COMPARATIVE STUDIES IN RACE AND ETHNICITY (CSRE)

The Undergraduate Program in Comparative Studies in Race and Ethnicity is home to five areas of study:

- Asian American Studies (courses listed as ASNAMST (https://explorecourses.stanford.edu/search?q=ASNAMST&view=catalog&page=0&catalog=71&filter-term-Autumn=on&filter-term-Winter=on&filter-term-Spring=on&filter-term-Summer=on&filter-coursestatus-Active=on&collapse=&filter-catalognumber-ASNAMST=on&filter-catalognumber-ASNAMST=on) on ExploreCourses)
- Chicana/o-Latina/o Studies (courses listed as CHILATST (https://explorecourses.stanford.edu/search?q=CHILATST&view=catalog&page=0&catalog=71&filter-term-Autumn=on&filter-term-Winter=on&filter-term-Spring=on&filter-term-Summer=on&filter-coursestatus-Active=on&collapse=) on ExploreCourses)
- Comparative Studies (courses listed as CSRE (https://explorecourses.stanford.edu/search?q=CSRE&view=catalog&page=0&catalog=71&filter-term-Autumn=on&filter-term-Winter=on&filter-term-Spring=on&filter-term-Summer=on&filter-coursestatus-Active=on&collapse=&filter-catalognumber-CSRE=on&filter-catalognumber-CSRE=on) on ExploreCourses)
- Jewish Studies (courses listed as JEWISHST (https://explorecourses.stanford.edu/search?q=JEWISHST&view=catalog&page=0&catalog=71&filter-term-Autumn=on&filter-term-Winter=on&filter-term-Spring=on&filter-term-Summer=on&filter-coursestatus-Active=on&collapse=&filter-catalognumber-JEWISHST=on&filter-catalognumber-JEWISHST=on) on ExploreCourses)
- Native American Studies (courses listed as NATIVEAM (https://explorecourses.stanford.edu/search?q=NATIVEAM&view=catalog&page=0&catalog=71&filter-term-Autumn=on&filter-term-Winter=on&filter-term-Spring=on&filter-term-Summer=on&filter-coursestatus-Active=on&collapse=&filter-catalognumber-NATIVEAM=on&filter-catalognumber-NATIVEAM=on) on ExploreCourses)

Students can pursue a major or minor in any of these five areas, and are encouraged to build their interdisciplinary study around a focus or theme. Students can then select from more than 150 course options from across many departments and schools to put together a curriculum, in consultation with our staff and faculty. The major requires 60 units of study and a culminating research project (either a senior paper or honors thesis).

Mission of the Undergraduate Program in Comparative Studies in Race and Ethnicity

The Interdepartmental Program in Comparative Studies in Race and Ethnicity (CSRE) is an interdisciplinary program offering students the opportunity to investigate the significance of race and ethnicity in all areas of human life.

Devoted to a rigorous analysis of race and ethnicity and using a comparative and interdisciplinary approach, CSRE promotes and deepens students' understanding of the multiple meanings of racial and ethnic diversity both in the United States and abroad. The program prepares students for living and working effectively in a multicultural, global society.

The interdisciplinary and integrated nature of the academic programs means that students take courses from across the university including: anthropology, art, communication, economics, education, history, languages, linguistics, literature, music, philosophy, political science, psychology, religion, sociology, theater and performance, among others.

Learning Outcomes (Undergraduate)

The Program in Comparative Studies in Race and Ethnicity expects undergraduate majors in the program to be able to demonstrate the following learning outcomes:

1. an understanding of interdisciplinary approaches to the knowledge of experiences related to race and ethnicity in the United States;
2. an ability to employ diverse analytical resources and comparative modes of study as tools to frame and address research questions;
3. an ability to critically engage both primary and secondary sources, and properly use both types of evidence in crafting an argument;
4. an ability to actively and critically engage in verbal and/or written discussion of issues;
5. demonstration of analytical writing skills that convey their understanding of the topic;
6. an expanded ability to think critically about issues in political, social, scientific, economic, and cultural life stemming from the diversity of experiences related to race and ethnicity.

Undergraduate Program in Comparative Studies in Race and Ethnicity

Majors: Core Curriculum

The Interdepartmental Program in Comparative Studies in Race and Ethnicity (CSRE) provides students the opportunity to structure a major or minor in comparative ethnic studies or to focus their course work in a single ethnic studies area.

Five majors and minors (Asian American Studies, Chicana/o-Latina/o Studies, Comparative Studies, Jewish Studies, and Native American Studies) are offered as part of the Interdisciplinary Program (IDP) in CSRE. The directors of the program and of each major constitute the CSRE curriculum committee, the policy making body for the interdisciplinary program.

All core, foundational, and methodology courses taken for the major (or minor) must be taken for a letter grade, with an earned grade of 'C-' or above in order to be counted toward fulfilling the degree requirements.

Students who declare any of the five majors participate in a common curriculum consisting of at least two core courses, a methodologies course, and a senior seminar. These requirements illustrate how different disciplines approach the study and interpretation of race and ethnicity and provide a foundation for the student's program of study.

There are two types of introductory courses taught by senior CSRE affiliated faculty:

- core courses that are interdisciplinary and compare how race and ethnicity have historically appeared across groups; and
- foundational courses that focus on a specific racial or ethnic group.

Minors

Students who wish to minor in the study areas must complete a minimum of 30 units to a maximum of 36 units of letter-graded work, except where letter grades are not offered, from the approved course list, one of which must be a core course and a second that is foundational to the area of study. Proposals for the minor must be approved by the director of each study area.

Directed Reading and Research

Directed reading and research allows students to focus on a special topic of interest. In organizing a reading or research plan, the student consults with the director of the major and one or more faculty members specializing in the area or discipline. Students who want to petition directed reading units to count toward a major or minor should see the guidelines in the requirements for their program of interest.

Courses that fulfill directed reading and research requirements:

		Units
ASNAMST 200R	Directed Research	1-5
ASNAMST 200W	Directed Reading	1-5
CHILATST 200R	Directed Research	1-5
CHILATST 200W	Directed Reading	1-5
CSRE 200R	Directed Research	1-5
CSRE 200W	Directed Reading	1-5
NATIVEAM 200R	Directed Research	1-5
NATIVEAM 200W	Directed Reading	1-5

Senior Seminar

Research and writing of the senior honors thesis or senior paper is under the supervision of a faculty project adviser. All majors in the IDP in CSRE, even those who opt to write honors theses in other departments and programs, must enroll in CSRE 200X CSRE Senior Seminar, offered in Autumn Quarter. The course takes students through the process of researching an honors thesis, including conceptualization, development of prospectus, development of theses, research, analysis, and finally the process of drafting and writing. This course meets the Writing in the Major requirement (WIM). Those who opt to write senior papers are organized into tutorial groups in Autumn Quarter.

Special Programs

CSRE majors have several unique opportunities available to them. The program supports full-time paid summer research internships for those who apply to complete a self-designed research project in collaboration with a community agency. The Public Policy Institute is a two week, pre-Autumn Quarter seminar that provides exposure to critical public policy issues. The residence-based institute provides room and board and all seminar materials for participants, including a visit to Sacramento to meet with policy makers. CSRE also sponsors quarterly luncheons and community programs for all majors and minors, and has a number of service learning courses that couple academic work with work in communities.

Murray House

Murray House, 566 Governor's Avenue, is an undergraduate residence with a CSRE focus that is devoted to developing an intellectual community among students interested in the study of race and ethnicity. Programs, including an in-house seminar, are developed with the guidance of CSRE faculty to increase the understanding of issues of race and ethnicity among its residents through social events and discussions. Students may apply for pre-assignment to Murray House to participate in the CSRE Focus. Contact Residential Education for more information.

Director: Anthony Antonio (Education)

Asian American Studies (AAS) provides an interdisciplinary approach to understanding the historical and current experiences of persons of Asian ancestry in the United States. In using the term Asian American, the AAS faculty recognize that the term seeks to name a rapidly developing, complex, and heterogeneous population and that there is neither a single Asian American identity nor one community that comprises all Asian Americans. Asian Americans include those with ancestral ties to countries or regions in East Asia, South Asia, Southeast Asia, or the Philippines, among others.

