CSRE (CSRE)

Courses

CSRE 1A. Meet the Profs: Conversations on Race and Ethnicity. 1-2 Unit.
This course meets once a week for one hour, over lunch (provided). Students will meet with CSRE faculty who will share their work, their life stories, their reasons for believing that race and ethnicity are of central concern to all members of our society. Diverse fields will be represented: sociology, history, literature, psychology and others. The course may be taken for either one or two units. Open to freshmen and sophomores only.

CSRE 8. Conjure and Manifest: Building a Sustainable Artistic Practice. 3 Units.
In this course, student-artists spend time investigating their artistic practice as a framework for promoting power, wellness, and creativity; and as a tangible means for navigating the first steps of their artistic careers. We spend time critically examining the philosophies and works of Black artists including James Baldwin, Octavia Butler, RZA (Wu-Tang Clan) and Nayyirah Waheed, in order to explore new visions for the artist as activist, as futurist and as spiritual healer. We then use a mixture of these ideas and our own inquiries;along with meditation and mindfulness experiences;to begin conjuring and manifesting intimate relationships with our art practice and ourselves. Student-artists will develop creative confidence, formulate game plans for success, and begin to find balance between the uncertainty and ultimate freedom that life as an artist can bring.
Same as: AFRICAAM 8

CSRE 11W. Service-Learning Workshop on Issues of Education Equity. 1 Unit.
Introduces students to a variety of issues at stake in the public education of at-risk high school youth in California. Participants will hear from some of the leading faculty in the School of Education as well as the Departments of Psychology, Sociology, and others, who will share perspectives on the problems and challenges of educating a diverse student body in the state's public school system. The service-learning component of the workshop is a mentoring project (Stanford Students for Educational Equity) with junior class history students from East Palo Alto Academy High School, a Stanford charter school.
The course focuses on the experiences of long-term US minority populations as well as that of recent immigrants.
Same as: HISTORY 11W

CSRE 14N. Growing Up Bilingual. 3 Units.
This course is a Freshman Introductory Seminar that has as its purpose introducing students to the sociolinguistic study of bilingualism by focusing on bilingual communities in this country and on bilingual individuals who use two languages in their everyday lives. Much attention is given to the history, significance, and consequences of language contact in the United States. The course focuses on the experiences of long-term US minority populations as well as that of recent immigrants.
Same as: CHILATST 14N, EDUC 114N

CSRE 15N. Imagining India: Art, Culture, Politics in Modern India. 3 Units.
This course explores history via cultural responses in modern India. We will examine a range of fiction, film and drama to consider the ways in which India emerges through its cultural productions. The course will consider key historical events such as the partition of the subcontinent, independence from British rule, Green Revolution, Emergency, liberalization of the Indian economy, among others. We will reflect on epochal historical moments by means of artistic responses to these events. For example, Ritwik Ghatak's experimental cinema intervenes into debates around the Bengal partition; Rohinton Mistry's novel, A Fine Balance grapples with the suspension of civil liberties during the emergency between 1975-77; Rahul Varma's play Bhopal reflects on the Bhopal gas tragedy, considered the world's worst industrial disaster. Students will read, view and reflect on the aesthetic and historical texts through their thoughtful engagement in class discussions and written essays. They will also have opportunities to imaginatively respond to these texts via short creative projects, which could range from poems, monologues, solo pieces, web installations, etc. Readings will also include Mahashweta Devi, Amitav Ghosh, Girish Karnad, Jhumpa Lahiri, Manjula Padmanabhan, Salman Rushdie, Aparna Sen, among others.
Same as: COMPLIT 14N, FEMGEN 14N, TAPS 14N

CSRE 16N. African Americans and Social Movements. 3 Units.
Theory and research on African Americans' roles in post-Civil Rights, US social movements. Topics include women's rights; LGBT rights, environmental movement, and contemporary political conservatism.
Same as: AFRICAAM 16N, SOC 16N

CSRE 19N. "Land of Milk and Honey": Food, Justice, and Ethnic Identity in Jewish Culture. 3 Units.
Food is an essential aspect of the human experience. The decisions and choices we make about food define who we have been, who we are now, and who we want to become. This seminar examines Jewish culture and the food practices and traditions that have shaped and continue to shape it. Why has Jewish culture been centered around food practices? How have religious laws and rituals about food and food production shaped Jewish culture and vice versa? Dietary laws prescribe which animals are and are not "kosher" and what can be eaten with them, holidays are celebrated with traditional foods, and regional foods contribute to the formation of distinct Jewish ethnic identities. More recently, American Jews have begun to organize around issues of food justice, and joined the sustainability movement, adapting Jewish traditions about food production into their cause. What is the significance of animal welfare, environmental issues, and labor practices in Jewish culture? This multi-disciplinary seminar explores the connection between food practices and ethnic and religious identity(ies), the history of the dietary laws and their multiple interpretations, the cultural significance of the phenomenal success of kosher certification in the U.S. food market, and the rise of the Jewish food justice movement. These issues raise a multitude of comparative questions, and you are encouraged to engage in research into other religious and ethnic food cultures.

CSRE 24D. Introduction to Dance in the African Diaspora. 4 Units.
This course introduces students to dance as an essential cultural force in the African Diaspora. From capoeira in Brazil to dance hall in Jamaica to hip hop in the United States and Ghana, we will analyze dance as a form of resistance to slavery, colonialism, and oppression; as an integral component of community formation; and as a practice that shapes racial, gendered, and national identity. We will explore these topics through readings, film viewings, and movement workshops (no previous dance experience required). Students will have the option to do a creative performance as part of their final project.
Same as: AFRICAAM 24, DANCE 24, TAPS 152D
CSRE 28SI. What is Whiteness? Historical and Contemporary Definitions of White Racial Identity in the U.S. 1-2 Unit.
This course will explore one central question: What does it mean to be White, and how has that changed over time and place? From Abigail Fisher to Krayshawn to the Tsarnaev brothers, we will use narratives and experiences of Whiteness to illuminate historical and contemporary understandings of what it means to be White in 2013. Through this class, students will share their own encounters with Whiteness, and will develop tools and strategies for navigating privileged identities and engaging within Stanford's diverse student community.

CSRE 32. Theories in Race and Ethnicity: A Comparative Perspective. 5 Units.
This undergraduate course employs an anthropological and historical perspective to introduce students to ideas and concepts of race and ethnicity that emerged primarily in Europe and the United States in the eighteenth and nineteenth centuries and that continue to shape contemporary racial attitudes, interactions, and inequalities. Ideas about race and ethnicity forged outside the U.S. and case studies from other nations are presented to broaden students' understanding and to overcome the limitations of an exclusive focus on the U.S. This course is geared to sophomores and juniors who have already taken at least one course on race and ethnicity, anthropology, African American Studies, Asian American Studies, Chicana/o Studies, Jewish Studies or Native American Studies.
Same as: ANTHRO 32

This course-series brings together leading scholars with critically-acclaimed artists, local teachers, youth, and community organizations to consider the complex relationships between culture, knowledge, pedagogy and social justice. Participants will examine the cultural meaning of knowledge as “the 5th element” of Hip Hop Culture (in addition to MCing, DJing, graffiti, and dance) and how educators and cultural workers have leveraged this knowledge for social justice. Overall, participants will gain a strong theoretical knowledge of culturally relevant and culturally sustaining pedagogies and learn to apply this knowledge by engaging with guest artists, teachers, youth, and community youth arts organizations.
Same as: AFRICAAM 32, AMSTUD 32, EDUC 32, EDUC 432, TAPS 32

CSRE 34. Race, Policing, and Mass Incarceration. 1 Unit.
This course is a critical examination of the relationship between race, policing, and mass incarceration. Students will be reading the most important contemporary texts to discuss and deconstruct this relationship, as well as attending lectures and workshops by leading scholars and activists. The course will approach this critical nexus of concerns—race, policing, and mass incarceration— from social scientific, legal, theoretical and activist viewpoints.
Same as: AFRICAAM 34

CSRE 36. REPRESENT! Covering Race, Culture, and Identity In The Arts through Writing, Media, and Transmedia. 5 Units.
Probably since the first audience formed for the first chalk scrawls in a cave, there have been storytellers to narrate that caveperson's art and life, and critics to troll that caveperson's choice and usage of color. And so it goes. This course is an exploration into how to cover race, culture, and identity in the arts in journalism, such as print, web, video, radio, and podcasting. It is also an arts journalism practicum. During the quarter, we will be working toward creating work that is publishable in various venues and outlets. In this course, we will be discussing exemplary arts writers and their works and interrogating critical questions around race, identity, representation, and ethics. Experienced journalists, editors, and experts from different platforms and backgrounds will also be imparting important skills and training that will help you to navigate today's working media and transmedia environments. Those who enroll in the class will be expected to produce quality content (e.g., articles, blog posts, video reports, podcasts) for media outlets. Some travel outside of class may be required for additional reporting and training. This seminar class will be By Instructor Approval Only. Please submit an application by February 22 at 11:59pm. Starred items are required. The app is available at: http://bit.ly/ RepresentClass36 Those selected for this class will be informed by March 2nd so that they may enroll in the course. Please do not apply for the course if you are unsure about completing it. If you have any questions, you may email the instructor at: jeffc410@stanford.edu.
Same as: AFRICAAM 36

