For connections to Social Science and History Standards and a full listing of SPICE curriculum units, please visit the SPICE website at http://spice.stanford.edu

<table>
<thead>
<tr>
<th>TABLE OF CONTENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Letters</td>
</tr>
<tr>
<td>Middle School to Community College Curricula</td>
</tr>
<tr>
<td>World Cultures</td>
</tr>
<tr>
<td>World History</td>
</tr>
<tr>
<td>World Geography</td>
</tr>
</tbody>
</table>

| Elementary School Curricula | 21 |
| About SPICE | 22 |
| Dissemination & Distribution Centers | 23 |
| Order Form | 24–25 |

<table>
<thead>
<tr>
<th>New Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interactive Teaching AIDS:</td>
</tr>
<tr>
<td>A Comprehensive HIV/AIDS Prevention Curriculum</td>
</tr>
<tr>
<td>Examining Long-Term Radiation Effects: Case Studies of the Atomic Bombings of Japan and the Chernobyl Power Plant Thermal Explosion</td>
</tr>
<tr>
<td>China’s Republican Era, 1911 to 1949</td>
</tr>
<tr>
<td>Wings of Defeat: A film by Risa Morimoto and Linda Hoaglund</td>
</tr>
</tbody>
</table>

Cover (Top to Bottom): “Women Spinning Thread Using an Ancient Technique” © Daniel Waugh, 1996; “Atomic Bomb Dome” © Waka Takahashi Brown, 1997; “Students in India” courtesy of TeachAIDS.org.

Funding for the development of SPICE curriculum materials included in this catalog has been provided by the Freeman Spogli Institute for International Studies (FSI), Stanford University; the Walter H. Shorenstein Asia-Pacific Research Center, FSI; the Center for African Studies, Stanford University; the Center for East Asian Studies, Stanford University; the Center for Latin American Studies, Stanford University; the Center for Russian, East European, & Eurasian Studies, Stanford University; the California Civil Liberties Public Education Program; the Carnegie Corporation of New York; the Compton Foundation; the Consulate General of Japan, San Francisco; the European Union; the Ford Motor Company; the Freeman Foundation; the German-Marshall Fund; the Gifted Learning Institute; the International Business Communications Council; the James Irvine Foundation; the Japan Foundation’s Center for Global Partnership; the Korean Education Center in San Francisco; the May Liang and James Lintott Foundation; the Russell Family Foundation; the Ruth & Sherman Lee Institute for Japanese Art at the Clark Center; the San Francisco Foundation; the UNSO Committee, San Francisco; the United States Geological Survey; the United States-Japan Foundation; Urasenke Tankokai, Inc. NPO; the United States Department of Education; the United States Institute of Peace; the William and Flora Hewlett Foundation; and several private donors.
Dear Friends,

Welcome to our 2009 catalog. The Freeman Spogli Institute for International Studies (FSI) is Stanford University’s primary forum for interdisciplinary research on major global issues and challenges. FSI seeks to contribute to public policy nationally and internationally with its scholarship and analysis; to transcend traditional academic boundaries by creating new interdisciplinary partnerships; to enrich the educational experience of all members of the Stanford community; and to make its research available to a wide and influential audience. As teachers, you are conceivably our most important audience.

Knowledge has become a global commodity, available to anyone with access to the Internet. More than just a slogan, it is now a requirement for education and research to “Go Global” with the mission to improve student understanding of the myriad challenges we face and equip them to address those problems productively.

SPICE fills a unique and important niche as a bridge between FSI and K–12 schools. I take an active and supportive interest in its curricular, teacher professional development, and distance-learning projects. FSI and SPICE are here to complement and boost your efforts in teaching your students about the world in which they live.

I encourage you to stay closely involved with SPICE. It is my expectation that the globally focused curricular materials in this catalog will help you put the research of FSI within easy reach of young students.

Sincerely,

Professor Coit D. Blacker
Director, Freeman Spogli Institute for International Studies at Stanford University
Dear Teachers,

I am pleased to share the Stanford Program on International and Cross-Cultural Education’s 2009 catalog of curricular materials with you. You will find several new publications that reflect current research on both international studies content and the teaching/learning process.

This year’s new China-focused curricular offering is titled China’s Republican Era: 1911 to 1949. This unit focuses on the tumultuous time period between the fall of the last Chinese dynasty in 1911 and the beginning of the Communist era in 1949. SPICE is also pleased to introduce Examining Long-term Radiation Effects: Case Studies of the Atomic Bombings of Japan and the Chernobyl Power Plant Thermal Explosion. This curricular unit was developed in collaboration with Stanford University’s Center for Russian, East European & Eurasian Studies and Nagasaki University’s School of Medicine. Finally, we have produced a teacher’s guide for the film Wings of Defeat, a documentary about Kamikaze pilots during World War II.

Currently in development are curricular units on the Baltic States (Estonia, Latvia, and Lithuania), North Korea, and HIV/AIDS. In addition, we are developing a curricular unit based on a textbook comparison project (called “Divided Memories”) that focuses on how historical events from 1931 to 1951 are depicted in textbooks from China, Japan, South Korea, Taiwan, and the United States. Please visit SPICE’s website for updates on these units, teacher professional development opportunities, and a distance-learning course for high school students on Japan.

Please don’t hesitate to contact SPICE if you have any questions. The SPICE staff and I extend our appreciation for your support.