AAS brings together courses that address the artistic, historical, humanistic, political, and social dimensions of Asian Americans and is an appropriate course of study for students interested in a variety of concerns related to Asian Americans, including: artistic and cultural contributions; current social significance; historical experiences; immigration, intellectual, and policy issues; relationships with other social groups; and the construction of the notion of Asian American as it addresses important theoretical and practical issues.

Requirements

1. A minimum grade of 'C-' is required for a student to count a class towards Core, Foundational, and Methods requirements. Additional units toward the major require a minimum 'D-' passing grade.
2. Core and Methods courses must be taken for letter grade. There is no minimum unit requirement for Methods courses. Core and Foundational courses must be taken for the maximum units offered.
3. Students may count 2 classes with the Satisfactory/No Credit (SNC) grading basis toward Additional Units.
   - Courses in which Credit/No Credit (CR/NC) is the only grading basis option may always be counted toward the major.
4. All majors are required to take at least one Community Engaged Learning course which must be CSRE, race, and/or ethnicity related.
   - Students may petition courses from outside departments to count, so long as they meet the race and/or ethnicity related requirement.
5. Students may petition up to 5 units of Directed Reading classes (CSRE 200W) to count toward the major or minor. CSRE related courses offered only as Directed Reading (such as Muwekma House Seminar or ASB Prep courses) may be counted without a petition.
   a. Students must inform the student services coordinator and the Director of CSRE that they intend to petition a Directed Reading class to count toward their major before taking the class, and submit a petition for the class while they are in it.
   b. A syllabus with a series of readings, including themes, set by the instructor and the student must be submitted with the petition.
   c. The Directed Reading must include assignments that go beyond the readings, such as response papers, a final paper, and/or creative project.
   d. Units earned must align with the University's Unit of Credit (http://exploredegrees.stanford.edu/academicpoliciesandstatements/#registrationandstudyliststext) policy, i.e., 1 unit being equal to 3 hours/week of work. Meetings with the instructor of the Directed Reading may count up to one hour per unit of work per week.
   e. In general, students are discouraged from using Directed Reading units toward their major unit requirement. Petitions are evaluated and approved by the Program Director on a case-by-case basis.
6. Students may major in two CSRE programs; see the "Multiple Majors (http://exploredegrees.stanford.edu/undergraduatedegreesandprograms/#themajortext)" section of this bulletin for University rules concerning multiple majors. Such students may not double count courses between programs, with the exception of the course used to fulfill the Methodology requirement. In order to fulfill the WIM requirement, students write two papers during Autumn Quarter of the senior year, enrolling in both CSRE 200X and CSRE 201X.

Core Curriculum in Asian American Studies

Asian American majors must take the 15-unit CSRE core curriculum including two core courses and a senior seminar taken in Autumn Quarter

of the senior year. One foundational course that focuses on a non-Asian ethnic group may be counted toward the 15-unit core requirement.

		Units
ANTHRO 32	Theories in Race and Ethnicity: A Comparative Perspective	5
CSRE 125V	The Voting Rights Act	5
CSRE 148	Comparative Ethnic Conflict	4
CSRE 196C	Introduction to Comparative Studies in Race and Ethnicity	5
CSRE 200X	CSRE Senior Seminar	5
CSRE 220	Public Policy Institute	3-5
CSRE 226	Race and Racism in American Politics	5
CSRE 245	Understanding Racial and Ethnic Identity Development	3-5
CSRE 246	Constructing Race and Religion in America	4-5
CSRE 255D	Racial Identity in the American Imagination	4-5
HISTORY 64	Racial and Ethnic Diversity in Modern America	4-5
JEWISHST 106	Reflection on the Other: The Jew and the Arab in Literature	3-5
PSYCH 75	Introduction to Cultural Psychology	5

1. ### Foundational Course

   Majors are required to take one foundational course in Asian American Studies. Students who completed ENGLISH 43C/143C in a previous year may count this toward their foundational course requirement.

		Units
ASNAMST 146S/ COMPLIT 146/ CSRE 146S	Asian American Culture and Community	3-5

2. ### Area Study

   Majors must complete an additional 35 units of course work from an approved list. One course must have an international dimension, preferably a focus on Asia. 10 units of courses should have a comparative focus, not restricted to Asian American identity. The remaining courses must have an Asian American focus and must be selected from social science and humanities departments.

3. ### Language Study (optional)

   Students may obtain credit for their study of a related Asian language towards their degree. If students take 15 or more units of an Asian language relevant to Asian American Studies, they may apply 5 of those units toward their Asian American Studies degree.

4. ### Research/Methodology Requirement

   Majors are required to complete course work focused on research methods relevant to their disciplinary approach as a student in Asian American Studies. Students select the research and/or methodology course in consultation with their faculty adviser.

5. ### Community Engagement Requirement

   All students in one of the CSRE majors are required to complete at least one service-learning experience. This requirement may be fulfilled by enrolling in a service-learning course, participating in a service-learning Alternative Spring Break, participating in the Community Based Research Fellowship program, or enrolling in CSRE 198 Internship for Public Service while completing independent service work.

6. ### Senior Paper or Honors Thesis

   All Asian American Studies majors complete a culminating research paper under the supervision of a faculty adviser. Honors students take CSRE 200X CSRE Senior Seminar , which fulfills the program's WIM requirement, and also enroll in CSRE 200Y CSRE Senior Honors Research CSRE 200Y CSRE Senior Honors Research and CSRE 200Z CSRE Senior Honors Research in Winter and Spring quarters to continue to access peer and faculty support as they write their theses. Senior Honors Research (CSRE 200Y and CSRE 200Z) courses cannot count for the 60 units towards the major but do count for the 180 units towards your bachelor's degree. Students must complete their theses with a grade of 'B+' to receive honors in CSRE.

Chicana/o-Latina/o Studies

Director: Guadalupe Valdés

Chicana/o-Latina/o Studies is an interdisciplinary major focusing on the U.S. population with origins in the countries of Mexico, Latin America, and/or South America. Students who major or minor in Chicana/o-Latina/o Studies have an opportunity to select from courses in the humanities, social sciences, and courses offered by affiliated faculty in the School of Education. The Chicana/o-Latina/o Studies program affords students an opportunity to explore the culture, society, economy, and politics of this important and growing segment of our national population.

Bachelor of Arts in Chicana/o-Latina/o Studies

A total of 60 units of course work are required for the major.

1. A minimum grade of 'C-' is required for a student to count a class towards Core, Foundational, and Methods requirements. Additional units toward the major require a minimum 'D-' passing grade.
2. Core and Methods courses must be taken for letter grade. There is no minimum unit requirement for Methods courses. Core and Foundational courses must be taken for the maximum units offered.
3. Students may count 2 classes with the Satisfactory/No Credit (SNC) grading basis toward Additional Units.
   - Courses in which Credit/No Credit (CR/NC) is the only grading basis option may always be counted toward the major.
4. All majors are required to take at least one Community Engaged Learning course which must be CSRE, race, and/or ethnicity related.
   - Students may petition courses from outside departments to count, so long as they meet the race and/or ethnicity related requirement.
5. Students may petition up to 5 units of Directed Reading classes (CSRE 200W) to count toward the major or minor. CSRE related courses offered only as Directed Reading (such as Muwekma House Seminar or ASB Prep courses) may be counted without a petition.
   a. Students must inform the student services coordinator and the Director of CSRE that they intend to petition a Directed Reading class to count toward their major before taking the class, and submit a petition for the class while they are in it.
   b. A syllabus with a series of readings, including themes, set by the instructor and the student must be submitted with the petition.
   c. The Directed Reading must include assignments that go beyond the readings, such as response papers, a final paper, and/or creative project.
   d. Units earned must align with the University's Unit of Credit (http://exploredegrees.stanford.edu/academicpoliciesandstatements/#registrationandstudyliststext) policy, i.e., 1 unit being equal to 3 hours/week of work. Meetings with the instructor of the Directed Reading may count up to one hour per unit of work per week.
   e. In general, students are discouraged from using Directed Reading units toward their major unit requirement. Petitions are evaluated and approved by the Program Director on a case-by-case basis.
6. Students may major in two CSRE programs; see the "Multiple Majors (http://exploredegrees.stanford.edu/

undergraduatedegreesandprograms/#themajortext)" section of this bulletin for University rules concerning multiple majors. Such students may not double count courses between programs, with the exception of the course used to fulfill the Methodology requirement. In order to fulfill the WIM requirement, students write two papers during Autumn Quarter of the senior year, enrolling in both CSRE 200X and CSRE 201X.