CSRE 41A. Genes and Identity. 3 Units.
In recent decades genes have increasingly become endowed with the cultural power to explain many aspects of human life: physical traits, diseases, behaviors, ancestral histories, and identity. In this course we will explore a deepening societal intrigue with genetic accounts of personal identity and political meaning. Students will engage with varied interdisciplinary sources that range from legal cases to scientific articles, medical ethics guidelines, films, and anthropological works (ethnographies). We will explore several case studies where the use of DNA markers (as proof of heritage, disease risk, or legal standing) has spawned cultural movements that are biosocial in nature. Throughout we will look at how new social movements are organized around gene-based definitions of personhood, health, and legal truth. Several examples include political analyses of citizenship and belonging. On this count we will discuss issues of African ancestry testing as evidence in slavery reparations cases, revisit debates on whether Black Freedman should be allowed into the Cherokee and Seminole Nations, and hear arguments on whether people with genetic links to Jewish groups should have a right of return to Israel. We will also examine the ways genetic knowledge may shape different health politics at the individual and societal level. On this count we will do close readings of how personal genomics testing companies operate, we will investigate how health disparities funding as well as orphan disease research take on new valences when re-framed in genetic terms, and we will see how new articulations of global health priorities are emerging through genetic research in places like Africa. Finally we will explore social implications of forensic uses of DNA. Here we will examine civil liberties concerns about genetic familial searching in forensic databases that disproportionately target specific minority groups as criminal suspects, and inquire into the use of DNA to generate digital mugshots of suspects that re-introduce genetic concepts of race.
Same as: AFRICAAM 41, ANTHRO 41

CSRE 45Q. Understanding Race and Ethnicity in American Society. 4 Units.
Preference to sophomores. Historical overview of race in America, race and violence, race and socioeconomic well-being, and the future of race relations in America. Enrollment limited to 16.
Same as: SOC 45Q
CSRE 51Q. Comparative Fictions of Ethnicity. 4 Units.
We may “know” who we “are,” but we are, after all, social creatures. How does our sense of self interact with those around us? How does literature provide a particular medium for not only self expression, but also for meditations on what goes into the construction of “the Self”? After all, don’t we tell stories in response to the question, “who are you”? Besides a list of nouns and names and attributes, we give our lives flesh and blood in telling how we process the world. Our course focuses in particular on this question—Does this universal issue (“who am I”) become skewed differently when we add a qualifier before it, like “ethnic”?.
Same as: AMSTUD 51Q, COMPLIT 51Q

CSRE 52D. Asian American Human Development: Cultural Perspectives on Psychology, Education and Critical Issues. 3 Units.
In this course, we will examine the critical issues in Asian American growth and development with particular attention given to current theoretical and research perspectives within a diverse society. We will consider topics related to their cultural identity, cognitive, and socio-emotional development, engaging in the ethnic discourse on Confucian history and culture, Eastern and Western thought and learning, tiger parenting, gender roles, the model minority stereotype, acculturation and bicultural identity, and mental health. This course uniquely integrates the fields of history, education, psychology, human biology, and ethnic studies as we seek to understand the underlying processes of the Asian American person as an individual and as an effective member of the larger society.
Same as: ASNAMST 52D

CSRE 54N. African American Women’s Lives. 3-4 Units.
Preference to freshmen. The everyday lives of African American women in 19th- and 20th-century America in comparative context of histories of European, Hispanic, Asian, and Native American women. Primary sources including personal journals, memoirs, music, literature, and film, and historical texts. Topics include slavery and emancipation, labor and leisure, consumer culture, social activism, changing gender roles, and the politics of sexuality.
Same as: Africana 54N, AMSTUD 54N, FEMGEN 54N, HISTORY 54N

CSRE 55M. MMUF Seminar. 1 Unit.
This seminar is designed to help MMUF honor students in the following ways: (1) developing and refining research paper topics, (2) learning about the various approaches to research and writing, and (3) connecting to Stanford University resources such as the library and faculty.

CSRE 63N. The Feminist Critique: The History and Politics of Gender Equality. 3-4 Units.
This course explores the emergence of concepts of gender equality in world history. It asks how gender inequality relates to racial, ethnicity, and sexual identities, how men engage with feminism, whether gender equality is purely a western cultural tradition, and much more. We approach the long history of ideas about gender and equality by reading primary historical documents from around the world, moving from the 15th century to the present. Topics include education, the body, sexuality, violence, labor, and politics.
Same as: AMSTUD 63N, FEMGEN 63N, HISTORY 63N

CSRE 64. Racial and Ethnic Diversity in Modern America. 4-5 Units.
How ethnicity influenced the American experience and how prevailing attitudes about racial and ethnic groups over time have affected the historical and contemporary reality of the nation’s major minority populations. Focus is on the past two centuries.
Same as: HISTORY 64

CSRE 65. Nation in Motion: Film, Race and Immigration in Contemporary French Cinema. 3-5 Units.
An examination of the current debates in France regarding national identity, secularism, and the integration of immigrants, notably from the former colonies. Confronts films’ and other media’s visual and discursive rhetorical strategies used to represent ethnic or religious minorities, discrimination, citizens’ resistance to government policies, inter-racial marriages, or women’s rights within immigrant communities. By embodying such themes in stories of love, hardships, or solidarity, the motion pictures make the movements and emotions inherent to immigration tangible: to what effect? Taught in French. Films in French with English subtitles. Additional paper for students enrolled in 235.
Same as: FRENCH 122

CSRE 69M. Race, Science, and Medicine in U.S. History. 5 Units.
How have scientific ideas about race been shaped by their historical contexts, and what effects do these ideas have on people, institutions, law, and medicine? Is racial science always racist science? How do ideas about race interact with ideas about gender, class, and disability? This course explores how natural philosophers and scientists have defined, used, and sometimes challenged ideas about race from the eighteenth century to today. Topics include medicine and slavery, eugenics, sociology, psychiatry, race-based medicine, and genetic ancestry. This course fulfills the departmental Sources and Methods requirement.
Same as: FEMGEN 69S, HISTORY 69S

CSRE 84. Zionism and the State of Israel. 3 Units.
(Same as HISTORY 184. History majors and others taking 5 units, register for 184.) Hotly contested still, this course will open up the movement’s ideas, practices, achievements and crises in such a way as to allow students to hear the fullest range of voices - Jewish, Arab, religious, secular, etc. It will track the movement from its appearance in the late nineteenth century until the establishment of State of Israel in 1948, and beyond.
Same as: HISTORY 84, JEWISHST 84, REES 84

CSRE 100. Grassroots Community Organizing: Building Power for Collective Liberation. 4-5 Units.
This course explores the theory, practice and history of grassroots community organizing as a method for developing community power to promoting social justice. We will develop skills for 1-on-1 relational meetings, media messaging, fundraising strategies, power structure analysis, and strategies organizing across racial/ethnic difference. And we will contextualize these through the theories and practices developed in the racial, gender, queer, environmental, immigrant, housing and economic justice movements to better understand how organizing has been used to engage communities in the process of social change. Through this class, students will gain the hard skills and analytical tools needed to successfully organize campaigns and movements that work to address complex systems of power, privilege, and oppression. As a Community-Engaged Learning course, students will work directly with community organizations on campaigns to address community needs, deepen their knowledge of theory and history through hands-on practice, and develop a critical analysis of inequality at the structural and interpersonal levels. Placements with community organizations are limited. Enrollment will be determined on the first day through a simple application process. Students will have the option to continue the course for a second quarter in the Winter, where they will execute a campaign either on campus or in collaboration with their community partner.
Same as: Africana 100, FEMGEN 100X

CSRE 103B. Race, Ethnicity, and Linguistic Diversity in Classrooms: Sociocultural Theory and Practices. 3-5 Units.
Focus is on classrooms with students from diverse racial, ethnic and linguistic backgrounds. Studies, writing, and media representation of urban and diverse school settings; implications for transforming teaching and learning. Issues related to developing teachers with attitudes, dispositions, and skills necessary to teach diverse students.
Same as: Africana 106, EDUC 103B, EDUC 337
CSRE 103S. Native American Women, Gender Roles, and Status. 5 Units.
Historical and cultural forces at work in traditional and contemporary Native American women's lives through life stories and literature. How women are fashioning gendered indigenous selves. Focus is on the diversity of Native American communities and cultures.
Same as: FEMGEN 103S, NATIVEAM 103S

CSRE 106A. Gang Colors: The Racialization of Violence and the American City. 5 Units.
Street gangs (e.g. Bloods, Crips, Mara Salvatrucha, M-18, etc.) serve as a window onto the experience of racial, ethnic and economic marginalization under late capitalism. This class explores the context that gives rise to gang violence through a combination of anthropological, sociological, and historical approaches. Students will be familiarized with the macro-social factors that shape both gangs and the politics of violence in the Americas, North and South.
Same as: ANTHRO 106A

CSRE 107. The Black Mediterranean: Greece, Rome and Antiquity. 4-5 Units.
Explore problems of race and ethnicity as viable criteria in studying ancient societies and consider the question, What is the Mediterranean?, in relation to premodern evidence. Investigate the role of blackness as a marker of ethnicity; the demography of slavery and its roles in forming social identities; and environmental determinism as a factor in ethnic and racial thinking. Consider Greek and Roman perspectives and behavior, and their impact on later theories of race and ethnicity as well as the Mediterranean as a whole.
Same as: AFRICAAM 107C