Sincerely,

Gary Mukai
Director, SPICE

“A learning and health training tool that delivers culturally appropriate, accurate and enjoyable health information. A great way of ‘Breaking the Silence’ about HIV and AIDS in a non-threatening and informative classroom setting.”
— David Katzenstein, Professor of Medicine and Infectious Disease, Stanford University

HIV/AIDS is one of the most challenging and important health issues in the world today. In fact, 9 out of 10 people infected worldwide do not know their serostatus, increasing the risk that the virus’s already rapid rate of spread will escalate. HIV/AIDS is a preventable and treatable illness, and with widespread awareness created through proper education it can be effectively controlled.

SPICE and TeachAIDS.org have collaborated to provide pedagogically-grounded interactive health materials, developed through the School of Education at Stanford, that promote a powerful and dynamic approach to HIV/AIDS education.

Based on original research conducted at Stanford University, these interactive applications were developed by an interdisciplinary team of experts in the fields of education, communications, public health, and medicine to target young learners. To ameliorate discomfort associated with discussing these often stigmatized issues, the materials emphasize the biological aspects of HIV/AIDS with socially-appropriate euphemisms and utilize animated agents, in a manner which also maximizes educational efficacy.

The CD-ROM contains eleven chapters outlining topics like: how the HIV/AIDS pandemic is changing the world; why the HIV virus is adaptive and dangerous; how someone gets infected with HIV, including a discussion of high-risk and no-risk fluids and direct transmission; facts and figures about HIV prevention and treatment strategies; and most importantly, what young people can do to help spread HIV/AIDS awareness.

The animated materials also contain quiz questions to enhance learning and retention. They can be used as videos to promote learning among peers in classroom environments or on individual computers to allow private learning. A teacher’s guide that contains several activities to enhance learning in informal and formal environments accompanies the CD-ROM.

These animated tutorials have been hugely successful in promoting HIV/AIDS education around the world. Learners of all ages are currently using these materials in South Africa, India, Botswana, China, Canada, the United States, among others.
Examing Long-Term Radiation Effects: Case Studies of the Atomic Bombings of Japan and the Chernobyl Power Plant Thermal Explosion

In August 1945, the first nuclear weapons were dropped on Hiroshima and Nagasaki, Japan, killing an estimated 210,000 people. Approximately 80 percent of the deaths in these bombings were the result of burns or other injuries caused by the blasts. However, 20 percent of the fatalities were the result of radiation sickness. While the majority of deaths took place at the time of the bombings or by the end of 1945, atomic bomb survivors continued to die from atomic bomb-related injuries or illnesses for decades afterward. Since World War II, nine countries have developed and detonated nuclear weapons. In that time, the use of nuclear power has also expanded beyond a military focus. Today, nuclear power is used for civilian purposes such as generating electricity. Accidents in nuclear power plants have shown that nuclear power is not without risk. Such accidents can release radiation, which can have harmful consequences on human health, the environment, and the society as a whole. As in the cases of the Japanese atomic bomb survivors, victims of nuclear accidents can be exposed to a substantial dose of radiation that can result in leukemia and other forms of cancer, or other negative side effects. The 1986 Chernobyl accident in modern-day Ukraine was the worst nuclear disaster in history. It is estimated that nearly 4,000 people will eventually die from exposure to radiation released by the Chernobyl nuclear power plant.

Examining Long-Term Radiation Effects: Case Studies of the Atomic Bombings of Japan and the Chernobyl Power Plant Thermal Explosion explores issues pertaining to nuclear power and the long-term medical, psychological, and social effects of radiation. The unit consists of four lessons. Lesson One introduces students to a brief history of how and why nuclear power was developed. Lesson Two introduces students to the long-term effects of radiation on the atomic bomb survivors of Hiroshima and Nagasaki. Lesson Three explores the widespread and lasting consequences of the 1986 thermal explosion at the Chernobyl power plant. Lesson Four concludes the unit with activities on present-day issues related to the survivors of the atomic bombings and nuclear power plants in the United States.
The establishment of the Republic of China in 1911 did little to solve China’s domestic and international problems. The country remained in political, economic, and social turmoil despite the presence of an entirely new governing structure. Sun Yatsen’s best efforts to carry out his visionary plan for a republican style of government were repeatedly thwarted by President Yuan Shikai and his own dictatorial quest for power. But even Yuan’s death in 1916 did little to improve the situation.

The world continued to change and evolve in ways that directly impacted China’s welfare and future. World War I, the continued bullying by Western powers, and Japan’s increased aggression further encroached upon China’s sovereignty and fueled feelings of nationalism. Meanwhile, some Chinese intellectuals saw hope for China in the Bolsheviks’ success in the Russian Revolution. China’s dismal circumstances fomented an intellectual revolution in China that spawned two new political groups—the Nationalist Party (Guomindang) and the Chinese Communist Party (CCP)—whose rivalry would shape and dominate most of the Republican Era.

When Chiang Kaishek unified China and proclaimed the establishment of the Nationalist government in 1927, the change brought neither peace nor harmony. In fact, for the next two decades the Guomindang government would never achieve much peace or harmony in China. As Chiang struggled to rebuild China, Mao Zedong rose to power and orchestrated a revolution, Japan invaded, China was drawn into World War II, and the communists eventually prevailed and led China into the Communist Era.

This unit takes students through Chinese history from the end of the Qing Dynasty, through the Republican Era, and up to the Communist Era, and presents historical events against the backdrop of an ever-changing world.

Lesson One provides students with a background on China’s decline and disintegration from the 1840s to 1911, as well as the impotent years from 1911 until Nationalist victory in 1927.