1. **Core Curriculum**

Chicana/o-Latina/o Studies majors must take the 15-unit CSRE core curriculum including two core courses and a senior seminar taken in Autumn Quarter of the senior year. One foundational course that focuses on a non-Latino origin group may be counted toward the 15-unit core requirement.

		Units
ANTHRO 32	Theories in Race and Ethnicity: A Comparative Perspective	5
CSRE 125V	The Voting Rights Act	5
CSRE 148	Comparative Ethnic Conflict	4
CSRE 196C	Introduction to Comparative Studies in Race and Ethnicity	5
CSRE 200X	CSRE Senior Seminar	5
CSRE 220	Public Policy Institute	3-5
CSRE 226	Race and Racism in American Politics	5
CSRE 245	Understanding Racial and Ethnic Identity Development	3-5
CSRE 246	Constructing Race and Religion in America	4-5
CSRE 255D	Racial Identity in the American Imagination	4-5
HISTORY 64	Racial and Ethnic Diversity in Modern America	4-5
JEWISHST 106	Reflection on the Other: The Jew and the Arab in Literature	3-5
PSYCH 75	Introduction to Cultural Psychology	5

2. **Foundational Courses**

Majors are required to take one foundational course in Chicana/o-Latina/o Studies. Students who completed CHICANST/SOC 166 in a previous year may count this toward their foundational course requirement.

		Units
CHILATST 180E	Introduction to Chicanx/Latinx Studies	5
CHILATST 171	Mexicans in the United States	5

3. **Thematic Concentration**

Chicana/o-Latina/o Studies majors select a thematic concentration which allows students to customize their curriculum and to synthesize course work taken across various departments into a coherent focus. Majors complete an additional 35 units of courses relevant to the thematic concentration and approved by the adviser.

4. **Language Study (optional)**

Students may obtain credit for the study of the Spanish language towards their degree. If students take 15 or more units of Spanish language relevant to Chicana/o-Latina/o Studies, they may apply 5 of those units toward their Chicana/o-Latina/o Studies degree.

5. **Research/Methodology Requirement**

Majors are required to complete 5 units of course work focused on research methods relevant to their disciplinary approach as a student in Chicana/o-Latina/o Studies. Students select the research and/or methodology course in consultation with their faculty adviser.

6. **Community Engagement Requirement**

All students in one of the CSRE majors are required to complete at least one service-learning experience. This requirement may be fulfilled by enrolling in a service-learning course, participating in a service-learning Alternative Spring Break, participating in the Community Summer Research Internship program, or enrolling in CSRE 198 – Public Service Internship while completing independent service work.

7. **Senior Paper or Honors Thesis**

All Chicana/o-Latina/o Studies majors complete a culminating research paper under the supervision of a faculty adviser. Honors students take CSRE 200X CSRE Senior Seminar, which fulfills the program's WIM requirement, and also enroll in CSRE 200Y CSRE Senior Honors Research and CSRE 200Z CSRE Senior Honors Research, in Winter and Spring quarters to continue to access peer and faculty support as they write their theses. Senior Honors Research (CSRE 200Y and CSRE 200Z) courses cannot count for the 60 units towards your major but do count for the 180 units towards your bachelor's degree. Students must complete their theses with a grade of 'B+' to receive honors in CSRE.

Comparative Studies in Race and Ethnicity

Director: Tomás Jiménez

Comparative Studies in Race and Ethnicity does not focus on a particular ethnic group. Rather, a student in consultation with the adviser designs a curriculum in relation to a thematic concentration that compares various ethnic groups or explores topics that cut across group experiences in the United States and elsewhere in the world. For example, students may compare groups within the U.S., or compare groups in the U.S. to ethnic groups elsewhere, or study the diaspora of a single group or the sovereignty of indigenous peoples within and across different national contexts. Students in this major are able to take advantage of courses in over 22 fields offered by the affiliated faculty of CSRE.

Bachelor of Arts in Comparative Studies in Race and Ethnicity

A total of 60 units of course work are required for the major.

1. A minimum grade of 'C-' is required for a student to count a class towards Core, Foundational, and Methods requirements. Additional units toward the major require a minimum 'D-' passing grade.
2. Core and Methods courses must be taken for letter grade. There is no minimum unit requirement for Methods courses. Core and Foundational courses must be taken for the maximum units offered.
3. Students may count 2 classes with the Satisfactory/No Credit (SNC) grading basis toward Additional Units.
   - Courses in which Credit/No Credit (CR/NC) is the only grading basis option may always be counted toward the major.
4. All majors are required to take at least one Community Engaged Learning course which must be CSRE, race, and/or ethnicity related.
   - Students may petition courses from outside departments to count, so long as they meet the race and/or ethnicity related requirement.
5. Students may petition up to 5 units of Directed Reading classes (CSRE 200W) to count toward the major or minor. CSRE related courses offered only as Directed Reading (such as Muwekma House Seminar or ASB Prep courses) may be counted without a petition.
   a. Students must inform the student services coordinator and the Director of CSRE that they intend to petition a Directed Reading class to count toward their major before taking the class, and submit a petition for the class while they are in it.
   b. A syllabus with a series of readings, including themes, set by the instructor and the student must be submitted with the petition.
   c. The Directed Reading must include assignments that go beyond the readings, such as response papers, a final paper, and/or creative project.

   d. Units earned must align with the University's Unit of Credit (http://exploredegrees.stanford.edu/academicpoliciesandstatements/#registrationandstudyliststext) policy, i.e., 1 unit being equal to 3 hours/week of work. Meetings with the instructor of the Directed Reading may count up to one hour per unit of work per week.
   e. In general, students are discouraged from using Directed Reading units toward their major unit requirement. Petitions are evaluated and approved by the Program Director on a case-by-case basis.
6. Students may major in two CSRE programs; see the "Multiple Majors (http://exploredegrees.stanford.edu/undergraduatedegreesandprograms/#themajortext)" section of this bulletin for University rules concerning multiple majors. Such students may not double count courses between programs, with the exception of the course used to fulfill the Methodology requirement. In order to fulfill the WIM requirement, students write two papers during Autumn Quarter of the senior year, enrolling in both CSRE 200X and CSRE 201X.

In addition to the above rules, the following apply to CSRE majors:

1. Majors may petition to have up to 8 units of special language or advanced (i.e., at least at the second year level) reading and writing language courses count toward their degree. The courses may not be crosslisted with CSRE subjects (e.g., some advanced language courses).
   a. Students must take a full year of a language course in order to be able to submit a petition.
   b. Students may count a maximum of 5 units of a language toward the major.
   c. Students may submit an additional petition to count up to 3 units of a second special language or advanced language course toward the major, but the student must also have taken the sequence associated with the second language for a full-year.
2. Concentrations within the CSRE Major should follow the general guideline of having approximately 20 units (typically 4 to 5 classes) that are related to the study and exploration of the students' chosen concentration.
3. EDUC 199A Undergraduate Honors Seminar counts as a WIM course for CSRE students doing Honors in Education.

1. ## Core Curriculum

   All CSRE majors enroll in the 15-unit core curriculum, which consists of two core courses and a senior seminar taken in Autumn Quarter of the senior year. One foundational course may be counted toward the 15-unit core requirement.