CSRE 108. Introduction to Feminist, Gender, and Sexuality Studies. 4-5 Units.
Introduction to interdisciplinary approaches to gender, sexuality, queer, trans and feminist studies. Topics include the emergence of sexuality studies in the academy, social justice and new subjects, science and technology, art and activism, history, film and memory, the documentation and performance of difference, and relevant socio-economic and political formations such as work and the family. Students learn to think critically about race, gender, and sexuality from local and global perspectives.
Same as: AMSTUD 107, FEMGEN 101, TAPS 108

CSRE 108S. American Indian Religious Freedom. 5 Units.
The persistence of tribal spiritual beliefs and practices in light of legal challenges (sacred geography and the 1st Amendment), treatment of the dead and sacred objects (repatriation), consumerism (New Age commodification), and cultural intellectual property protection (trademark, copyright, patent law). Focus is on contemporary issues and cases, analyzed through interdisciplinary scholarship and practical strategies to protect the fundamental liberty of American Indian religious freedom.
Same as: NATIVEAM 108S

CSRE 109A. Federal Indian Law. 5 Units.
Cases, legislation, comparative justice models, and historical and cultural material. The interlocking relationships of tribal, federal, and state governments. Emphasis on economic development, religious freedom, and environmental justice issues in Indian country.
Same as: NATIVEAM 109A

CSRE 112X. Urban Education. 3-4 Units.
(Graduate students register for EDUC 212X or SOC 229X). Combination of social science and historical perspectives trace the major developments, contexts, tensions, challenges, and policy issues of urban education.
Same as: AFRICAAM 112, EDUC 112, EDUC 212, SOC 129X, SOC 229X

CSRE 117S. History of California Indians. 5 Units.
Demographic, political, and economic history of California Indians, 1700s-1950s. Processes and events leading to the destruction of California tribes, and their effects on the groups who survived. Geographic and cultural diversity. Spanish, Mexican, and Anglo-American periods. The mission system.
Same as: HISTORY 250A, NATIVEAM 117S

CSRE 118A. Digital Heritage: Bringing the Past Online with the Chinese American Historical Museum. 5 Units.
Interpreting the past is no longer just for people like historians and archaeologists, and it's no longer confined to the pages of books. More and more, community-based organizations are gathering stories and perspectives from everyday people, and they're putting them out for the world to see online. With these big changes, what will be the future of thinking about the past? In this course, students will work through the dynamics of digital heritage through readings, discussion, and original research. The course centers around artifacts unearthed at the Market Street Chinatown in San Jose. Each student will analyze and gather stories relating to a single artifact in order to contribute to a multimedia exhibit for the Chinese American Historical Museum in San Jose. Class time will be devoted both to discussion and to work on artifact-based projects, and will also include a fieldtrip to the museum and collaboration time with members of the Chinese Historical and Cultural Project.
Same as: ANTHRO 118A, ASNAMST 118A

CSRE 121. Discourse of the Colonized: Native American and Indigenous Voices. 5 Units.
Using the assigned texts covering the protest movements in the 20th century to the texts written from the perspective of the colonized at the end of the 20th century, students will engage in discussions on decolonization. Students will be encouraged to critically explore issues of interest through two short papers and a 15-20 minute presentation on the topic of interest relating to decolonization for Native Americans in one longer paper. Approaching research from an Indigenous perspective will be encouraged throughout.
Same as: NATIVEAM 121

CSRE 121L. Racial-Ethnic Politics in US. 5 Units.
This course examines various issues surrounding the role of race and ethnicity in the American political system. Specifically, this course will evaluate the development of racial group solidarity and the influence of race on public opinion, political behavior, the media, and in the criminal justice system. We will also examine the politics surrounding the Multiracial Movement and the development of racial identity and political attitudes in the 21st century. Stats 60 or Econ 1 is strongly recommended.
Same as: AMSTUD 121L, POLISCI 121L, PUBLPOL 121L

CSRE 121X. Hip Hop, Youth Identities, and the Politics of Language. 3-4 Units.
Focus is on issues of language, identity, and globalization, with a focus on Hip Hop cultures and the verbal virtuosity within the Hip Hop nation. Beginning with the U.S., a broad, comparative perspective in exploring youth identities and the politics of language in what is now a global Hip Hop movement. Readings draw from the interdisciplinary literature on Hip Hop cultures with a focus on sociolinguistics and youth culture.
Same as: AFRICAAM 121X, AMSTUD 121X, ANTHRO 121A, EDUC 121, LINGUIST 155

CSRE 122E. Art in the Streets: Identity in Murals, Site-specific works, and Interventions in Public Spaces. 4 Units.
This class will introduce students to both historical and contemporary public art practices and the expression of race and identity through murals, graffiti, site-specific works and performative interventions in public spaces. Involving lectures, guest speakers, field trips, and hands-on art practice, students will be expected to produce both an individual and group piece as a final project.
Same as: AFRICAAM 122E
CSRE 123A. American Indians and the Cinema. 5 Units.
Hollywood and the film industry have had a major influence on American society for nearly a century. Initially designed to provide entertainment, the cinema broadened its impact by creating images perceived as real and essentialist. Hollywood's Indians have been the main source of information about who American Indians are and Hollywood has helped shape inaccurate and stereotypical perceptions that continue to exist today. This course looks chronologically at cinematic interpretations and critically examines accurate portrayals of American Indians and of American history.
Same as: NATIVEAM 123A

CSRE 123B. Literature and Human Experimentation, 3-5 Units.
This course introduces students to the ways literature has been used to think through the ethics of human subjects research and experimental medicine. We will focus primarily on readings that imaginatively revisit experiments conducted on vulnerable populations: namely groups placed at risk by their classification according to perceived human and cultural differences. We will begin with Mary Shelley's Frankenstein (1818), and continue our study via later works of fiction, drama and literary journalism, including Toni Morrison's Beloved, David Feldshuh's Miss Evers Boys, Hannah Arendt's Eichmann and Vivien Spitz's Doctors from Hell, Rebecca Skloot's Immortal Life of Henrietta Lacks, and Kazuo Ishiguro's Never Let Me Go. Each literary reading will be paired with medical, philosophical and policy writings of the period; and our ultimate goal will be to understand modes of ethics deliberation that are possible via creative uses of the imagination, and literature's place in a history of ethical thinking about humane research and care.
Same as: AFRICAAM 223, COMPLIT 223, HUMBIO 175H, MED 220

CSRE 125V. The Voting Rights Act. 5 Units.
Focus is on whether and how racial and ethnic minorities including African Americans, Asian Americans, and Latinos are able to organize and press their demands on the political system. Topics include the political behavior of minority citizens, the strength and effect of these groups at the polls, the theory and practice of group formation among minorities, the responsiveness of elected officials, and the constitutional obstacles and issues that shape these phenomena.
Same as: AFRICAAM 125V, POLSCI 125V

CSRE 126B. Curricular Public Policies for the Recognition of Afro-Brazilians and Indigenous Population. 3-4 Units.
Recently two laws in Brazil (10639/2003 and 13465/2008), which came about due to intense pressure from Black and Indigenous social movements throughout the 20th century, have introduced changes in public education curriculum policies. These new curriculum policies mandate that the study of Afro-Brazilian, African, and Indigenous histories and cultures must be taught at all educational levels including at the elementary, secondary, and post-secondary levels. As part of this mandate, educators are now directed to incorporate considerations of ethnic-racial diversity in relation to people's thinking and experiences. These policies aim to fight racism as well as other forms of discrimination, and moreover, encourage the building of more equitable pedagogies. This course will discuss past and current policies and practices in Brazilian education from the point of view of different social projects organized by Indigenous Peoples, Afro-Brazilians, Asian-Brazilians, as well as Euro-Brazilians. It will also focus on Latin American efforts to promote equity in education, as well as to articulate different points of view, and reinforce and build epistemologies that support the decolonization of thinking, behaviors, research and policies. As part of this process, the course will study the experiences of people demanding these new public policies in terms of the extent to which they were able to influence institutional structures and to establish particular policy reforms. The course will also analyze theoretical frameworks employed by opponents of these movements to resist policies that might challenge their privileged place in society. In doing this, the course will offer theoretical and methodological avenues to promote research that can counter hegemonic curricular policies and pedagogical practices. The course will be fully participatory and oriented towards generating ongoing conversations and discussion about the various issues that arose in Brazil in relation to these two recent laws. To meet these goals, we will do a close reading of relevant scholarly works, paying particular attention to their theoretical frameworks, research designs, and findings.
Same as: AFRICAAM 126B, EDUC 136B, EDUC 236B, PUBLPOL 126B

CSRE 127A. Can’t Stop Won’t Stop: A History Of The Hip-Hop Arts. 4 Units.
This course explores the history and development of the hip-hop arts movement, from its precursor movements in music, dance, visual arts, literature, and folk and street cultures to its rise as a neighborhood subculture in the Bronx in the early 1970s through its local, regional and global expansion and development. Hip-hop aesthetics, structures, and politics will be explored within the context of the movement's rise as a post-multicultural form in an era of neoliberal globalization.
Same as: AFRICAAM 127A