Lesson Two introduces students to the rebuilding years of China from 1927 to 1949, during which the new Nationalist government struggled to firmly establish itself in the face of significant internal and external challenges.
Internationally, Kamikaze pilots remain a potent metaphor for fanaticism. In Japan, they are largely revered for their selfless sacrifice. Yet few outside Japan know that hundreds of Kamikaze pilots survived the war. By the spring of 1945, when all Japanese planes were reassigned to Kamikaze attacks, Japan could no longer defend its airspace and its naval fleet was demolished. Old airplanes and inadequate training resulted in many failed Kamikaze missions. When Japan surrendered, hundreds of Kamikaze trainees were awaiting sortie orders that never arrived.

Through rare interviews with surviving Kamikaze pilots, we learn that the military demanded pilots to volunteer to give up their lives. Retracing their journeys from teenagers to doomed pilots, a complex history of brutal training and ambivalent sacrifice is revealed. As U.S. firebombs incinerated Japan’s major cities and the country ran out of weapons and fuel, Japan’s military government refused to accept the reality that it could no longer fight. Instead, thousands of pilots were sent off to targets nearly impossible to reach. Sixty years later, survivors in their eighties tell us about their training, their mindsets, and their experiences in a Kamikaze cockpit, as well as what it means to survive when thousands of their fellow pilots died. Their stories insist that we set aside our preconceptions to relive their all too human experiences with them. Ultimately, they help us consider what responsibilities a government at war has to its soldiers and to its people.

Following the production of Wings of Defeat, two American survivors of the USS Drexler, which was sunk by Kamikaze attacks, asked filmmakers Risa Morimoto and Linda Hoaglund if they could meet former Kamikaze. The meeting of former enemies of World War II is captured in the sequel documentary, Another Journey.

Wings of Defeat and Another Journey are recommended for use in world history and U.S. history classes. In particular, they are recommended for use during the teaching of World War II. For more information about Wings of Defeat, please visit http://www.edgewoodpictures.com/wingsofdefeat/.
10,000 Shovels: China’s Urbanization and Economic Development
10,000 Shovels examines China’s breakneck growth through a short documentary that integrates statistics, video footage, and satellite images. The documentary focuses on the development of China’s Pearl River Delta region while the accompanying teacher’s guide takes a broader perspective, exploring many current national issues, including energy, cars, food, and water. Students analyze these issues by considering their environmental, economic, and social impacts. ©2006

An Agenda for Peace: The Role of the United Nations
How has the United Nations attempted to maintain and secure world peace? What is conflict? What is peace? These questions form the basis for several activities that introduce students to the history, programs, and activities of the U.N. Using primary sources, students analyze the impact of U.N. peacekeeping missions, hold a model earth summit, and reenact the U.N. Charter Conference in San Francisco. ©1995

Central Asia: Between Peril and Promise
A major exporter of oil and natural gas, Central Asia occupies a prominent place in the global economy. While the region has great potential for wealth, most Central Asians remain among the poorest people in the world. This unit explores the extraordinary range of challenges facing Central Asia and encourages students to reflect on what might be done to address them. ©2006

China and the World in 2010: An Introduction to Futures Studies
Using China as a case study, this unit familiarizes students with several research tools that futurists use to make educated guesses about the future. Each lesson includes a hands-on activity in which students use selected futurist tools, including historical analogies, cross-impact matrices, statistical models, brainstorming, and simulations. Topics covered include historical events in China’s history, population growth, and economic and environmental issues. ©1998

Comparative Health Care: The United States & Japan
This curriculum unit informs students about health care in general and about comparative health care-related issues between the United States and Japan, specifically. The unit includes a lesson on bioethics that asks students to consider the ethical considerations surrounding the issues of brain death and organ transplantation in the United States and Japan. Other lessons focus on aging and health care financing and delivery. ©2004

Contagion in the East: A Look at the 1997–98 Asian Financial Crisis
This unit introduces students to a variety of economic basics and helps them to understand the context of the emerging economies in East Asia, their economic troubles in 1997–98, and the International Monetary Fund. Students develop a sense of how amid this web of international markets and communication, economic fluctuations in Asia can affect us all in varying degrees. ©2000

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226 pages / 6 lessons / audio CD-ROM/poster $49.95 Secondary to Community College

87 pages / 2 lessons / DVD: Ten Thousand Shovels $39.95 Secondary

118 pages / 5 lessons $39.95 Secondary to Community College

84 pages / 3 lessons $29.95 Secondary

82 pages / 3 lessons $29.95 Upper Secondary to Community College
Contemporary Issues in U.S.–Mexico Relations
The presence of a large Mexican-American population in the United States and the signing of the North American Free Trade Agreement (NAFTA) clearly demonstrate the importance of contemporary U.S.–Mexico relations. In this unit, students examine three key contemporary issues: immigration, NAFTA, and the environment. ©2000
Note: This unit is Part II of the U.S.–Mexico Relations bundle. (see page 13)

Crowding the Rim: Global Consequences of Natural Hazards
Nearly two billion people live within the Pacific Rim, a region plagued by a high frequency of natural hazards. As cultures become more interconnected, the devastating effects of a local hazard can increasingly ripple around the world, impacting distant countries. Students use an interactive online map database to explore natural hazard risks. ©2002

Examining Human Rights in a Global Context
What were the accomplishments and challenges of protecting human rights in the 20th century? What challenges does the international community face in the 21st century? Students consider such questions and develop a sense of the moral, political, and cultural complexities of protecting human rights. This unit focuses on human rights, minority (both ethnic and religious) rights, civil and political rights, and women’s rights. ©2001

Democracy-Building in Afghanistan
Using Hell of a Nation, a documentary film that follows several Afghans as they participate in the constitution-making process, this unit helps students gain an in-depth understanding of current political and social issues in Afghanistan, as well as a more general knowledge of contemporary issues related to democratic transition and state-building. ©2005