ANTHRO 32	Theories in Race and Ethnicity: A Comparative Perspective	5
CSRE 125V	The Voting Rights Act	5
CSRE 148	Comparative Ethnic Conflict	4
CSRE 196C	Introduction to Comparative Studies in Race and Ethnicity	5
CSRE 200X	CSRE Senior Seminar	5
CSRE 220	Public Policy Institute	3-5
CSRE 226	Race and Racism in American Politics	5
CSRE 245	Understanding Racial and Ethnic Identity Development	3-5
CSRE 246	Constructing Race and Religion in America	4-5
CSRE 255D	Racial Identity in the American Imagination	4-5
HISTORY 64	Racial and Ethnic Diversity in Modern America	4-5
JEWISHST 106	Reflection on the Other: The Jew and the Arab in Literature	3-5
PSYCH 75	Introduction to Cultural Psychology	5

2. ## Thematic Concentration

   Comparative Studies majors complete another 40 units of course work toward the major, with approximately 20 units relevant to the thematic concentration (p. 8) they have chosen in consultation with the adviser.

3. ## Research/Methodology Requirement

   Majors are required to complete 5 units of coursework focused on research methods relevant to their disciplinary approach as a student in Comparative Studies. Students select the research and/or methodology course in consultation with their faculty adviser.

4. ## Community Engagement Requirement

   All students in one of the CSRE majors are required to complete at least one service-learning experience. This requirement may be fulfilled by enrolling in a service-learning course, participating in a service-learning Alternative Spring Break, participating in the Community Summer Research Internship program, or enrolling in CSRE 198 – Public Service Internship while completing independent service work.

5. ## Senior Paper or Honors Thesis

   All CSRE majors complete a culminating research paper under the supervision of a faculty adviser. Honors students take CSRE 200X CSRE Senior Seminar, which fulfills the program's WIM requirement, and also enroll in CSRE 200Y CSRE Senior Honors Research and CSRE 200Z CSRE Senior Honors Research, in Winter and Spring quarters to continue to access peer and faculty support as they write their theses. Senior Honors Research (CSRE 200Y and CSRE 200Z) courses cannot count for the 60 units towards your major but do count for the 180 units towards your bachelor's degree. Students must complete their theses with a grade of 'B+' to receive honors in CSRE.

Jewish Studies

Director: Charlotte Fonrobert

The Jewish Studies major provides students with an understanding of Jewish history, language, literature, religion, thought and politics. Jewish culture originated in the ancient Near East and continues today in many different forms across the globe. Drawing from the Humanities, the Social Sciences and from courses offered by affiliated faculty in the School of Education, the Jewish Studies major seeks to help students understand Jewish identity, thought and self-expression within larger historical and social contexts, and to develop their ability to analyze human experience from different disciplinary perspectives.

Units

In addition to the undergraduate major and minor offered through the interdepartmental program in CSRE, the Taube Center for Jewish Studies offers a full range of guest lectures, conferences, and symposia. Graduate students interested in Jewish Studies should see the separate Jewish Studies (http://exploredegrees.stanford.edu/schoolofhumanitiesandsciences/jewishstudies) section of this bulletin for program information, opportunities, and additional course descriptions.

Bachelor of Arts in Jewish Studies

A total of 60 units of course work are required for the major.

1. A minimum grade of 'C-' is required for a student to count a class towards Core, Foundational, and Methods requirements. Additional units toward the major require a minimum 'D-' passing grade.
2. Core and Methods courses must be taken for letter grade. There is no minimum unit requirement for Methods courses. Core and Foundational courses must be taken for the maximum units offered.

3. Students may count 2 classes with the Satisfactory/No Credit (SNC) grading basis toward Additional Units.
   - Courses in which Credit/No Credit (CR/NC) is the only grading basis option may always be counted toward the major.
4. All majors are required to take at least one Community Engaged Learning course which must be CSRE, race, and/or ethnicity related.
   - Students may petition courses from outside departments to count, so long as they meet the race and/or ethnicity related requirement.
5. Students may petition up to 5 units of Directed Reading classes (CSRE 200W) to count toward the major or minor. CSRE related courses offered only as Directed Reading (such as Muwekma House Seminar or ASB Prep courses) may be counted without a petition.
   a. Students must inform the student services coordinator and the Director of CSRE that they intend to petition a Directed Reading class to count toward their major before taking the class, and submit a petition for the class while they are in it.
   b. A syllabus with a series of readings, including themes, set by the instructor and the student must be submitted with the petition.
   c. The Directed Reading must include assignments that go beyond the readings, such as response papers, a final paper, and/or creative project.
   d. Units earned must align with the University's Unit of Credit (http://exploredegrees.stanford.edu/academicpoliciesandstatements/#registrationandstudyliststext) policy, i.e., 1 unit being equal to 3 hours/week of work. Meetings with the instructor of the Directed Reading may count up to one hour per unit of work per week.
   e. In general, students are discouraged from using Directed Reading units toward their major unit requirement. Petitions are evaluated and approved by the Program Director on a case-by-case basis.
6. Students may major in two CSRE programs; see the "Multiple Majors (http://exploredegrees.stanford.edu/undergraduatedegreesandprograms/#themajortext)" section of this bulletin for University rules concerning multiple majors. Such students may not double count courses between programs, with the exception of the course used to fulfill the Methodology requirement. In order to fulfill the WIM requirement, students write two papers during Autumn Quarter of the senior year, enrolling in both CSRE 200X and CSRE 201X.

1. **Core Curriculum**

Jewish Studies majors must take the 15-unit CSRE core curriculum including two core courses and a senior seminar taken in Autumn Quarter of the senior year.

		Units
ANTHRO 32	Theories in Race and Ethnicity: A Comparative Perspective	5
CSRE 125V	The Voting Rights Act	5
CSRE 148	Comparative Ethnic Conflict	4
CSRE 196C	Introduction to Comparative Studies in Race and Ethnicity	5
CSRE 200X	CSRE Senior Seminar	5
CSRE 220	Public Policy Institute	3-5
CSRE 226	Race and Racism in American Politics	5
CSRE 245	Understanding Racial and Ethnic Identity Development	3-5
CSRE 246	Constructing Race and Religion in America	4-5
CSRE 255D	Racial Identity in the American Imagination	4-5
HISTORY 64	Racial and Ethnic Diversity in Modern America	4-5
JEWISHST 106	Reflection on the Other: The Jew and the Arab in Literature	3-5
PSYCH 75	Introduction to Cultural Psychology	5

2. **Foundational Courses**

Majors are required to take one foundational course in Jewish Studies. Courses include:

		Units
JEWISHST 71	Jews and Christians: Conflict and Coexistence	3
JEWISHST 183	The Holocaust	4

3. **Thematic Concentration**

Jewish Studies majors select a thematic concentration which allows students to customize their curriculum and to synthesize course work taken across various departments into a coherent focus. Majors complete at least 20 units of courses at the 100 level or above relevant to the thematic concentration as approved by the Jewish Studies director.

4. **Language**

One year of Hebrew or another approved Jewish language. Students able to satisfy the first year Hebrew requirement through a proficiency exam are still expected to take an additional year of Hebrew at a higher level or a first year in an additional Jewish language. A maximum of 15 units of language may be counted toward the 60 unit total required for the major.

5. **Research/Methodology Requirement**

Majors are required to complete 5 units of coursework focused on research methods relevant to their disciplinary approach as a student in Jewish Studies. Students select the methodology course(s) in consultation with their faculty adviser.

6. **Community Engagement Requirement**

All students in one of the CSRE majors are required to complete at least one service-learning experience. This requirement may be fulfilled by enrolling in a service-learning course, participating in a service-learning Alternative Spring Break, participating in the Community Summer Research Internship program, or enrolling in CSRE 198 – Public Service Internship while completing independent service work.