CSRE 128. What We Want Is We: Identity in Visual Arts, Social Engagement, and Civic Propositions. 4 Units.
This studio practicum examines contemporary culture through case studies on visual art, race theory, urban studies, and resistance legacies. This class looks at strategies of socially engaged art practices, community building endeavors, and the complications peculiar to these projects. From these case studies, students will make public art/text/performative experiments and learn research and grant writing approaches for designing long-term political projects. Students will translate their research into grant proposals that will be judged by a professional panel during the final week. Course guests include granting agencies/arts foundations and international artists, curators, city planners, and activists (live/video conferences).
CSRE 129B. Literature and Global Health. 3-5 Units.
This course examines the ways writers in literature and medicine have used the narrative form to explore the ethics of care in what has been called the developing world. We will begin with an introduction to global health ethics as a field rooted in philosophy and policy that address questions raised by practice in resource-constrained communities abroad. We will then spend the quarter understanding the way literature may deepen and even alter those questions. For instance: how have writers used scenes of practice in Africa, the Caribbean or South Asia to think through ideas of mercy, charity, beneficence and justice? How differently do they imagine such scenes when examining issues of autonomy, paternalism and language? To what extent, then, do novels and memoirs serve as sites of ethical inquiry? And how has literary study revealed the complexities of narrating care for underserved communities, and therefore presented close reading as a mode of ethics for global health? Readings will include prose fiction by Albert Camus, Joseph Conrad, Amitav Ghosh and Susan Sontag as well as physician memoirs featuring Frantz Fanon, Albert Schweitzer, Abraham Verghese and Paul Farmer.
Same as: AFRICAAM 229, AFRICAST 229, COMPLIT 229, FRENCH 229, HUMBIO 175L, MED 234

CSRE 130. Community-based Research As Tool for Social Change: Discourses of Equity in Communities & Classrooms. 3-5 Units.
Issues and strategies for studying oral and written discourse as a means for understanding classrooms, students, and teachers, and teaching and learning in educational contexts. The forms and functions of oral and written language in the classroom, emphasizing teacher-student and peer interaction, and student-produced texts. Individual projects utilize discourse analytic techniques.
Same as: AFRICAAM 130, EDUC 123, EDUC 322

CSRE 131. Genes and Identity. 5 Units.
In recent decades genes have increasingly become endowed with the cultural power to explain many aspects of human life: physical traits, diseases, behaviors, ancestral histories, and identity. In this course we will explore a deepening societal intrigue with genetic accounts of personal identity and political meaning. Students will engage with varied interdisciplinary sources that range from legal cases to scientific articles, medical ethics guidelines, films, and ethnographies. We will explore several case studies where the use of DNA markers (either as proof of heritage or disease risk) has spawned cultural movements that are biosocial in nature. Examples include legal and political analyses of African ancestry testing as iquest;evidenceiquest; in slavery reparations cases, debates on whether Black Freedman should be allowed into the Cherokee and Seminole Nations, considerations on whether people with genetic links to Jewish groups should have a right of return to Israel, close readings of The U.S. Food and Drug Administrationiquest; crackdown on personal genomics testing companies (such as 23andMe), examinations of genetic identity politics in health disparities funding and orphan disease research, inquiries into new social movements organized around gene-based definitions of personhood, and civil liberties concerns about genetic iquest;familial searchingiquest; in forensic databases that disproportionately target specific minority groups as criminal suspects. Students will engage in a short observational iquest;pilotiquest; ethnographic project that allows them to further explore issues from the course for their final paper.
Same as: AFRICAAM 131, ANTHRO 131

CSRE 131C. Trauma, healing, and empowerment in Asian America. 3-5 Units.
This course will look at the ways in which Asian Americans are affected by the legacy of war, occupation and colonialism through themes of home, displacement, community, roots, identity, and inter-generational trauma. The approach is integrative, including scholarly investigation, embodied practice, and creative approach. This self-reflective process uses narrative, oral and written, as a means of becoming whole and healing personal, historical, and collective wounds.
Same as: ASNAMST 131

CSRE 132J. Sociology of Jewishness. 3-5 Units.
Examines the place of the Jewish people in society throughout various locales and historical periods to understand how interactions among Jews and with other groups have shaped Jewish identities. Topics include modernism, the Holocaust, Israel/nationhood, race/ethnicity, intermarriage, and assimilation. Uses theoretical, empirical, and historical material from multiple social scientific fields of study and explores the study of Judaism from several major sociological lenses.
Same as: JEWISHST 132D, SOC 132J

CSRE 133A. Anthropology of the Middle East. 3-5 Units.
This course examines social, political, and religious dimensions of various Middle Eastern societies. Key topics include the development of the modern nation-state, the Islamic revival, human rights, and discourses of democracy. Course materials include ethnographic studies, novels, and films, which provide a rich contextualization of social life and cultural politics in the region.
Same as: ANTHRO 133A

CSRE 133B. Covering Islam: On What We Learn to See, Think and Hear about Islam & Muslims. 3-5 Units.
In this course, students will think critically about how knowledge about Islam, Muslims, and Muslim Societies is produced and circulated. As a class, we will consider why and how certain kinds of ideas about Islam and Muslims become representative (i.e., authoritative discourse) while others ideas do not. This is an interdisciplinary class; course material will draw on readings from anthropology, literary criticism, history, sociology and media and cultural studies. We will also be engaging with other kinds of material, including news articles, editorials, documentaries, and films.
Same as: AFRICAST 133B, ANTHRO 133B

CSRE 134. Museum Cultures: Material Representation in the Past and Present. 5 Units.
Students will open the iquest;black boxiquest; of museums to consider the past and present roles of institutional collections, culminating in a student-curated exhibition. Today, museums assert their relevance as dynamic spaces for debate and learning. Colonialism and restitution, the politics of representation, human/object relationships, and changing frameworks of authority make museum work widely significant and consistently challenging. Through thinking-in-practice, this course reflexively explores iquest;museum culturesiquest;: representations of iquest;selfiquest; and iquest;otheriquest; within museums and institutional cultures of the museum world itself.
Same as: AMSTUD 134, ARCHLGY 134, ARCHLGY 234, ARTHIST 284B, EDUC 214, NATIVEAM 134

CSRE 135H. Conversations in CSRE: Case Studies in the Stanford Community. 1-2 Unit.
Race, ethnicity, gender, and religion using the tools, analytical skills and concepts developed by anthropologists.
Same as: ANTHRO 135H

CSRE 135I. CSRE House Seminar: Race and Ethnicity at Stanford. 1-2 Unit.
Race, ethnicity, gender, and religion using the tools, analytical skills and concepts developed by anthropologists.
Same as: ANTHRO 135I
CSRE 138. Medical Ethics in a Global World: Examining Race, Difference and Power in the Research Enterprise. 5 Units.
This course will explore historical as well as current market transformations of medical ethics in different global contexts. We will examine various aspects of the research enterprise, its knowledge-generating and life-saving goals, as well as the societal, cultural, and political influences that make medical research a site of brokering in need of oversight and emergent ethics. This seminar will provide students with tools to explore and critically assess the various technical, social, and ethical positions of researchers, as well as the role of the state, the media, and certain publics in shaping scientific research agendas. We will also examine how structural violence, poverty, global standing, and issues of citizenship also influence issues of consent and just science and medicine.
Same as: ANTHRO 138, ANTHRO 238

CSRE 140C. Stand Up Comedy and the "Great American Joke" Since 1945. 5 Units.
Development of American Stand Up Comedy in the context of social and cultural eruptions after 1945, including the Borscht Belt, the Chitlin' circuit, the Cold War, censorship battles, Civil Rights and other social movements of the 60s and beyond. The artistry of stories, monologues, jokes, impersonations, persona, social satire, scatology, obscenity, riffs, rafts, shtrick, and more by such artists as Lenny Bruce, Dick Gregory, Richard Pryor, George Carlin, Margaret Cho, Sarah Silverman, Jon Stewart, Stephen Colbert, as well as precursors such as Mark Twain, minstrelsy and vaudeville and related films, TV shows, poems and other manifestations of similar sensibilities and techniques.
Same as: AMSTUD 140

CSRE 142. The Literature of the Americas. 5 Units.
A wide-ranging overview of the literatures of the Americas in comparative perspective, emphasizing continuities and crises that are common to North American, Central American, and South American literatures as well as the distinctive national and cultural elements of a diverse array of primary works. Topics include the definitions of such concepts as empire and colonialism, the encounters between worldviews of European and indigenous peoples, the emergence of creole and racially mixed populations, slavery, the New World voice, myths of America as paradise or utopia, the coming of modernism, twentieth-century avant-gardes, and distinctive modern episodes--the Harlem Renaissance, the Beats, magic realism, Noigandres--in unaccustomed conversation with each other.
Same as: AMSTUD 142, COMPLIT 142, ENGLISH 172E

CSRE 142A. What is Hemispheric Studies?. 5 Units.
Will attempt to open up "America," beyond the United States. Have we reached the end of an era in our national literary imaginations? What is the utility and durability of the idea of the nation in a global era? New developments in hemispheric, Black Atlantic, and trans-american studies have raised questions about the very viability of US literary studies. Should we, as Franco Moretti suggests, map, count, and graph the relationships in our close (rhetorical) and "distant" readings of texts in the Americas? Topics include the definitions of concepts such as coloniality, modernity, time and the colonial difference, the encounters between world views of Europeans and indigenous Native American peoples, and the inventions of America, Latinamericanism, and Americanity.