An Examination of War Crimes Tribunals
Although the concept of “laws of war” has been around for millennia, systemized attempts to enforce these laws have only arisen in the last century or so. Students examine the concept of war crimes — violations of the laws of war — and how our modern society has prosecuted individuals who commit them. Case studies from the last century illustrate the history and development of international war crimes tribunals, as well as the controversies surrounding them. ©2005
NEW UNIT (see page 4)
Examining Long-Term Radiation Effects: Case Studies of the Atomic Bombings of Japan and the Chernobyl Power Plant Thermal Explosion
This unit explores the long-term effects of radiation through the examination of issues surrounding radiation and the medical and social effects of the atomic bombs dropped on Japan in 1945; and the 1986 explosion at the Chernobyl power plant and its subsequent impact on human health, the environment, and politics. ©2008

Feeding a Hungry World: Focus on Rice in Asia and the Pacific
Take an interdisciplinary approach to teaching about the environment. Introduce students to key environmental issues through an exploration of the rice-based farming systems of Bangladesh, China, Indonesia, Japan, the Philippines, and Thailand. ©1995

NEW UNIT (see page 3)
SPICE and TeachAIDS.org have collaborated to provide pedagogically-grounded interactive health materials that promote a powerful and dynamic approach to HIV/AIDS education. Based on original research conducted at Stanford, these applications were developed by an interdisciplinary team of experts in education, communications, and medicine to target young learners. A teacher’s guide that contains several activities to enhance learning in informal and formal environments accompanies the animation materials on CD-ROM. ©2009

Hong Kong in Transition: A Look at Economic Interdependence
Hong Kong is an interdependent economic force in the global economy, tracing its history from a British colony to its current status as a Special Administrative Region of China. The 1997 hand-over was politically and historically momentous, but economically significant as well. Students study the concept of economic interdependence and learn key facts about Hong Kong’s role in Asia, past and present. ©1999

A Global Investigation of Child Labor: Case Studies from India, Uganda, and the United States
Students gain a broader perspective on child labor and become more familiar with the issues, controversies, and debates that surround it. The three case studies highlighted in this curriculum illustrate many complex aspects of child labor: the different types of child labor, its causes and consequences, and approaches to intervention. ©2001

170 pages/3 lessons/26 images as transparencies/Booklet: The U.N. Convention on the Rights of the Child $64.95 Secondary to Community College

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189 pages/7 lessons/rice seeds/7 posters $64.95 Middle to Community College

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77 pages/3 lessons/6 maps/29 images on CD-ROM/videotape $39.95 Secondary to Community College

http://spice.stanford.edu
How Can Biodiversity Be Preserved?
This unit complements the study of biodiversity or international relations, using case studies from throughout the world to develop inquiry skills as students study several options for preserving biodiversity. A brief overview of biodiversity and a final activity in which students develop a plan for preserving biodiversity in their neighborhoods are included. ©1996

International Environmental Politics
Annotated lectures of a Stanford University course and a variety of activities are used to explore the environment and security, population, the idea of “sustainable development,” free trade and the environment, and climate change. The unit emphasizes critical thinking skills and teaches students to use causal analysis, compliance theory, and a set of policy evaluation criteria. Lectures are included on CD-ROMs. ©2002

An Introduction to Aquaculture: The Pros and Cons of Fish Production
Students learn the concept of aquaculture through an overview of the various types of aquaculture systems and cultivation techniques. The unit also explores the effects of aquaculture on the natural environment, specifically on coastal and ocean ecosystems, and familiarizes students with the issue of sustainability as it pertains to aquaculture. ©2004

An Introduction to Sovereignty: A Case Study of Taiwan
This unit examines the concept of sovereignty in the context of Taiwan. Even without international legal sovereignty, Taiwan has evolved into an economic powerhouse and has cultivated and maintained international relations with many independent countries. Through a variety of activities, students consider the central question of the unit: Does Taiwan need international legal sovereignty to successfully exist? ©2004

Living in a Global Age: A Simulation of International Trade
Do students understand the complex dynamics of global interdependence that impact their lives on a daily basis? This simulation of international trade focuses on the concept of interdependence and allows students to experience firsthand the kinds of cooperation and conflict that are generated among nations as they negotiate to obtain needed resources. ©1992

Note: This unit is part of the Teaching with Simulations bundle. (see page 13)
Megacities in the Asia/Pacific Region: Focusing on Their Environmental Impact

This curriculum unit is designed to help students understand the process of urbanization and analyze issues such as air and water pollution, energy, waste management, and the sustainability of megacities. In studying these issues, students will gain skills with which to understand environmental problems in communities of all sizes. ©1997

Nationalism and Identity in a European Context

Students learn about the many faces of nationalism, including the deeply-held beliefs and sentiments that have affected and are shaping political, economic, and social interactions in Europe. Simulations, a readers’ theater, and a small-group activity using music, art, and literature, help bring to life concepts such as identity, nationalism, sovereignty, nation, and state. ©1993

Preventing Deadly Conflict: Toward a World Without War

Students evaluate different perspectives on conflict and use methods for enhancing awareness and communication about the prevention of deadly conflict. They are exposed to some of the complex issues involved in intervention in foreign conflict, and gain experience in analyzing recent areas of deadly conflict and prescribing preventive strategies. ©2000

Regional Wars and the Peace Process

Three case studies of ongoing regional wars—Afghanistan, Democratic Republic of the Congo, and Kashmir—and one past regional war, Guatemala, are presented. Students are introduced to these wars in their historical and global context, as well as in the context of efforts to establish and maintain peace. ©2003