7. **Senior Paper or Honors Thesis**

All Jewish Studies majors complete a culminating research paper under the supervision of a faculty adviser. Honors students take CSRE 200X CSRE Senior Seminar, which fulfills the program's WIM requirement, and also enroll in CSRE 200Y CSRE Senior Honors Research and CSRE 200Z CSRE Senior Honors Research, in Winter and Spring quarters to continue to access peer and faculty support as they write their theses. Senior Honors Research (CSRE 200Y and CSRE 200Z) courses cannot count for the 60 units towards your major but do count for the 180 units towards your bachelor's degree. Students must complete their theses with a grade of 'B+' to receive honors in CSRE.

Native American Studies

Director: Teresa LaFromboise

Native American Studies (NAS) provides an intensive approach to understanding the historical and contemporary experiences of Native American people. Attention is paid not only to the special relationship between tribes and the federal government, but to issues across national boundaries, including tribal nations within Canada, and North, Central, and South America. In using the term Native American, the NAS faculty recognize the heterogeneous nature of this population. Native Americans include the Alaska Native population, which comprises Aleuts, Eskimo, and other Native American people residing in Alaska, as well as Native Hawaiian communities.

The purpose of the Native American Studies major and minor is to introduce students to approaches in the academic study of Native American people, history, and culture. Students who major in Native American Studies have the opportunity of doing advanced work in related fields, including literature, sociology, education, and law. In addition to specialized course work on Native American issues, students also are expected to concentrate in a traditional discipline such as anthropology, history, or psychology to ensure a well rounded educational experience. The area of concentration and related course work should be chosen in consultation with a faculty adviser in Native American Studies. All courses in the program promote the discussion of how academic knowledge about Native Americans relates to the historical and contemporary experiences of Native American people and communities.

Bachelor of Arts in Native American Studies

A total of 60 units of course work are required for the major.

1. A minimum grade of 'C-' is required for a student to count a class towards Core, Foundational, and Methods requirements. Additional units toward the major require a minimum 'D-' passing grade.
2. Core and Methods courses must be taken for letter grade. There is no minimum unit requirement for Methods courses. Core and Foundational courses must be taken for the maximum units offered.
3. Students may count 2 classes with the Satisfactory/No Credit (SNC) grading basis toward Additional Units.
   - Courses in which Credit/No Credit (CR/NC) is the only grading basis option may always be counted toward the major.
4. All majors are required to take at least one Community Engaged Learning course which must be CSRE, race, and/or ethnicity related.
   - Students may petition courses from outside departments to count, so long as they meet the race and/or ethnicity related requirement.
5. Students may petition up to 5 units of Directed Reading classes (CSRE 200W) to count toward the major or minor. CSRE related courses offered only as Directed Reading (such as Muwekma House Seminar or ASB Prep courses) may be counted without a petition.
   a. Students must inform the student services coordinator and the Director of CSRE that they intend to petition a Directed Reading class to count toward their major before taking the class, and submit a petition for the class while they are in it.
   b. A syllabus with a series of readings, including themes, set by the instructor and the student must be submitted with the petition.
   c. The Directed Reading must include assignments that go beyond the readings, such as response papers, a final paper, and/or creative project.
   d. Units earned must align with the University's Unit of Credit (http://exploredegrees.stanford.edu/academicpoliciesandstatements/#registrationandstudyliststext) policy, i.e., 1 unit being equal to 3 hours/week of work. Meetings with the instructor of the Directed Reading may count up to one hour per unit of work per week.
   e. In general, students are discouraged from using Directed Reading units toward their major unit requirement. Petitions are evaluated and approved by the Program Director on a case-by-case basis.
6. Students may major in two CSRE programs; see the "Multiple Majors (http://exploredegrees.stanford.edu/undergraduatedegreesandprograms/#themajortext)" section of this bulletin for University rules concerning multiple majors. Such students may not double count courses between programs, with the exception of the course used to fulfill the Methodology requirement. In order to fulfill the WIM requirement, students write two papers during Autumn Quarter of the senior year, enrolling in both CSRE 200X and CSRE 201X.

1. ## Core Curriculum

Native American Studies majors must take the 15-unit CSRE core curriculum, including two core courses and a senior seminar taken in Autumn Quarter of the senior year. One foundational course that focuses on a non-Native American group may be counted toward the 15-unit core requirement.

		Units
ANTHRO 32	Theories in Race and Ethnicity: A Comparative Perspective	5
CSRE 125V	The Voting Rights Act	5
CSRE 148	Comparative Ethnic Conflict	4
CSRE 196C	Introduction to Comparative Studies in Race and Ethnicity	5
CSRE 200X	CSRE Senior Seminar	5
CSRE 220	Public Policy Institute	3-5
CSRE 226	Race and Racism in American Politics	5
CSRE 245	Understanding Racial and Ethnic Identity Development	3-5
CSRE 246	Constructing Race and Religion in America	4-5
CSRE 255D	Racial Identity in the American Imagination	4-5
HISTORY 64	Racial and Ethnic Diversity in Modern America	4-5
JEWISHST 106	Reflection on the Other: The Jew and the Arab in Literature	3-5
PSYCH 75	Introduction to Cultural Psychology	5

2. ## Foundational Courses

Majors are required to take one foundational course in Native American Studies. Students who completed NATIVEAM/ANTHRO 16 in a previous year may count this course toward their Foundational Course requirement.

		Units
Select one of the following:		
NATIVEAM 138	American Indians in Comparative Historical Perspective	4
NATIVEAM 139	American Indians in Contemporary Society	4

3. ## Area Study

Majors complete an additional 40 units of course work that satisfy three categories in their area of study: Native American focus, comparative focus, and a methodology/research course.

4. ## Language Study (optional)

Students may obtain credit for their study of a related native language towards their degree. If students take 15 or more units of a native language relevant to Native American Studies, they may apply 5 of those units toward their Native American Studies degree.

5. ## Research/Methodology Requirement

Majors are required to complete 5 units of coursework focused on research methods relevant to their disciplinary approach as a student in Native American Studies. Students select the research and/or methodology course in consultation with their faculty adviser.

6. ## Community Engagement Requirement

All students in one of the CSRE majors are required to complete at least one service-learning experience. This requirement may be fulfilled by enrolling in a service-learning course, participating in a service-learning Alternative Spring Break, participating in the Community Summer Research Internship program, or enrolling in CSRE 198 – Public Service Internship while completing independent service work.

7. **Senior Paper or Honors Thesis**

   All Native American Studies majors complete a culminating research paper under the supervision of a faculty adviser. Honors students take CSRE 200X CSRE Senior Seminar, which fulfills the program's WIM requirement, and also enroll in CSRE 200Y CSRE Senior Honors Research and CSRE 200Z CSRE Senior Honors Research, in Winter and Spring quarters to continue to access peer and faculty support as they write their theses. Senior Honors Research (CSRE 200Y and CSRE 200Z) courses cannot count for the 60 units towards your major but do count for the 180 units towards your bachelor's degree. Students must complete their theses with a grade of 'B+' to receive honors in CSRE.

Thematic Concentration in American Diversity

The American Diversity concentration is designed for students who wish to explore how the United States was and is constituted with relation to issues of race and ethnicity. The concentration investigates how American domestic and foreign policy, law, history, culture, and society are formed within conversations, debates, policies and studies regarding race and ethnicity. Issues of immigration, citizenship, empire and expansion, defense, diplomacy, human rights, public welfare, social justice and law, educational rights and other topics are explored from the angle of how racial and ethnic difference impacts debate and policy.

The concentration is not declared on Axess; it does not appear on the transcript or diploma. Students interested in the American Diversity thematic concentration should contact the CSRE undergraduate program office.

The American Diversity concentration requires 15 units including two approved CSRE core courses and CSRE 200X CSRE Senior Seminar (WIM), taken Autumn Quarter of the senior year. One foundational course may be counted toward the 15 unit core requirement. In addition to the core curriculum, students complete a Research/Methodology requirement (5 units). The remaining 40 units of course work should be relevant to the thematic concentration and selected in consultation with the faculty adviser.

Students may find the following courses useful in fulfilling requirements in the American Diversity thematic concentration.