CSRE 144. Transforming Self and Systems: Crossing Borders of Race, Nation, Gender, Sexuality, and Class. 5 Units.
Exploration of crossing borders within ourselves, and between us and them, based on a belief that understanding the self leads to understanding others. How personal identity struggles have meaning beyond the individual, how self healing can lead to community healing, how the personal is political, and how artistic self expression based in self understanding can address social issues. The tensions of victimization and agency, contemplation and action, humanities and science, embracing knowledge that comes from the heart as well as the mind. Studies are founded in synergistic consciousness as movement toward meaning, balance, connectedness, and wholeness. Engaging these questions through group process, journaling, reading, drama, creative writing, and storytelling. Study is academic and self-reflective, with an emphasis on developing and presenting creative works in various media that express identity development across borders.
Same as: ASNAMST 144, FEMGEN 144X

CSRE 145. Race and Ethnic Relations in the USA. 4 Units.
(Graduate students register for 245.) Race and ethnic relations in the U.S. and elsewhere. The processes that render ethnic and racial boundary markers, such as skin color, language, and culture, salient in interaction situations. Why only some groups become targets of ethnic attacks. The social dynamics of ethnic hostility and ethnic/racial protest movements.
Same as: SOC 145, SOC 245

CSRE 145B. Africa in Atlantic Writing. 3 Units.
This course explores the central place Africa holds in prose writing emerging during periods of globalization across the Atlantic, including the middle passage, colonialism, black internationalism, decolonization, immigration and diasporic return. We will begin with Equiano's Interesting Narrative (1789), a touchstone for the Atlantic prose tradition, and study how writers crossing the Atlantic have continued to depict Africa in later centuries: to dramatize scenes of departure and arrival in stories of new citizenship, to evoke histories of racial unity and examine social fragmentation, to imagine new national communities or question their norms and borders. Our readings will be selected from English, French, Portuguese and Spanish-language traditions. And we will pay close attention to genres of prose fiction (Adichie, Cone, Oluo), prose poetry (Caetu, Neto, Walcott), ethnographic (Gide, Gourevitch), and autobiography (Barack Obama).
Same as: AFRICAAM 148, AFRICAST 145B, COMPLIT 145B, COMPLIT 345B, FRENCH 145B, FRENCH 345B

CSRE 145F. Race and Power. 5 Units.
This course examines how race is made. We will pay close attention to how people engage with material, economic, scientific, and cultural forces to articulate human group difference as a given, and even natural. In this seminar, we will look at the construction of race as a literally made phenomenon, where historical, colonial, bodily, market, and humanitarian constituent elements both circulate and sediment racial understandings. To focus our readings and discussions we will divide this vast terrain into three units: race and the colonial encounter, race and biopower, and race and capital.
Same as: ANTHRO 145, ANTHRO 245
CSRE 146. Community Matters: Research and Service with Community Organizations. 2-4 Units.
(Taught in conjunction with URBNST 123B. Students participating in CRS1 must enroll in CSRE 146. All others can enroll in either course.) This course focuses on issues of research design and how to select specific methodological strategies to assure ethical and effective partnership-based research. In this course, students will plan for their own participation in a CB/P/R project. Topical themes will include best practice strategies for (a) defining and selecting community problems or issues to be addressed, (b) generating relevant and useful research questions, (c) choosing specific means and methods for data collection [e.g., surveys, interviews, focus groups, etc.], (d) storing, organizing and analyzing data, (e) reflecting on and critiquing research findings, and (f) carrying out dissemination in ways that can be expected to enhance community power and advance community development. Students will be provided with opportunities to workshop their respective projects-in-development, (e.g., developing and sharing research questions, data collection instruments, strategies for engaging community constituents as co-researchers, etc.). Students will leave the course with a plan for participating in a CBPR project.

CSRE 146S. Asian American Culture and Community. 3-5 Units.
This course introduces students to the histories of Asians in America, specifically as these histories are part of a broader Asia-US-Pacific history that characterized the 20th century and now the 21st. We will combine readings in history, literature, sociology, with community-based learning. The course takes place over two quarters. The first quarter focuses on gaining knowledge of Asian America and discussion key topics that students wish to focus on collaboratively. During this first quarter we also learn about community-based learning, set up teams and projects, and develop relationships with community organizations. The second quarter students work with student liaisons (senior students who have experience in service learning) and complete their work with the community with whom there are no formal class meetings this second quarter. Service Learning Course (certified by Haas Center). Course can be repeated once.
Same as: AMSTUD 146, ASNAMST 146S, COMPLIT 146

CSRE 147J. Studies in Music, Media, and Popular Culture: The Soul Tradition in African American Music. 3-4 Units.
The African American tradition of soul music from its origins in blues, gospel, and jazz to its influence on today's r&b, hip hop, and dance music. Style such as rhythm and blues, Motown, Southern soul, funk, Philadelphia soul, disco, Chicago house, Detroit techno, trip hop, and neo-soul. Soul's cultural influence and global reach; its interaction with politics, gender, place, technology, and the economy. Pre-/corequisite (for music majors): MUSIC 22. (WIM at 4 units only.). Same as: AFRICAAM 19, AMSTUD 147J, MUSIC 147J, MUSIC 247J

CSRE 148. Comparative Ethnic Conflict. 4 Units.
Causes and consequences of racial and ethnic conflict, including nationalist movements, ethnic genocide, civil war, ethnic separatism, politics, indigenous peoples' movements, and minority rights movements around the world. Same as: SOC 148, SOC 248

CSRE 150. Race and Political Sociology. 3 Units.
How race informs the theories and research within political sociology. The state's role in creation and maintenance of racial categories, the ways in which racial identity motivates political actors, how race is used to legitimate policy decisions, comparisons across racial groups. Emphasis on understanding the ways race operates in the political arena. Same as: SOC 150, SOC 250

CSRE 151H. ID21 STRATLAB: Interdisciplinary Approaches to Improvising Identities. 4-5 Units.
A quarter-long exploration of improvisation in relationship to identity and race in the 21st century in which students investigate new dynamics of doing and thinking identities through the arts. Panel discussions, performances, and talks that engage critically with the theme, concept, and practice of improvising identity across a variety of contexts and genres such as jazz music, modern dance, contemporary art, race comedy, food, and hip-hop poetry/freestyle. Strategies that artists/scholars have used to overturn essentializing notions of identity in theory and practice. Same as: AMSTUD 151H, DANCE 151H, DANCE 251H, TAPS 151H, TAPS 351H

CSRE 152K. Mixed-Race Politics and Culture. 5 Units.
Today, almost one-third of Americans identify with a racial/ethnic minority group, and more than 9 million Americans identify with multiple races. What are the implications of such diversity for American politics and culture? This course approaches issues of race from an interdisciplinary perspective, employing research in the social sciences and humanities to assess how race shapes perceptions of identity as well as political behavior in 21st-century U.S. Issues surrounding the role of multiculturalism, immigration, acculturation, racial representation, and racial prejudice in American society. Topics include the political and social formation of race; racial representation in the media, arts, and popular culture; the rise and decline of the "one-drop rule" and its effect on political and cultural attachments; the politicization of census categories and the rise of the multiracial movement. Same as: AFRICAAM 226, AMSTUD 152K

CSRE 154. Anthropology of Drugs: Experience, Capitalism, Modernity. 5 Units.
This course examines the significant role iquest;drugsquot; play in shaping expressions of the self and social life; in the management populations, and in the production of markets and inequality. It engages these themes through cultural representations of drugs and drug use, analyses of scientific discourse, and social theory. Topics include: the social construction of the licit and illicit; the shifting boundaries of deviance, disease and pleasure; and the relationship between local markets and global wars. Same as: ANTHRO 154, ANTHRO 254B

CSRE 154D. Law, Slavery, and Race. 5 Units.
(Same as LAW 747.) This course will explore the interaction of law, slavery and race in the United States, as well as from a comparative perspective. We will read original documents, including excerpts of trial transcripts, appellate opinions, treatises, codes, and first-person narratives. We will study the way law, politics and culture interacted to shape the institution of slavery and the development of modern conceptions of race. Course lectures and discussions will focus on questions such as: Did different legal regimes (Spanish, French, British) foster different systems of race and slavery in the Americas? How did does law work "on the ground" to shape the production of racial hierarchy and creation of racial identities? In what ways did slavery influence the U.S. Constitution? How has race shaped citizenship in the U.S., and how can we compare it to other constitutional regimes? The course will begin with the origins of New World slavery, race and racism, and move chronologically to the present day. Same as: AFRICAAM 254D, HISTORY 254D, HISTORY 354

