should enroll in History and Information courses to understand both how the social character of information has changed across time and space, as well as the technical aspects of how information becomes encoded in specific technologies.
- **International Migration Studies:** The status of millions of people as non-citizens has raised scholarly interest in population movements before nation-states, in the nature of citizenship, and in the meaning of belonging before and after the emergence of modern states.
- **Language, Culture, and Identity:** In this research field, students make language itself an object of study through an interdisciplinary course of study combining the Social Sciences and Humanities.
- **Law and Society:** Students in this field explore the historical preconditions for the emergence of law and its specialized practices, such as criminal law, and seek to understand the reasons for cross-national variance in legal systems.
- **Science, Technology and Society:** Students in this field study not only the social preconditions for scientific investigation but also the social consequences of scientific and technological developments and the ways these processes are themselves shaped by society.
- **Urban Planning and Sustainability:** Students interested in this research field should understand the long historical process of urbanization and grasp how the forces driving it today differ from those of the past, and understand these changes across the time and space of cities in the context of broader economic, cultural, and political transformations.
- **Visual Culture:** The ISF Research Field on Visual Culture incorporates the breadth, depth and complexity of visuality in shaping aesthetics and culture, and also society and politics, in history and today.

## 6.2 Frequently Asked Questions

### What is the ISF Major?

The ISF (Interdisciplinary Studies Field) major is a unique program at Cal that offers students a special opportunity to take advantage of the University's strengths as a research institution. Providing a research-driven liberal education, ISF allows students to design their own original program of research and study, resulting in a major research project (Senior Thesis). The ISF major is intended for students who wish to focus their studies on a non-U.S. topic, have a clear idea about the research they would like to pursue and the courses that will be most meaningful to them (the Course of Study), and who are prepared to write a Senior Thesis. Applicants are encouraged to convey coherently their area of research and study in a brief proposal.

### How do I choose courses for my Course of Study?

When developing your ISF major, it is important to choose a Course of Study that relates to your central research interests. Since Cal offers an extraordinary breadth of courses, it may seem at first an overwhelming task to select courses from these offerings. So:

- 1) Start by defining your interests. Look over the "ISF Research Fields" in the ISF handbook, or on the ISF website. Although your major will reflect your own goals and interests, other ISF students before you probably have put together programs in your area of interest, and you may want to use their programs as a reference.
- 2) Look over the current list of majors in the College of Letters & Science's web site (<http://ls-advise.berkeley.edu/majors/majorlist.html>), and list those that are of interest to you. Carefully read the brief descriptions of each major in the General Catalog. Then browse the descriptions seeking courses relevant to your interests. Think about how these courses might be related. Do you find yourself wanting to explore this connection?
- 3) Discuss your proposal with an ISF faculty adviser. Once you have a list of courses or you have an idea of what you would like to research or study, visit an ISF faculty adviser to discuss your proposal. The faculty adviser will assist you in developing a proposal with coherence, breadth, and depth that is comparable to an existing academic discipline here at Cal. In addition, the faculty adviser will be able to direct you to additional faculty on campus who teach in your area of interest.

**How do I apply?** For an application to the ISF major, you can download one from our web site (<http://ls.berkeley.edu/ugis/isf/major/declaring.php>).

### What can I do with an ISF major?

Just about anything! Your research program will reflect your passions and your interests, and your interdisciplinary training will be a bonus for employers, graduate programs, and professional schools seeking unusual and highly-motivated students. You will have learned critical skills of research, analysis, interpretation, and writing that will translate across professional sectors and domains. As an ISF major, you have a demonstrable record as a scholar and researcher with the capacity to complete original and innovative work informed by the best scholarship in several disciplines and domains. These skills will translate into graduate or professional study, non-profit work of business, government or community service. The ISF major trains students as critical researchers and writers, developing fungible skills that will serve in a lifetime of learning.

**6.3 The ISF Program Worksheet.** Found on the last page of the Student Handbook, the four-year worksheet is intended to students in planning their research program. The worksheet sets up an effective program for completion of the major and other college/campus requirements while allowing room for participation in such enrichment opportunities as education abroad, research, field work, or completion of a minor. Students, including those transferring from other institutions, are encouraged to fulfill prerequisites and to declare the ISF major by the end of the first semester of their junior year.

# Interdisciplinary Studies Field (ISF) Major Four Year Plan

**FRESHMAN YEAR.** Students should explore their interests and start to satisfy L&S, UC and AC requirements.

<b>FALL</b>	<b>SPRING</b>	<b>SUMMER</b>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
15 units      total units: 15	15 units      total units: 30	_____ units

**SOPHOMORE YEAR.** Students should be completing L&S requirements and ISF major prerequisites. Students may apply to the major after they have finished one of the two prerequisites (Disciplines or World Regions) with at least a B- and are enrolled in the second course.

<b>FALL</b>	<b>SPRING</b>	<b>SUMMER</b>
<u>(3 or 4 units) Disciplines/World Regions #1</u>	<u>(3 or 4 units) Disciplines/World Regions #2</u>	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
15 units      total units: 45	15 units      total units: 60	_____ units

**JUNIOR YEAR:** Students should complete any remaining L&S/University requirements and begin upper division work in the major. Transfer students should begin work on prerequisites immediately.

<b>FALL</b>	<b>SPRING</b>	<b>SUMMER</b>
<u>(4 units) ISF 100A Theory/Analysis</u>	<u>(4 units) Theory/Practice class</u>	_____
<u>(3 or 4) ISF Course of Study Class #1</u>	<u>(3 or 4) ISF Course of Study Class #2</u>	_____
<u><b>EAP/URAP/ENRICHMENT</b></u>	<u>(3 or 4) ISF Course of Study Class #3</u>	_____
_____	_____	_____
_____	_____	_____
15 units      total units: 75	15 units      total units: 90	_____ units

**SENIOR YEAR. Students should complete any remaining ISF major requirements and prepare for thesis)**

**FALL**

(3 or 4) ISF Course of Study Class #4  
(3 or 4) ISF Course of Study Class #5  
ISF 189  
\_\_\_\_\_  
\_\_\_\_\_  
15 units      total units: 105

**SPRING**

(3 or 4) ISF Course of Study Class #6  
(4) Senior Thesis (ISF 190)  
\_\_\_\_\_  
\_\_\_\_\_  
15 units      total units: 120

**SUMMER**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
       units