The Road to Beijing

The Road to Beijing units introduce students to the modern Chinese city of Beijing through its history, geography, and major attractions and sights, and include PowerPoint presentations with images and information about major historical sites in Beijing and modern scenes of the city. Students also learn about the rapid development of the city in preparation for the 2008 Summer Olympic Games and the effect it has had on the city and its residents. ©2008

Security, Civil Liberties, and Terrorism

This unit, based on and including annotated lectures from a Stanford University course, provides students with the background and tools to define terrorism; understand the nature of liberal, democratic societies; evaluate specific counterterrorist measures; and decide how terrorism is best countered. ©2004
Understanding Indonesia in the 21st Century
This unit provides students with geographic and historical context to analyze major issues facing contemporary Indonesia, as well as in-depth examination of its regional and global importance. Among the issues covered are colonial legacies, military reform and leadership changes, economic development, diversity, territorial integrity, and Indonesia’s role in regional affairs and the Association of Southeast Asian Nations (ASEAN). ©2002

178 pages / 6 lessons
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Understanding Vietnam in the 21st Century

233 pages / 6 lessons
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Secondary to Community College

U.S.–South Korean Relations
Why is the U.S.–South Korean alliance important? What is its history and how does it affect us today? This unit seeks to answer these questions and more by introducing students to the four core pillars of the U.S.–South Korean alliance: democracy, economic prosperity, security, and socio-cultural interaction. Through their study of these pillars, students develop an understanding of the nature and history of this longstanding relationship. ©2007

203 pages / 5 lessons
CD-ROM
$49.95
Secondary

U.S.–Mexico Economic Interdependence: Perspectives from Both Sides of the Border
The United States and Mexico are more than neighbors. Their economies are interdependent, made more so by the inception of the North American Free Trade Agreement in 1994, which made Mexico the United States’ third-largest trading partner. This curriculum unit focuses on the so-called “twin cities” along the border. ©2000

Note: This unit is Part III of the U.S.–Mexico Relations bundle. (see page 13)

Weapons of Mass Destruction
Though the Cold War has ended, its legacy lives on. It forever changed interactions between states and introduced to the world not only weapons of mass destruction, but also the threat of their deployment. This unit features five lectures, originally given at Stanford University by leading scholars. Accompanying lessons strive to educate students about the past, present, and future implications of weapons of mass destruction. ©2002

What Have You got to lose? New World Tropical Rainforests
Students engage in an interdisciplinary exploration of Latin American rainforests. Whether forming a human rainforest or building a rainforest in their classroom, students will come away with a better understanding of the everyday lives of indigenous people living in the forests and an appreciation for the complexity of policy decisions affecting this important resource. ©1991

128 pages / 14 lessons
24 slides/poster
(see SPICE website for Spanish version)
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Middle to Secondary
### Who Should Control Nuclear Technology?
Nuclear technology has remained high on the world’s agenda as questions regarding sovereignty and the balance of power, control of the development and spread of nuclear weapons, non-military uses of nuclear technology, and nuclear safety are debated among and within nations. Students consider the pros and cons of different scenarios for the control and management of nuclear weapons and technology while learning about the challenges of policy-making. ©1998

### Why Do People Move?
Migration from Latin America
This unit introduces students to the complex process of migration from Latin America by examining the factors that influence and shape people’s decisions to leave their countries. The unit draws upon poetry, music, art, and testimonies to explore the flight of political refugees, the quest for economic opportunities, and the risks taken by some immigrants. ©1993

### Why Is There Hunger in Africa?
Nature Pleads Not Guilty
Case studies from Africa teach students about the complex factors affecting international food security. The unit begins with a general look at hunger and then explores the roles that conflict, local decision-making, international policy, aid/structural adjustment programs, technology, and the environment play in the web of relationships that determine who does and does not have adequate food. ©1993

### Save on Bundled Sets

<table>
<thead>
<tr>
<th>TEACHING WITH SIMULATIONS</th>
<th>WORLD GEOGRAPHY SERIES</th>
<th>U.S.–MEXICO RELATIONS</th>
<th>WORLD RELIGION SERIES</th>
<th>CHINESE DYNASTIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Broken Squares</td>
<td>• Mapping Africa</td>
<td>• Part I: Episodes in the History of U.S.–Mexico Relations</td>
<td>• Islamic Civilization and the Arts</td>
<td></td>
</tr>
<tr>
<td>• Heelotia</td>
<td>• Mapping Asia</td>
<td>• Part II: Contemporary Issues in U.S.–Mexico Relations</td>
<td>• Religion in Japan and a Look at Cultural Transmission</td>
<td></td>
</tr>
<tr>
<td>• Living in a Global Age</td>
<td>• Mapping Europe</td>
<td>• Part III: U.S.–Mexico Economic Interdependence: Perspectives from Both Sides of the Border</td>
<td>• Religions and Philosophies in China: Confucianism, Daoism, and Buddhism</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Mapping Latin America</td>
<td></td>
<td></td>
<td>• Part One: The Shang Dynasty through the Tang Dynasty, 1600 BCE to 907 CE</td>
</tr>
<tr>
<td></td>
<td>• Mapping Russia</td>
<td></td>
<td></td>
<td>• Part Two: The Song Dynasty through the Qing Dynasty, 960 to 1911 CE</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$109.95</td>
</tr>
</tbody>
</table>

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Broken Squares: A Simulation of Group Cooperation
Do people instinctively cooperate or compete? What are the different outcomes of competition and cooperation? What does it feel like to give something away in order to achieve a group goal? These are the questions students attempt to answer in this simulation that introduces positive models for problem-solving. ©1970, rev. 1994
Note: This unit is part of the Teaching with Simulations bundle. (see page 13)