CSRE 154S. Law, Slavery, and Race. 5 Units.
(Same as LAW 747.) This course will explore the interaction of law, slavery and race in the United States, as well as from a comparative perspective. We will read original documents, including excerpts of trial transcripts, appellate opinions, treatises, codes, and first-person narratives. We will study the way law, politics and culture interacted to shape the institution of slavery and the development of modern conceptions of race. Course lectures and discussions will focus on questions such as: Did different legal regimes (Spanish, French, British) foster different systems of race and slavery in the Americas? How did does law work "on the ground" to shape the production of racial hierarchy and creation of racial identities? In what ways did slavery influence the U.S. Constitution? How has race shaped citizenship in the U.S., and how can we compare it to other constitutional regimes? The course will begin with the origins of New World slavery, race and racism, and move chronologically to the present day. Same as: AFRICAAM 254D, HISTORY 254D, HISTORY 354
CSRE 156J. Environment, Nature and Race. 3-5 Units.
Environment, nature and race: Politics of belonging, exclusion, and embodiment. Scientific and popular understandings of race and ethnicity remain deeply entangled with ideas about "nature" and the "environment". This course will introduce students to some of the many ways that nature, environment, and race have been and remain intertwined, for better or for worse. What does it mean to claim race is "natural"? To what extent is race shaped by environment and vice versa? How are the politics of race linked to the politics of environmentalism? The class will begin with a brief treatment of current critical consensus on the biology of race and the cultural politics of race and nature, and move on to a theoretical discussion of how humans and "nature" interact. From there, the course moves into historical and ethnographic examples of the politics of race and the environment: the racialized and racializing character of particular environments; the ways that racial politics shape natural environments; and the politics of exclusion and belonging in environmental movements. Case studies will be both rural and urban and draw from anthropology, geography, history, and biology. The course will end by considering the recent resurgence of the race concept in biology.
Same as: ANTHRO 156B

CSRE 157P. Allyship: Challenging Privilege and Doing Solidarity in Movements for Collective Liberation. 2-4 Units.
Many activists in the racial justice, immigrant, indigenous, feminist, and LGBTQ movements, are committed to principles of leadership by frontline communities - their goal is to build power in communities that are disempowered by dominant institutions and practices. This makes for complicated relationships with those that are not part of those frontline communities but recognize that their own silence makes them complicit in systems of oppression. In this course, we will examine how power and privilege can undermine attempts to collaborate in social justice work, and then explore principles and practices of solidarity and allyship that attempt to overcome these challenges. We will discuss texts on white privilege and anti-racism as our primary point of reference, but will connect to other kinds of ally work and movements for collective liberation. As a community-engaged learning course, students will work with community partners to establish long-term relationships based in solidarity. Students are encouraged to work with movements and organizations with whom they already have relationships (e.g., through student-activism). Throughout the quarter, we will have guest lectures and workshops with community partners and movement strategy organizations.
Same as: AFRICAAM 157P, AMSTUD 157P, FEMGEN 157P

CSRE 159M. Movement and Meaning: Dance Studies in Global Comparative Context. 4 Units.
This course introduces students to various approaches to studying dance in a humanities context. We will explore how people create meaning through dance and how dance, in turn, shapes social norms, political institutions, and cultural practices across time and space. The course's structure challenges the Western/non-Western binary that still pervades many academic disciplines by comparing dance forms across the globe on the basis of functional similarities. At the same time, we will keep in mind the unequal power hierarchies shaping our modern world, and therefore we will examine how and why certain forms have become delineated as 'Western' and others as 'world' or 'ethnic,' despite similarities in movement, meaning, or purpose.
Same as: DANCE 23, TAPS 159M, TAPS 259M

CSRE 162. Women in Modern America. 4-5 Units.
This course explores the transition from Victorian to modern womanhood in the U.S. from the 1890s to the end of the 20th century, including the experiences of Native, European, African, Mexican, and Asian American women. It asks how, when, and why the majority of American women become wage earners, gained full citizenship, and enacted political opportunities; how race- and class-specific ideals of womanhood changed in popular culture; and how women have redefined their reproductive and sexual relations.
Same as: AMSTUD 161, FEMGEN 161, HISTORY 161

CSRE 162A. Spirituality and Nonviolent Urban and Social Transformation. 3 Units.
A life of engagement in social transformation is often built on a foundation of spiritual and religious commitments. Case studies of nonviolent social change agents including Rosa Parks in the civil rights movement, Cesar Chavez in the labor movement, and William Sloane Coffin in the peace movement; the religious and spiritual underpinnings of their commitments. Theory and principles of nonviolence. Films and readings. Service learning component includes placements in organizations engaged in social transformation. Service Learning Course (certified by Haas Center).
Same as: RELIGST 162X, URBANST 126

CSRE 163. Mindful Intelligence: Making Peace in Ourselves and in the World. 3-5 Units.
Our study explores the development of mindfulness and related abilities that lead to making peace in ourselves and in the world. We examine the intersection of race and ethnicity with the emerging field of contemplative studies through the teachings of leaders whose lives were dedicated to both contemplation and social action. Through self reflection, experiential learning, and creative expression we explore the personal as political. We aim to develop the capacity to move among worldviews, transcending particular identities while simultaneously honoring each of them, finding peace among the component parts of our own psyche, and possessing the inner resources to make peace in a multicultural society.

CSRE 164. Immigration and the Changing United States. 4 Units.
The role of race and ethnicity in immigrant group integration in the U.S. Topics include: theories of integration; racial and ethnic identity formation; racial and ethnic change; immigration policy; intermarriage; hybrid racial and ethnic identities; comparisons between contemporary and historical waves of immigration.
Same as: CHILATST 164, SOC 164, SOC 264

CSRE 165. Race, Athletics and College Achievement. 3 Units.
How does racial group membership affect academic experiences, and how do race and athletic participation intersect with collegiate life? In this class, we will explore the relationships among race, athletic status, and academic experiences, with a focus on social science data and the specific experiences of Stanford students. Readings will draw from psychology, sociology, education, and popular press. This class is a seminar format with no prerequisites.
Same as: AFRICAAM 165, CTL 165

CSRE 166B. Immigration Debates in America, Past and Present. 3-5 Units.
Examines the ways in which the immigration of people from around the world and migration within the United States shaped American nation-building and ideas about national identity in the twentieth century. Focuses on how conflicting ideas about race, gender, ethnicity, and citizenship with respect to particular groups led to policies both of exclusion and integration. Part One begins with the ways in which the American views of race and citizenship in the colonial period through the post-Reconstruction Era led to the passage of the Chinese Exclusion Act in 1882 and subsequently to broader exclusions of immigrants from other parts of Asia, Southern and Eastern Europe, and Mexico. Explores how World War II and the Cold War challenged racial ideologies and led to policies of increasing liberalization culminating in the passage of the 1965 Immigration Act, which eliminated quotas based on national origins and opened the door for new waves of immigrants, especially from Asia and Latin America. Part Two considers new immigration patterns after 1965, including those of refugees, and investigates the contemporary debate over immigration and immigration policy in the post 9/11 era as well as inequalities within the system and the impact of foreign policy on exclusions and inclusions.
Same as: HISTORY 166B, HISTORY 366B
CSRE 168. New Citizenship: Grassroots Movements for Social Justice in the U.S.. 5 Units.
Focus is on the contributions of immigrants and communities of color to the meaning of citizenship in the U.S. Citizenship, more than only a legal status, is a dynamic cultural field in which people claim equal rights while demanding respect for differences. Academic studies of citizenship examined in dialogue with the theory and practice of activists and movements. Engagement with immigrant organizing and community-based research is a central emphasis.
Same as: ANTHRO 169A, CHILATST 168, FEMGEN 140H

CSRE 170. Introduction to American Indian Literature. 5 Units.
This course provides a general introduction to American Indian literatures, beginning with early translations, including oral literatures and autobiographies, and continuing with contemporary poetry and fiction written by American Indian writers. We will want to pay particular attention to the American Indian writers' connections to a specific locale or place. In what ways are the stories and poems evocative of a long-standing relationship to a "home landscape"? What is the nature of the relationship? How is that relationship to place similar to or different from our own? At the same time, we will want to pay attention to the nature and scope of the various representations of American Indians in the texts we examine, and ask how the representations reinforce and/or dispel popular and often stereotypical images of American Indian people. Finally, we will want to be aware of and understand our position as readers, particularly as readers who come from and are constituted by historical, social, political, cultural, and ethnic worlds different from or similar to the worlds we find in the books that we are reading.
Same as: NATIVEAM 170

CSRE 171H. Mexicans in the United States. 5 Units.
This course explores the lives and experiences of Mexicans living in the United States, from 1848 to the present. Themes and topics include: the legacies of colonialism, the Mexican-American War, transnational migration, the effects of economic stratification, race and racialization, and the impact of sexual and gender ideologies on the lives of Mexicans residing north of the border.
Same as: AMSTUD 271, CHILATST 171, HISTORY 271

CSRE 172. Out of Place: (W)riting Home. 4 Units.
A creative writing workshop; all genres. This course will introduce students to the fundamentals of a productive creative writing practice, including the beginner's mind; as found in Eastern spiritual practices; and, an indigenous approach to identity and authenticity; in one's work and one's words. Through writing, one returns to the body of home-knowledges, languages, and geographies to uncover what is profoundly original in us as artists, writers and thinkers.
Same as: TAPS 172, TAPS 272

CSRE 172H. Theories of Citizenship and Sovereignty in a Transnational Context. 4-5 Units.
This course explores the multiple meanings of citizenship and the ways in which they change when examined using different geographic scales (from the local to the transnational). The course will pair theoretical readings on citizenship with case studies that focus on North America. Topics include: definitions of citizenship; the interrelation of ideas of citizenship with those of race, ethnicity, gender, and sexuality; the relationship between sovereignty and territoriality; human and civil rights; and immigration.
Same as: AMSTUD 272E, CHILATST 172, FEMGEN 272E, HISTORY 272E, HISTORY 372E

CSRE 174S. When Half is Whole: Developing Synergistic Identities and Mestiza Consciousness. 5 Units.
This is an exploration of the ways in which individuals construct whole selves in societies that fragment, label, and bind us in categories and boxes. We examine identities that overcome the destructive dichotomies of iquest;us; iquest; and iquest;them, iquest; crossing borders of race, ethnicity, culture, nation, sex, and gender. Our focus is on the development of hybrid and synergistic forms of identity and mestiza consciousness in which the whole is greater than the sum of its parts.