		Units
AFRICAAM 166	Introduction to African American History - the Modern Freedom Struggle	3-5
AMSTUD 183	Re- Imagining American Borders	5
CSRE 14N	Growing Up Bilingual	3
CSRE 45Q	Understanding Race and Ethnicity in American Society	4
CSRE 108	Introduction to Feminist, Gender, and Sexuality Studies	4-5
CSRE 125V	The Voting Rights Act	5
CSRE 127A	Can't Stop Won't Stop: A History Of The Hip-Hop Arts	2-4
CSRE 150	Race and Political Sociology	3
CSRE 164	Immigration and the Changing United States	4
CSRE 201B	Making Meaning: Art, Culture & Social Change	3
CSRE 203A	The Changing Face of America: Building Leaders for Civil Rights and Education	5
EDUC 114N	Growing Up Bilingual	3
EDUC 201	History of Education in the United States	3-5
HISTORY 50B	Nineteenth Century America	3
HISTORY 150C	The United States in the Twentieth Century	5
HISTORY 166B	Immigration Debates in America, Past and Present	3-5
POLISCI 120B	Campaigns, Voting, Media, and Elections	4-5
POLISCI 125V	The Voting Rights Act	5
POLISCI 327	Minority Behavior and Representation	5
SOC 135	Poverty, Inequality, and Social Policy in the United States	4
SOC 140	Introduction to Social Stratification	3
SOC 150	Race and Political Sociology	3
SOC 155	The Changing American Family	4
SOC 164	Immigration and the Changing United States	4

Thematic Concentration in Education, Access, and Equity

The concentration in Education, Access, and Equity explores history, policy, and practice in education to understand how educational opportunity is shaped by issues of race, ethnicity, and difference. The goal of the concentration is to develop an understanding of the core issues facing educators and policy makers so that students may learn how they can contribute to the social and political discourse surrounding issues of education and opportunity policy in the U.S.

The concentration is not declared on Axess; it does not appear on the transcript or diploma. Students interested in the Education, Access, and Equity concentration should contact the CSRE undergraduate program office.

The Education, Access, and Equity concentration requires 15 units including two approved CSRE core courses and CSRE 200X CSRE Senior Seminar(WIM), taken Autumn Quarter of the senior year. One foundational course may be counted toward the 15 unit core requirement. In addition to the core curriculum, students complete a Research/Methodology requirement (5 units). The remaining 40 units of course work should be relevant to the thematic concentration and selected in consultation with the faculty adviser.

Students may find the following courses useful in fulfilling requirements in the Education, Access, and Equity thematic concentration.

		Units
AFRICAAM 112	Urban Education	3-4
AFRICAST 111	Education for All? The Global and Local in Public Policy Making in Africa	5
CSRE 11W	Service-Learning Workshop on Issues of Education Equity	1
CSRE 121X	Hip Hop, Youth Identities, and the Politics of Language	3-4
CSRE 126B	Curricular Public Policies for the Recognition of Afro-Brazilians and Indigenous Population	3-4
CSRE 203A	The Changing Face of America: Building Leaders for Civil Rights and Education	5
CSRE 216X	Education, Race, and Inequality in African American History, 1880-1990	3-5
CSRE 233A	Counseling Theories and Interventions from a Multicultural Perspective	3-5
CSRE 245	Understanding Racial and Ethnic Identity Development	3-5
EDUC 100B	EAST House Seminar: Current Issues and Debates in Education	1
EDUC 103B	Race, Ethnicity, and Linguistic Diversity in Classrooms: Sociocultural Theory and Practices	3-5
EDUC 110	Sociology of Education: The Social Organization of Schools	4
EDUC 120C	Education and Society	4-5

EDUC 149	Theory and Issues in the Study of Bilingualism	3-5
EDUC 165	History of Higher Education in the U.S.	3-5
EDUC 197	Education, Gender, and Development	4
EDUC 277	Education of Immigrant Students: Psychological Perspectives	4
HISTORY 158C	History of Higher Education in the U.S.	3-5
LINGUIST 65	African American Vernacular English	3-5
SOC 132	Sociology of Education: The Social Organization of Schools	4

Thematic Concentration in Identity, Diversity and Aesthetics (IDA)

Students in the Comparative Studies in Race and Ethnicity major can choose a concentration in Identity, Diversity and Aesthetics (IDA).The Identity, Diversity, and Aesthetics Concentration in Comparative Studies in Race & Ethnicity is a program designed to explore the intersections of culture, race, the arts, and social transformation. In IDA courses taught by Stanford faculty, lecturers, and distinguished Visiting Artists, students learn how the arts, activism, and the academy interact to produce aesthetic and societal change.

The concentration is not declared in Axess; it does not appear on the transcript or diploma. Students interested in IDA should contact the CSRE undergraduate program office.

The IDA concentration requires 15 units including two approved CSRE core courses and CSRE 200X CSRE Senior Seminar (WIM), taken Autumn Quarter of the senior year. One foundational course may be counted toward the 15 unit core requirement. CSRE majors are also required to take a course in research methods (5 units). In addition to the core curriculum, students complete 40 units of course work relevant to the thematic concentration. Thematic courses may focus on artistic practice and performance, art history, creative writing, community arts, art and social change, writing for performance, critical studies in art and performance, and critical arts theory.

Additionally, IDA concentration students must complete a creative senior project. Possible senior projects include a stage production, a set of recorded music, an anthology of creative writing, a curated or solo exhibition, or a community arts workshop. Students who elect to write an honors thesis may incorporate their project as the basis for their thesis.

Students may find the following courses useful in fulfilling requirements in the Identity, Diversity and Aesthetics (IDA) concentration.

		Units
AFRICAAM 3E	Michelle Obama in American Culture	1
AFRICAAM 10A	Introduction to Identity, Diversity, and Aesthetics	1
AFRICAAM 18B	Jazz History: Bebop to Present, 1940-Present	3
AFRICAAM 20A	Jazz Theory	3
AFRICAAM 36	REPRESENT! Covering Race, Culture, and Identity In The Arts through Writing, Media, and Transmedia.	5
AFRICAAM 37	Chocolate Heads Movement Band: Creative Methods in Intercultural Dance Technique and Performance	2
AFRICAAM 45	Dance Improv StratLab: Visual Performance in Art Spaces and Museums	1-2
AFRICAAM 64E	Acting Free: Assertive Performance in African American History and Cultural Expression	3-5
AFRICAAM 73A	Introduction to Afro-Caribbean Folkloric & Popular Dances	1
AFRICAAM 74A	Beginning Contemporary Caribbean Dance Techniques	1
AFRICAAM 102B	Art and Social Criticism	5
AFRICAAM 120F	Buying Black: Economic Sovereignty, Race, and Entrepreneurship in the USA	4-5
AFRICAAM 164E	Acting Free: Assertive Performance in African American History and Cultural Expression	3-5
AFRICAAM 181Q	Alternative Viewpoints: Black Independent Film	4
AFRICAAM 188	Who We Be: Art, Images & Race in Post-Civil Rights America	2-4
AFRICAAM 194A	Topics in Writing & Rhetoric: Freedom's Mixtape: DJing Contemporary African American Rhetorics	4
AFRICAAM 223	Literature and Human Experimentation	3-5
AMSTUD 102	Art and Social Criticism	5
AMSTUD 134	Museum Cultures: Material Representation in the Past and Present	3-5
AMSTUD 197	Dance in Prison: The Arts, Juvenile Justice, and Rehabilitation in America	3
ANTHRO 120F	Buying Black: Economic Sovereignty, Race, and Entrepreneurship in the USA	4-5
ARCHLGY 134	Museum Cultures: Material Representation in the Past and Present	3-5
ARCHLGY 234	Museum Cultures: Material Representation in the Past and Present	3-5
ARTHIST 118A	Public Space in Iran: Murals, Graffiti, Performance	3-4
ARTHIST 162B	Art and Social Criticism	5
ARTHIST 193	Jacob Lawrence's Twentieth Century: African American Art and Culture	5
ARTHIST 284B	Museum Cultures: Material Representation in the Past and Present	3-5
ARTHIST 287A	The Japanese Tea Ceremony: The History, Aesthetics, and Politics Behind a National Pastime	5
ARTSTUDI 170	PHOTOGRAPHY I: BLACK AND WHITE	4
ARTSTUDI 270	Advanced Photography Seminar	1-5
ASNAMST 17Q	Perspectives in North American Taiko	4
CHILATST 109	GENTE: An incubator for transforming national narratives	5
CHILATST 179	Chicano & Chicana Theater: Politics In Performance	4
CHILATST 200	Latin@ Literature	3-5
COMPLIT 110	Introduction to Comparative Queer Literary Studies	3-5
COMPLIT 223	Literature and Human Experimentation	3-5
COMPLIT 247	Bollywood and Beyond: An Introduction to Indian Film	3-5
COMPLIT 290	Human Rights in a Global Frame: Race, Place, Redress, Resistance	3-5
COMPLIT 310	Introduction to Comparative Queer Literary Studies	3-5
CSRE 3E	Michelle Obama in American Culture	1
CSRE 8	Conjure and Manifest: Building a Sustainable Artistic Practice	3
CSRE 10A	Introduction to Identity, Diversity, and Aesthetics	1
CSRE 15N	Imagining India: Art, Culture, Politics in Modern India	3
CSRE 35S	Sex, Race, and Nazism in 20th Century Germany	5
CSRE 44	Living Free: Embodying Healing and Creativity in The Era of Racial Justice Movements	1-4
CSRE 47Q	Heartfulness: Mindfulness, Compassion, and Responsibility	3
CSRE 51Q	Comparative Fictions of Ethnicity	4
CSRE 73	Introduction to Afro-Caribbean Folkloric & Popular Dances	1