Demystifying the Chinese Language
This unit provides an introduction to written language (including pictographs and ideographs) and tools needed to “demystify” written Chinese. Students create their own symbols to communicate concepts, words, and ideas to others, learn some contemporary and historical Chinese characters, and then apply their knowledge as they read a story written in English and Chinese. ©1980, rev. 1988, 1995

Discovery Box: Exploring Culture Through Artifacts
Most students have a natural interest in objects that are not familiar to them. Students learn to look at objects with the eye of an anthropologist or an artist, improving their skills of both observation and inquiry, while drawing tentative conclusions about the culture they are studying. ©1985, rev. 1995

Ethnic Minority Groups in China
Apart from the Han, who constitute roughly 92 percent of China’s population, China has 55 other officially “recognized” ethnic groups. This unit challenges students to examine the notion of homogeneity in countries like China and also offers students a chance to examine the experiences and challenges of another country’s ethnic groups. Focusing on the Hui, Tibetans, Mongols, and the Miao, topics such as ethno-genesis, sovereignty, assimilation, and stereotypes are addressed. ©2003

The Haiku Moment: Seeing the World in a Grain of Sand, Secondary
An essential tool for introducing the world of haiku, this unit educates students about Japanese aesthetics and poetry through activities enhanced by images and poetry readings. They come away with a sense of the culture that created this centuries-old poetic form and experience the satisfaction that comes from creating poetry of their own. ©1980, rev. 1995

Heelotia: A Cross-Cultural Simulation Game
Although students may experience cross-cultural interactions on a daily basis, most do not stop back and examine what happens when different cultures meet and interact. This easy-to-run activity immerses students in two simulated cultures and then structures opportunities for the cultures to interact. ©1991
Note: This unit is part of the Teaching with Simulations bundle. (see page 13)
An Introduction to Diasporas in the United States
The topics of diasporas, migration, and the role and experience of diasporic communities in the United States are the focus of this unit. Students learn about five diasporas in the United States—the Armenian, Chinese, Cuban, Irish, and Yoruban—from their development as diasporas to their contemporary identities, roles, and remaining homeland ties. ©2002

An Introduction to Japanese Buddhist Art
Students are introduced to expressions of Buddhism in art. Lessons on art history, Buddhism, religious institutions, and curatorial practices encourage students to see objects in more ways than one and to realize that looking and displaying can shape our understanding of the world in significant ways. This unit features art of the Ruth & Sherman Lee Institute of Japanese Art at the Clark Center, Hanford, California. ©2004

Japanese Art in the Edo Period
Although images of the samurai and castles tend to dominate lessons about feudal Japan, the peace and stability that the Tokugawa shoguns brought to Japanese society during the Edo period led to a renaissance in the arts. Students become knowledgeable about a variety of art forms that flourished during the Edo period. This unit features Japanese feudal art from the Ruth & Sherman Lee Institute at the Clark Center, Hanford, California. ©2005

Japanese Migration and the Americas: An Introduction to the Study of Migration
This curriculum unit introduces students to the study of migration, including a brief overview of some categories of migration (e.g., rural-urban, urban-urban, cyclical, forced) and reasons why people migrate. Case studies are drawn from the Japanese experience in the United States, Peru, Brazil, Canada, Mexico, Argentina, Bolivia, and Paraguay. ©1999

Japanese Radio Exercises
In postwar Japan, exercise programs broadcast on the radio became a popular way to boost public morale. This unit allows students to participate in real Japanese radio exercises and explore the cultural and historical context in which these exercises developed, while learning useful information about the Japanese language and culture in the process. ©1977, rev. 1996

Islamic Civilization and the Arts
Students learn about various elements of Islamic civilization, both traditional and modern-day, from a number of Muslim countries from Spain to Indonesia. This resource examines Islamic civilization through a humanities approach, with an emphasis on Islamic art, the mosque, Arabic language and calligraphy, poetry, and music. ©2003

Note: This unit is part of the World Religions Series. (see page 13)
The Media in U.S.—Japan Relations: A Look at Stereotypes
How do the United States and Japan portray each other in the media? How did a children’s story affect perceptions when it arrived in Japan during the U.S. occupation following World War II? Activities use both historical and contemporary images to explore the role of bias and stereotyping in shaping relations between two countries, such as the United States and Japan. ©1994

Religions and Philosophies in China: Confucianism, Daoism, and Buddhism
The study of China is not complete without exploration of the historical roots and practice of its three main religions and philosophies: Confucianism, Daoism, and Buddhism. Students are encouraged to compare and contrast these religions and philosophies and think critically about the universality and modern-day applicability of their tenets. ©2002
Note: This unit is part of the World Religions Series. (see page 13)

The Social Fabric of Japan: Case Studies of Selected Minority Groups
How and why does ethnic diversity exist? How has it molded the individual and collective identities of minority groups in Japan? How do issues of identity in Japan compare with those in the United States? This unit presents case studies of the burakumin, Ainu, Okinawan, and Korean minority groups. ©2000

Tea and the Japanese Tradition of Chanoyu
In this unit students learn about the origins of tea, its importance in world history, and cultural practices related to tea. Students learn about chanoyu by studying its history and evolution in Japan, its aesthetic ideals and values, its carefully dictated rules of behavior, its ties to religion, and its ability to continuously evolve over time to remain one of Japan’s most important cultural practices. ©2005
Along the Silk Road
Along the Silk Road explores the vast ancient network of cultural, economic, and technological exchange that connected East Asia to the Mediterranean. Students learn how goods, belief systems, art, music, and people traveled across such vast distances to create interdependence among disparate cultures. A large, laminated wall map of the Silk Road and a broad range of media on DVD and CD enrich the unit. ©2006