CSRE 176S. Finding Meaning in Life's Struggles: Narrative Ways of Healing. 5 Units.
We can find meaning in life's struggles through narrative ways of healing. The self-reflective, dynamic process of finding, telling, and living our stories connects us with our whole selves as well as with others. We find our stories through vulnerability and courage: tell them with humility and honesty; and live them authentically and responsibly. Our shared stories will focus on gratitude, acceptance, reconciliation, forgiveness and compassion, empowering us to overcome personal, community, and historical traumas and wounds. In a respectful, caring community we will discover our hidden wholeness by improvising with various experiential and embodied means of finding our stories; telling our stories in diverse ways, including writing, storytelling, music, and art; and living our stories by putting values into action.
Same as: TAPS 176S

CSRE 177B. Introduction to Dance on the Global Stage. 4 Units.
The course will examine and engage with dance cultures from around the world. Through historical and theoretical readings, film screenings, and viewing performances, this course aims to introduce students to a number of theoretical issues central to the study of dance across various disciplines. As a class we set out to explore how dance is more than a set of organized bodily movements, pleasurable to both do and watch. We will consider what cultural work dance performance accomplishes in the world.
Same as: DANCE 177

CSRE 177F. Well-Being in Immigrant Children & Youth: A Service Learning Course. 1-2 Unit.
This is an interdisciplinary course that will examine the dramatic demographic changes in American society that are challenging the institutions of our country, from health care and education to business and politics. This demographic transformation is occurring first in children and youth, and understanding how social institutions are responding to the needs of immigrant children and youth to support their well-being is the goal of this course.
Same as: CHILATST 177A, EDUC 177A, HUMBO 29A

CSRE 177G. Well-Being in Immigrant Children & Youth: A Service Learning Course. 1-3 Unit.
This is an interdisciplinary course that will examine the dramatic demographic changes in American society that are challenging the institutions of our country, from health care and education to business and politics. This demographic transformation is occurring first in children and youth, and understanding how social institutions are responding to the needs of immigrant children and youth to support their well-being is the goal of this course.
Same as: CHILATST 177B, EDUC 177B

CSRE (CSRE)
CSRE 178. Ethics and Politics of Public Service. 5 Units.
Ethical and political questions in public service work, including volunteering, service learning, humanitarian assistance, and public service professions such as medicine and teaching. Motives and outcomes in service work. Connections between service work and justice. Is mandatory service an oxymoron? History of public service in the U.S. Issues in crosscultural service work. Integration with the Haas Center for Public Service to connect service activities and public service aspirations with academic experiences at Stanford. [This class is capped but there are some spaces available with permission of instructor. If the class is full and you would like to be considered for these extra spaces, please email sburbank@stanford.edu with your name, grade level, and a paragraph explaining why you want to take the class.].
Same as: ETHICSOCS 133, HUMBIO 178, PHIL 175A, PHIL 275A, POLISCI 133, PUBL POL 103D, URBANST 122

CSRE 178B. Intensive Playwriting. 4 Units.
Intermediate level study of fundamentals of playwriting through an intensive play development process. Course emphasizes visual scripting for the stage and play revision. Script analysis of works by contemporary playwrights may include: Suzan-Lori Parks, Tony Kushner, Adrienne Kennedy, Edward Albee, Maria Irene Fornes and others. Table readings of full length work required by quarter(s); end.
Same as: TAPS 178B, TAPS 278

CSRE 179C. Chroniclers of Desire: Creative Non-Fiction Writing Workshop. 3-5 Units.
This course emphasizes the study and practice of personal memoir writing and literary journalism. The class will explore those writings that contain a public and private story, navigating an intimate and institutional world. Student writers will serve as public chroniclers whose subjective point of view and experience attempt to provide a truth greater than what one can offer.
Same as: CSRE 279C, FEMGEN 179C, TAPS 179C, TAPS 279C

CSRE 179F. Flor y Canto: Poetry Workshop. 3-5 Units.
Poetry reading and writing. The poet as philosopher and the poet as revolutionary. Texts: the philosophical meditations of pre-Colombian Aztec poetry known as flor y canto, and reflections on the poetry of resistance born out of the nationalistic and feminist struggles of Latin America and Aztlan. Required 20-page poetry manuscript.
Same as: CHILATST 179F, TAPS 179F, TAPS 279F

CSRE 179G. Indigenous Identity in Diaspora: People of Color Art Practice in North America. 3-5 Units.
This "gateway" core course to the IDA emphasis in CSRE offers a 21st century examination of people of color aesthetics and related politics, drawing from contemporary works (literature, music, visual and performing arts) in conversation with their native (especially American Indigenous and African) origins. Issues of gender and sexuality in relation to cultural identity are also integral to this study. Students will be required to produce a final work, integrating critical writing with a creative project.
Same as: CSRE 279G, FEMGEN 179G, TAPS 279G

CSRE 183. Re-Imagining American Borders. 5 Units.
How novelists, filmmakers, and poets perceive racial, ethnic, gender, sexual preference, and class borders in the context of a national discussion about the place of Americans in the world. How Anna Deavere Smith, Sherman Alexie, or Michael Moore consider redrawing such lines so that center and margin, or self and other, do not remain fixed and divided. How linguistic boundaries within multilingual literature by Caribbean, Arab, and Asian Americans function. Can Anzaldua's notion of borders be constructed through the matrix of language, dreams, music, and cultural memories in these American narratives? Course includes examining one's own identity.
Same as: AMSTUD 183, FEMGEN 183

CSRE 184C. Zionism and the State of Israel. 5 Units.
(Same as History 84.) Hotly contested still, this course will open up the movement's ideas, practices, achievements and crises in such a way as to allow students to hear the fullest range of voices - Jewish, Arab, religious, secular, etc. It will track the movement from its appearance in the late nineteenth century until the establishment of State of Israel in 1948, and beyond.
Same as: HISTORY 184, JEWISHST 184, REES 184

CSRE 187A. The Anthropology of Race, Nature, and Animality. 5 Units.
As recently as the 40s, the S. Africa government labeled indigenous San people part of the animal landscape. Using the San example as a starting point, course examines socially, culturally, and politically constructed ideas about race, animality, and nature in the cultural and geographic settings of N. America, Australia, and Africa. How connections between race and nature have served as terrains of power through which people and governments have claimed territories and justified violence. Classic texts by nature writers and philosophers and current social science works that focus on race and ethnicity. Concepts such as gender, sex, and nature; environmental tourism; natural resource development; and indigeneity and animality. How ideas about race and nature have come together around concepts such as the myth of wilderness and the violence of considering certain people to be less-than-human. Issues of environmental politics and activism.
Same as: ANTHRO 187A

CSRE 188Q. Imagining Women: Writers in Print and in Person. 4-5 Units.
Gender roles, gender relations and sexual identity explored in contemporary literature and conversation with guest authors. Weekly meetings designated for book discussion and meeting with authors. Interest in writing and a curiosity about diverse women's lives would be helpful to students. Students will use such tools as close reading, research, analysis and imagination. Seminar requires strong voice of all participants. Oral presentations, discussion papers, final projects.
Same as: FEMGEN 188Q

CSRE 192E. Sexual Violence in America. 4-5 Units.
This undergraduate/graduate colloquium explores recent historical interpretations of the history of sexuality, with a focus on sexual violence. The readings cover changing definitions and laws, cultural representations, and the role of gender, race, and age in the construction of rape and other forms of sexual violence. Topics include slavery; incest, seduction, and statutory rape reform; the racialization of rape and the anti-lynching movement; street harassment; men and boys as victims; war and conquest; and feminist responses to rape.
Same as: AMSTUD 258, FEMGEN 258, FEMGEN 358, HISTORY 258, HISTORY 358

CSRE 196C. Introduction to Comparative Studies in Race and Ethnicity. 5 Units.
How different disciplines approach topics and issues central to the study of ethnic and race relations in the U.S. and elsewhere. Lectures by senior faculty affiliated with CSRE. Discussions led by CSRE teaching fellows. Includes an optional Haas Center for Public Service certified Community Engaged Learning section.
Same as: ENGLISH 172D, PSYCH 155, SOC 146, TAPS 165

CSRE 198. Internship for Public Service. 1-5 Unit.
Students should consult with CCSRE Director of Service-Learning (nadiad@stanford.edu) to develop or sign-up for a community service internship. Group meetings may be required. May be repeated for credit.
Service Learning Course (certified by Haas Center).
Same as: CHILATST 198
CSRE 200. Latin@ Literature. 3-5 Units.
Examines a diverse set of narratives by U.S. Latin@’s of Mexican, Puerto Rican, Cuban, Guatemalan, and Dominican heritage through the lens of Latinidad. All share the historical experience of Spanish colonization and U.S. imperialism, yet their immigration patterns differ, affecting social, cultural, and political trajectories in the US and relationships to “home” and “homeland,” nation, diaspora, history, and memory. Explores how racialization informs genres as well as sexualities. Emphasis on textual analysis. Taught in English.
Same as: CHILATST 200, ILAC 280, ILAC 382

CSRE 200R. Directed Research. 1-5 Unit.