CSRE 74A	Beginning Contemporary Caribbean Dance Techniques	1
CSRE 102A	Art and Social Criticism	5
CSRE 120F	Buying Black: Economic Sovereignty, Race, and Entrepreneurship in the USA	4-5
CSRE 121X	Hip Hop, Youth Identities, and the Politics of Language	3-4
CSRE 122E	Art in the Streets: Identity in Murals, Site-specific works, and Interventions in Public Spaces	4
CSRE 123A	American Indians and the Cinema	5
CSRE 123B	Literature and Human Experimentation	3-5
CSRE 127A	Can't Stop Won't Stop: A History Of The Hip-Hop Arts	2-4
CSRE 129B	Literature and Global Health	3-5
CSRE 134	Museum Cultures: Material Representation in the Past and Present	3-5
CSRE 142	The Literature of the Americas	5
CSRE 145B	The African Atlantic	3-5
CSRE 147L	Studies in Music, Media, and Popular Culture: Latin American Music and Globalization	3-4
CSRE 150P	Performance Art, Politics, and Culture: The Manifesto	4
CSRE 150T	Transnational Sexualities	4-5
CSRE 162Z	Dance on the Move: Migration, Border Zones, and Citizenship	3-4
CSRE 172	Out of Place: (W)riting Home	4
CSRE 177	Dramatic Writing: The Fundamentals	4
CSRE 177B	Introduction to Dance on the Global Stage	4
CSRE 179C	Chroniclers of Desire: Creative Non-Fiction Writing Workshop	3-5
CSRE 179G	Indigenous Identity in Diaspora: Women of Color Art Practice in América	4
CSRE 194KT	Topics in Writing & Rhetoric: The Last Hopi On Earth: The Rhetoric of Entertainment Inequity	4
CSRE 200	Latin@ Literature	3-5
CSRE 201B	Making Meaning: Art, Culture & Social Change	3
CSRE 255D	Racial Identity in the American Imagination	4-5
CSRE 279G	Indigenous Identity in Diaspora: Women of Color Art Practice in América	4
CSRE 314	Performing Identities	4
DANCE 1	Liquid Flow: Introduction to Contemporary Dance and Dancemaking	1
DANCE 30	Chocolate Heads Movement Band: Creative Methods in Intercultural Dance Technique and Performance	2
DANCE 45	Dance Improv StratLab: Visual Performance in Art Spaces and Museums	1-2
DANCE 58	Beginning Hip Hop	1
DANCE 59	Intermediate-Advanced Hip-Hop	1
DANCE 73	Introduction to Afro-Caribbean Folkloric & Popular Dances	1
DANCE 74	Beginning Contemporary Caribbean Dance Techniques	1
DANCE 101	Acting Free: Assertive Performance in African American History and Cultural Expression	3-5
DANCE 106A	Embodied Resistance, Embodied Liberation: Performances of Blackness and the Black Experience	2
DANCE 118	Developing Creativity In Dance	2
DANCE 129	Roots Modern Experience II	1
DANCE 141	Advanced Contemporary Modern Technique	2
DANCE 162Z	Dance on the Move: Migration, Border Zones, and Citizenship	3-4
DANCE 197	Dance in Prison: The Arts, Juvenile Justice, and Rehabilitation in America	3
EDUC 214	Museum Cultures: Material Representation in the Past and Present	3-5
EDUC 314	Funkentelechy: Technologies, Social Justice and Blk Vernacular Culture	3-5
ENGLISH 152G	Harlem Renaissance and Modernism	5
FEMGEN 21S	StoryCraft: On Sexuality	2
FEMGEN 35S	Sex, Race, and Nazism in 20th Century Germany	5
FEMGEN 102	Art and Social Criticism	5
FEMGEN 110X	Introduction to Comparative Queer Literary Studies	3-5
FEMGEN 150T	Transnational Sexualities	4-5
FEMGEN 179G	Indigenous Identity in Diaspora: Women of Color Art Practice in América	4
FEMGEN 250T	Transnational Sexualities	4-5
FEMGEN 282	Queer Film	3-5
FEMGEN 310X	Introduction to Comparative Queer Literary Studies	3-5
FEMGEN 314	Performing Identities	4
FILMSTUD 100C	History of World Cinema III, 1960-Present	4
FILMSTUD 132A	Indian Cinema	4
FILMSTUD 213	Global Melodrama	5
FILMSTUD 250B	Bollywood and Beyond: An Introduction to Indian Film	3-5
FILMSTUD 300C	History of World Cinema III, 1960-Present	4
FILMSTUD 413	Global Melodrama	5
GLOBAL 250	Bollywood and Beyond: An Introduction to Indian Film	3-5
HISTORY 3E	Michelle Obama in American Culture	1
HISTORY 35S	Sex, Race, and Nazism in 20th Century Germany	5
HISTORY 64E	Acting Free: Assertive Performance in African American History and Cultural Expression	3-5
HISTORY 164E	Acting Free: Assertive Performance in African American History and Cultural Expression	3-5
HISTORY 355D	Racial Identity in the American Imagination	4-5
HUMBIO 175H	Literature and Human Experimentation	3-5
ILAC 193	The Cinema of Pedro Almodovar	3-5
ILAC 280	Latin@ Literature	3-5
ILAC 282	Queer Film	3-5
ILAC 382	Latin@ Literature	3-5
JAPAN 288	The Japanese Tea Ceremony: The History, Aesthetics, and Politics Behind a National Pastime	5
MED 220	Literature and Human Experimentation	3-5
MUSIC 17Q	Perspectives in North American Taiko	4
MUSIC 20A	Jazz Theory	3
MUSIC 37N	Ki ho'alu: The New Renaissance of a Hawaiian Musical Tradition	3
MUSIC 101	Introduction to Creating Electronic Sounds	3-4
MUSIC 146K	Studies in Ethnomusicology: Music of South Asia	3-5
MUSIC 246K	Studies in Ethnomusicology: Music of South Asia	3-5
NATIVEAM 134	Museum Cultures: Material Representation in the Past and Present	3-5
NATIVEAM 167	Performing Indigeneity on Global Stage	4
NATIVEAM 179G	Indigenous Identity in Diaspora: Women of Color Art Practice in América	4
PWR 1WI	Writing & Rhetoric 1: By Any Means Necessary: The Rhetoric of Black Radical Movements	4