China's Cultural Revolution
The Cultural Revolution in China (1966–1976) was a decade of enormous change and upheaval with a lasting impact on the country, its citizens, and the world. China's Cultural Revolution teaches students about these social, educational, political, and economic changes through an examination of official government documents, speeches, memoirs, eyewitness accounts, propaganda art, revolutionary songs, textbook coverage from various countries, and the novel Red Scarf Girl. ©2005

NEW UNIT (see page 5)
China's Republican Era, 1911 to 1949
This unit takes students through Chinese history from the end of the Qing Dynasty, through the Republican Era, and up to the Communist Era, and presents historical events against the backdrop of an ever-changing world. Students explore this era through a variety of individual and small-group activities featuring political posters, literature, personal stories, and primary sources. ©2008

Castle Towns: An Introduction to Tokugawa Japan
This unit introduces students to feudal Japan, its castles, and the towns that grew up around them. The lessons in this unit can be used to complement teaching about the Middle Ages in Europe. Supplemented with images of Japanese castles, this unit provides all that is needed to teach about the castle towns of feudal Japan. ©1981, rev. 1995

Chinese Dynasties Part One: The Shang Dynasty through the Tang Dynasty, 1600 BCE to 907 CE
For 3,500 years, China was ruled by a succession of kings, emperors, and their respective dynasties. This curriculum unit introduces students to the first 2,500 years of Chinese history and offers students an in-depth view of Chinese civilization from the nascent years of the Shang Dynasty through the golden age of the Tang Dynasty. ©2006

Note: This unit is part of the Chinese Dynasties Series. (see page 13)
Chinese Dynasties Part Two: The Song Dynasty through the Qing Dynasty, 960 to 1911 CE
This curriculum unit continues the exploration of dynasties that began in the unit Chinese Dynasties, Part One: The Shang Dynasty through the Tang Dynasty, 1600 BCE to 907 CE. This unit offers students an in-depth view of Chinese civilization from the golden age of the Song Dynasty to the fall of the Qing Dynasty and the end of the dynastic system. ©2007
Note: This unit is part of the Chinese Dynasties Series. (see page 13)

Civil Rights and Japanese-American Internment
Students consider civil rights issues in the context of the Japanese-American experience during World War II. Lessons focus on the immigration years, the role of the media, diverse perspectives on the internment years, Japanese Americans and the military during World War II, and legacies of internment. Excellent supplementary materials make this a valuable classroom resource. ©2001

The Concept of Order in Ancient China
World history classes often strive to teach students about the many ways humans have tried to create social order over time. In this unit, students learn about the Han Dynasty of China, which successfully unified China for more than 400 years. Small-group activities explore how the Chinese created unity through music, philosophy, politics, agriculture, and language. ©1995

Episodes in the History of U.S.–Japan Relations: Case Studies of Conflict, Conflict Management and Resolution
In this unit, students explore key episodes in U.S.–Japan relations, including the first Japanese embassy to the United States, the “picture bride” immigration from Japan to the United States, World War II, the U.S. occupation of Japan, and the 50th anniversary of Pearl Harbor. Excellent primary sources make this unit especially valuable for students. ©1993

Episodes in the History of U.S.–Mexico Relations
The United States and Mexico have had close relations since their histories became linked in the mid-19th century with the signing of the Treaty of Guadalupe Hidalgo. Students examine two important episodes in the history of U.S.–Mexico relations—one of conflict (the Mexican-American War), and one of cooperation (the Bracero Program). ©2000
Note: This unit is Part I of the U.S.–Mexico Relations bundle. (see page 13)
Hiroshima: Perspectives on the Atomic Bombing
Through this unit, students are encouraged to examine the use of the atomic bomb on Japan in its historical context. Small-group and whole-class activities allow students to learn and appreciate the multiple perspectives people have on the atomic bombing. The activities utilize primary sources to further enrich the varying perspectives presented in the unit. ©2000

Inside the Kremlin: Soviet and Russian Leaders from Lenin to Putin
Students learn key elements of Soviet and Russian history through the philosophies and legacies of six of its leaders—Lenin, Stalin, Khrushchev, Gorbachev, Yeltsin, and Putin. Each lesson features a 30-minute lecture about one of the leaders by a Stanford University professor. Activities utilize primary source documents, statistics, political propaganda posters, and quotes. ©2004

Japan Meets the West: A Case Study of Perceptions
What happens when cultures from different parts of the world encounter each other for the first time? Students study cultural perceptions based on encounters among Europeans, Americans, and the Japanese in the mid-1800s. Historic images from woodblock prints and paintings, journal entries, and other primary sources bring these interactions alive for students as they think about perceptions and stereotypes. ©1980, rev. 1994

South Africa in World Historical Perspective
South Africa has been the focus of significant media attention since the 1980s as it has dismantled the last vestiges of its apartheid policy of racial separation. This unit offers a look at important events in the country’s history—from the early settlement of its indigenous population to Nelson Mandela’s presidency—and places this history in the context of global developments such as the colonization of Africa and industrialization. ©1999

Visions of History: The Aztecs and the Spanish
How do historians research and write about people and events of the past? Students become historians as they evaluate letters from Hernando Cortés, poetry from the Aztecs, and pictures of the Danza de la Conquista. They gain a richer knowledge of the Aztec/Spanish encounters; an understanding of bias, perspective, interpretation, and balance; and an appreciation for the complexity of writing history. ©1996