CSRE 200W. Directed Reading. 1-5 Unit.

CSRE 200X. CSRE Senior Seminar. 5 Units.
Required for CSRE-related students, including those who opt to write honors theses in other departments and programs. Research and the writing of the senior honors thesis or senior paper under the supervision of a faculty project adviser. The process of research including conceptualization, development of prospectus, development of theses, research, analysis, and writing.

CSRE 200Y. CSRE Senior Honors Research. 1-10 Unit.

CSRE 200Z. CSRE Senior Honors Research. 1-10 Unit.

CSRE 201. Introduction to Public History and Public Service. 4-5 Units.
Gateway course for the History and Public Service interdisciplinary track. Topics include the production, presentation, and practice of public history through narratives, exhibits, web sites, and events in museums, historical sites, parks, and public service settings in nonprofit organizations, government agencies, and educational institutions. Service Learning Course (certified by Haas Center).
Same as: AFRICAAM 102, HISTORY 201, HISTORY 301

CSRE 201B. From Racial Justice to Multiculturalism: Movement-based Arts Organizing in the Post Civil Rights Era. 5 Units.
How creative projects build and strengthen communities of common concern. Projects focus on cultural reclamation, multiculturalism, cultural equity and contemporary cultural wars, media literacy, independent film, and community-based art. Guest artists and organizers, films, and case studies.
Same as: CHILATST 201B

CSRE 201C. Critical Concepts in Chicano@ Literature. 3-5 Units.
Combines primary texts of Chicano@ literature with a metacritical interrogation of key concepts informing Chicano@ literary criticism, the construction of Chicano@ literary history, and a Chicano@ literary canon. Interrogates the resistance paradigm and the “proper” subject of this literature, and critiques established genealogies and foundational authors and texts, as well as issues of periodization, including the notion of “emergence” (e.g. of feminist voices or dissident sexualities). Considers texts, authors and subjects that present alternatives to the resistance paradigm.
Same as: CHILATST 201C, ILAC 380E

CSRE 203A. The Changing Face of America: Building Leaders for Civil Rights and Education. 5 Units.
For students with leadership potential who have studied these topics in lecture format. Race discrimination strategies, their relation to education reform initiatives, and the role of media in shaping racial attitudes in the U.S. A service-learning component will be offered as an option in this course in partnership with East Palo Alto organizations. Application Required! Please apply here: http://bit.ly/CSRE_203A before 5pm on Friday, March 21st.

CSRE 216X. Education, Race, and Inequality in African American History, 1880-1990. 3-5 Units.
Seminar. The relationship among race, power, inequality, and education from the 1880s to the 1990s. How schools have constructed race, the politics of school desegregation, and ties between education and the late 20th-century urban crisis.
Same as: AFRICAAM 116, EDUC 216, HISTORY 255E

CSRE 220. Public Policy Institute. 3-5 Units.
Public Policy Institute serves to: provide students with information and perspectives on important public policy issues that have particular relevance to matters of race and ethnicity in American society, past and present; expose students to faculty and other professionals working on public policy-related issues; and provide insight into the legislative process of public policy making at the state and local levels. Students are expected to conduct research necessary to write a policy brief on a particular issue, and make a presentation based on the policy brief. A field trip to Sacramento introduces students to policymakers and current policy matters of importance to marginalized communities in California.

CSRE 226. Race and Racism in American Politics. 5 Units.
Topics include the historical conceptualization of race; whether and how racial animus reveals itself and the forms it might take; its role in the creation and maintenance of economic stratification; its effect on contemporary U.S. partisan and electoral politics; and policy making consequences.
Same as: AMSTUD 226, POLISCI 226, POLISCI 326

CSRE 226X. Curating Experience: Representation in and beyond Museums. 2-4 Units.
In an age when some 50% of museum visitors only “visit” museums online and when digital technologies have broken open archival access, anyone can be a curator, a critic, an historian, an archivist. In this context, how do museums create experiences that teach visitors about who they are and about the world around them? What are the politics of representation that shape learning in these environments? Using an experimental instructional approach, students will reconsider and redefine what it means to curate experience.
Same as: AMSTUD 226X, EDUC 226

CSRE 233A. Counseling Theories and Interventions from a Multicultural Perspective. 3-5 Units.
In an era of globalization characterized by widespread migration and cultural contacts, professionals face a unique challenge: How does one practice successfully when working with clients/students from so many different backgrounds? This course focuses upon the need to examine, conceptualize, and work with individuals according to the multiple ways in which they identify themselves. It will systematically examine multicultural counseling concepts, issues, and research. Literature on counselor and client characteristics such as social status or race/ethnicity and their effects on the counseling process and outcome will be reviewed. Issues in consultation with culturally and linguistically diverse parents and students and work with migrant children and their families are but a few of the topics covered in this course.
Same as: AFRICAAM 233A, EDUC 233A

CSRE 243. Writing Across Languages and Cultures: Research in Writing and Writing Instruction. 3-5 Units.
Theoretical perspectives that have dominated the literature on writing research. Reports, articles, and chapters on writing research, theory, and instruction; current and historical perspectives in writing research and research findings relating to teaching and learning in this area.
Same as: EDUC 145, EDUC 243
CSRE 245. Understanding Racial and Ethnic Identity Development. 3-5 Units.
African American, Native American, Mexican American, and Asian American racial and ethnic identity development; the influence of social, political and psychological forces in shaping the experience of people of color in the U.S. The importance of race in relationship to social identity variables including gender, class, and occupational, generational, and regional identifications. Bi- and multiracial identity status, and types of white racial consciousness.
Same as: AFRICAAM 245, EDUC 245

CSRE 246. Constructing Race and Religion in America. 4-5 Units.
This seminar focuses on the interrelationships between social constructions of race, and social interpretations of religion in America. How have assumptions about race shaped religious worldviews? How have religious beliefs shaped racial attitudes? How have ideas about religion and race contributed to notions of what it means to be “American”? We will look at primary and secondary sources, and at the historical development of ideas and practices over time.
Same as: HISTORY 256G, HISTORY 356G, RELIGST 246, RELIGST 346

CSRE 255D. Racial Identity in the American Imagination. 4-5 Units.
From Sally Hemings to Barack Obama, this course explores the ways that racial identity has been experienced, represented and contested throughout American history. Engaging historical, legal and literary texts and films, this course examines major historical transformations that have shaped our understanding of racial identity. This course also draws on other imaginative modes including autobiography, memoir, photography and music to consider the ways that racial identity has been represented in American society. Most broadly, this course interrogates the problem of American identity and examines the interplay between racial identity and American identity. This course moves along both chronological and thematic axes to investigate the problems of racial mixture, mixed-race identity, racial passing and racial performance across historical periods. Themes of ambiguous, hidden and hybrid identity will be critical to this course. This course will also explore the interplay of the problems of class, gender and sexuality in the construction of racial identity.
Same as: AFRICAAM 255, AMSTUD 255D, HISTORY 255D, HISTORY 355D

CSRE 260. California’s Minority-Majority Cities. 4-5 Units.
Historical development and the social, cultural, and political issues that characterize large cities and suburbs where communities of color make up majority populations. Case studies include cities in Los Angeles, Santa Clara, and Monterey counties. Comparisons to minority-majority cities elsewhere in the U.S. Service Learning Course (certified by Haas Center).
Same as: HISTORY 260, URBANST 169

CSRE 279C, Chroniclers of Desire: Creative Non-Fiction Writing Workshop. 3-5 Units.
This course emphasizes the study and practice of personal memoir writing and literary journalism. The class will explore those writings that contain a public and private story, navigating an intimate and institutional world. Student writers will serve as public chroniclers whose subjective point of view and experience attempt to provide a truth greater than what iquest;the factsiquest; can offer.
Same as: CSRE 179C, FEMGEN 179C, TAPS 179C, TAPS 279C

CSRE 279G, Indigenous Identity in Diaspora: People of Color Art Practice in North America. 3-5 Units.
This “gateway” core course to the IDA emphasis in CSRE offers a 21st century examination of people of color aesthetics and related politics, drawing from contemporary works (literature, music, visual and performing arts) in conversation with their native (especially American Indigenous and African) origins. Issues of gender and sexuality in relation to cultural identity are also integral to this study. Students will be required to produce a final work, integrating critical writing with a creative project.
Same as: CSRE 179G, FEMGEN 179G, TAPS 279G

CSRE 289E. Queer of Color Critique: Race, Sex, Gender in Cultural Representations. 3-5 Units.
Examines major questions and issues that arise in considering race, sex, and gender together. Focus on critical and theoretical texts queering ethnic and diaspora studies and bringing race and ethnicity into queer studies. Close reading of texts in a variety of media negotiating racialized sexualities and sexualized identities. How is desire racialized? How is racial difference produced through sex acts? How to reconcile pleasure and desire with histories of imperialism and (neo)colonialism and structures of power?.
Same as: FEMGEN 389E, ILAC 389E

CSRE 290. Human Rights in a Global Frame: Race, Place, Redress, Resistance. 3-5 Units.
A presentation of human rights discourse around issues of how we “occupy” space. Centering on racialized spaces and the effects on a wide range rights in US and in other countries. Readings on human rights, history, critique. Deep readings in cultural texts and practices that name injustice and seek redress in a number of forms.
Same as: AFRICAAM 290, COMPLIT 290