NEW UNIT (see page 6)
Wings of Defeat, a film by Risa Morimoto and Linda Hoaglund
In Wings of Defeat, Kamikaze survivors in their eighties tell us about their training, their mindsets, and what it means to survive when thousands of their fellow pilots died. Wings of Defeat helps us consider what responsibilities a government at war has to its soldiers and to its people. A recent meeting of American veterans and Kamikaze survivors of World War II is captured in the sequel, Another Journey. © 2008
Geography and the Human Experience
For many students, geography means studying maps and memorizing the location of countries and states. This unit teaches students about a broad range of issues that are essential to the study of geography, including map analysis and comparison, migration and perceptions of regions, interactions between humans and the environment and their implications, urban growth and energy consumption, political divisions of the earth, and economic interdependence around the world. ©2004

Mapping Africa
This unit engages students in games and other exercises that introduce them to the physical and political features of the continent of Africa. An inquiry-based lesson also allows them to explore the concept of human/environment interaction through a study of agricultural patterns and ecological zones in Africa. ©1994

Mapping Asia
Teaching the geographic concepts of region, cultural boundary, and movement can be challenging. This unit helps students explore these ideas as they learn about the geographic distribution and spread of major world religions throughout Asia. The lessons also include games and activities to help students learn the physical and political features of Asia. ©1994, rev. 2007

Mapping Europe
This curriculum unit introduces students to the concept of political geography. Through hands-on activities, students learn Europe’s principal physical features, major cities, and climate. Special attention is devoted to the development of the European Union over time. ©1992, rev. 2004

Mapping Latin America
Cooperative activities and games introduce students to the physical and political geography of Latin America. Students examine different world maps to help them understand that maps are created for specific purposes and convey different information based on their perspective and design. ©1987, rev. 1992

Mapping Russia: Geographic and Cultural Diversity
Students learn the geographic, political, and cultural diversity of the peoples and territory of the Russian Federation. The unit highlights the main geographic regions of this vast country: the North Caucasus, Siberia, and the Far East. ©2001

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WORLD GEOGRAPHY SERIES
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The Haiku Moment: Seeing the World in a Grain of Sand, Elementary
Students learn about the world of Japanese aesthetics and poetry. Writing activities accompanied by images and an audio CD-ROM of haiku and Japanese music introduce students to the Japanese art form of poetry. ©1986, rev. 1995

Immigration to the United States: Activities for Elementary School Classrooms
Six lessons, for grades kindergarten through five, address the topic of migration and immigration to the United States. Lessons focus on “why people move,” the immigrant experience in the United States, “push” and “pull” factors of group migration, the impact of immigration, and immigration law. Supplementary materials include books and a CD-ROM of images and original artwork. ©2007

The Rabbit in the Moon: Folktales from China and Japan
This cross-cultural investigation of eight Chinese and Japanese folktales is designed to interest students in China and Japan. Students create their own folktales as a final activity. ©1979, rev. 1995

Traditional Chinese Celebrations: Continuity and Change in Taiwan
This unit introduces four important Chinese celebrations: The Lantern, Tomb Sweeping, Dragon Boat, and Moon Festivals. Recognizing commonalities and differences between U.S. and Chinese cultural traditions is encouraged. ©1985

What Do We Need to Live on Planet Earth?
This unit introduces students to some of the basic needs that must be met for humans and animals to survive. Students work in small groups to investigate the rural East African habitat where “traditional” groups such as the Masai and Kikuyu must share space with both domestic animals and large mammals such as elephants. Study prints, an East African folktale, and a simple math activity are included. ©1995

Storytelling of Indigenous People in the United States
Six lessons, for grades kindergarten through five, introduce the Native American tradition of storytelling and the methods and use of oral tradition in communicating history, myths, and personal stories within indigenous cultures. The lessons incorporate supplementary materials such as children’s books, photographs of musical instruments, and Tales of Wonder I/Tales of Wonder II, a DVD featuring a traditional Cherokee storyteller. ©2006 (Complimentary unit with purchase of DVD and books)
About SPICE

The Stanford Program on International and Cross-Cultural Education (SPICE) represents a long-term effort by the Freeman Spogli Institute for International Studies (FSI) at Stanford University to improve international and cross-cultural education in U.S. elementary and secondary schools, community colleges, and independent schools abroad. SPICE focuses its work in three areas: curriculum development, teacher professional development, and distance-learning education.

The program traces its origins to 1973, when the Bay Area China Education Project (BACEP) was initiated to upgrade the teaching about the People’s Republic of China. By 1976, parallel projects on other countries and world regions were added to BACEP to form the nucleus of SPICE. In its 33-year history, SPICE has produced over 150 curriculum units and worked with thousands of public and private school teachers in the United States and teachers affiliated with the East Asia Regional Council of Overseas Schools and the European Council of Independent Schools. For information about teacher professional development opportunities and additional curricular offerings, please visit the SPICE website. Currently, SPICE offers one distance-learning course (described below) for high school students.

DISTANCE-LEARNING COURSE
ABOUT JAPAN

The Reischauer Scholars Program (RSP) is a distance-learning course about Japan offered by SPICE. The RSP is now in its sixth year. The RSP has been supported by the United States–Japan Foundation; the Center for Global Partnership, The Japan Foundation; and FSI. Named after the former U.S. ambassador to Japan, Edwin Reischauer, the RSP annually selects 25 exceptional high school juniors and seniors from throughout the United States to engage in an intensive study of Japan from February to June. Top scholars and leading diplomats from throughout the United States and Japan provide web-based lectures as well as engage students in online dialogue. Students who successfully complete the course earn Stanford Continuing Studies Program credit and a Certificate of Completion from Stanford University.

www.reischauerscholars.org
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