PWR 2JC	Writing & Rhetoric 2: Walk(s) of Shame: The Rhetoric of Respectability	4
PWR 194AB	Topics in Writing & Rhetoric: Freedom's Mixtape: DJing Contemporary African American Rhetorics	4
PWR 194KT	Topics in Writing & Rhetoric: The Last Hopi On Earth: The Rhetoric of Entertainment Inequity	4
TAPS 21S	StoryCraft: On Sexuality	2
TAPS 150P	Performance Art, Politics, and Culture: The Manifesto	4
TAPS 150T	Transnational Sexualities	4-5
TAPS 162Z	Dance on the Move: Migration, Border Zones, and Citizenship	3-4
TAPS 179G	Indigenous Identity in Diaspora: Women of Color Art Practice in América	4
TAPS 197	Dance in Prison: The Arts, Juvenile Justice, and Rehabilitation in America	3
TAPS 250T	Transnational Sexualities	4-5
TAPS 279G	Indigenous Identity in Diaspora: Women of Color Art Practice in América	4
TAPS 314	Performing Identities	4

Thematic Concentration in Intersectionality

The intersectionality concentration is designed for students who wish to explore the intersections between race and ethnicity and other social identities including gender, sexuality, class, and ability. This concentration investigates how notions of racial and ethnic identity are complicated by gender, sexuality and other categories. Students will examine the construction of power systems to better contextualize how certain identities become privileged over others. Drawing from contributions of women of color feminism and queer of color studies, this concentration challenges normative constructions of 'race' and 'ethnicity' by equipping students with analytical tools from feminist theory, queer theory, post-colonial theory, critical race theory, and other critical methods.

The concentration is not declared on Axess; it does not appear on the transcript or diploma. Students interested in Intersectionality thematic concentration should contact the CSRE undergraduate program office.

The Intersectionality concentration requires 15 units including two approved CSRE core courses and CSRE 200X CSRE Senior Seminar (WIM), taken Autumn Quarter of the senior year. One foundational course may be counted toward the 15 unit core requirement. In addition to the core curriculum, students complete a Research/Methodology requirement (5 units). The remaining 40 units of course work should be relevant to the thematic concentration and selected in consultation with the faculty adviser.

Students may find the following courses useful in fulfilling requirements in the Intersectionality thematic concentration.

		Units
AFRICAAM 54N	African American Women's Lives	3
AFRICAAM 121X	Hip Hop, Youth Identities, and the Politics of Language	3-4
AMSTUD 106	Spectacular Trials: Sex, Race and Violence in Modern American Culture	5
ARTHIST 176	Feminism and Contemporary Art	4
COMPLIT 110	Introduction to Comparative Queer Literary Studies	3-5
CSRE 28SI	What is Whiteness? Historical and Contemporary Definitions of White Racial Identity in the U.S.	1-2
CSRE 108	Introduction to Feminist, Gender, and Sexuality Studies	4-5
CSRE 133B	Covering Islam: On What We Learn to See, Think and Hear about Islam & Muslims	3-5
CSRE 147L	Studies in Music, Media, and Popular Culture: Latin American Music and Globalization	3-4
CSRE 162	Women in Modern America	4-5
CSRE 168	New Citizenship: Grassroots Movements for Social Justice in the U.S.	5
CSRE 172	Out of Place: (W)riting Home	4
CSRE 179G	Indigenous Identity in Diaspora: Women of Color Art Practice in América	4
CSRE 183	Re- Imagining American Borders	5
CSRE 192E	Sexual Violence in America	4-5
CSRE 255D	Racial Identity in the American Imagination	4-5
FEMGEN 103	Feminist Theories and Methods Across the Disciplines	2-5
FEMGEN 188Q	Imagining Women: Writers in Print and in Person	4-5
HISTORY 257C	LGBT/Queer Life in the United States	4-5
LINGUIST 156	Language and Gender	4
NATIVEAM 103S	Gender in Native American Societies	5
PHIL 153	Feminist Theories and Methods Across the Disciplines	2-5
TAPS 164T	Queer Art and Performance	4-5

Thematic Concentration in Public Service

The Public Service thematic concentration is open to students in any major in the Comparative Studies in Race and Ethnicity Undergraduate Program. The concentration allows a student to develop an area of study focused on community development, public service, and social change. Studying how issues of race and ethnicity impact and are impacted by community and social problems, this concentration is designed to ensure that students interested in service and community have access to a structured curriculum that provides a solid grounding in the theory and practice of community and civic engagement in order to provide the skills and experiences that enable students to become leaders and actors in the sphere of public life.

Students who wish to pursue a thematic concentration in public service must organize their studies to include 15 units, including two approved CSRE core courses and CSRE 200X CSRE Senior Seminar (WIM), taken Autumn Quarter of the senior year. One foundational course may be counted toward the 15 unit core requirement. In addition to the core curriculum, students complete a Research/Methodology requirement (5 units). Public Service concentration students should also prepare to complete 25 units (at least 5 courses) relevant to the theme of public service. Three of these courses should include a service learning component (i.e., require the student to participate in service in the local community as a central component to the course).

Students who select a thematic concentration in public service must complete an internship as part of their program of study. This internship can be completed during the academic year for credit or during the summer, but must be at least 300 hours.

Finally, students who pursue the concentration in public service should select a topic for their senior paper or honors thesis that reflects their interest in community work (i.e., service or organizing) or a community issue or concern that is addressed through public service.

This concentration is not declared on Axess; it does not appear on the transcript or diploma. Students interested in this thematic concentration should contact the CSRE Undergraduate Program Office for details about its requirements.

Students may find the following courses useful in fulfilling requirements for the Public Service thematic concentration:

		Units
AFRICAAM 166	Introduction to African American History - the Modern Freedom Struggle	3-5
ANTHRO 169A	New Citizenship: Grassroots Movements for Social Justice in the U.S.	5
ASNAMST 112	Public Archaeology: Market Street Chinatown Archaeology Project	4-5
ASNAMST 144	Transforming Self and Systems: Crossing Borders of Race, Nation, Gender, Sexuality, and Class	5
ASNAMST 146S	Asian American Culture and Community	3-5
CHILATST 177A	Well-Being in Immigrant Children & Youth: A Service Learning Course	3
CHILATST 183X	Practicum in English-Spanish School & Community Interpreting	3-4
CSRE 11W	Service-Learning Workshop on Issues of Education Equity	1
CSRE 100	Grassroots Community Organizing: Building Power for Collective Liberation	3-5
CSRE 128	What We Want is We: Identity in Visual Arts, Social Engagement, and Civic Propositions	4
CSRE 146	Community Matters: Research and Service with Community Organizations	3-4
CSRE 146S	Asian American Culture and Community	3-5
CSRE 162A	Spirituality and Nonviolent Urban and Social Transformation	3
CSRE 168	New Citizenship: Grassroots Movements for Social Justice in the U.S.	5
CSRE 178	Ethics and Politics of Public Service	3-5
CSRE 201	Introduction to Public History and Public Service	5
CSRE 201B	Making Meaning: Art, Culture & Social Change	3
CSRE 203A	The Changing Face of America: Building Leaders for Civil Rights and Education	5
CSRE 260	California's Minority-Majority Cities	4-5
DANCE 197	Dance in Prison: The Arts, Juvenile Justice, and Rehabilitation in America	3
ETHICSOC 133	Ethics and Politics of Public Service	3-5
HISTORY 259A	Poverty and Homelessness in America	4-5
HUMBIO 178	Ethics and Politics of Public Service	3-5
PHIL 175A	Ethics and Politics of Public Service	3-5
POLISCI 133	Ethics and Politics of Public Service	3-5
PUBLPOL 103D	Ethics and Politics of Public Service	3-5
SOC 118	Social Movements and Collective Action	4
SOC 119	Understanding Large-Scale Societal Change: The Case of the 1960s	5
SOC 135	Poverty, Inequality, and Social Policy in the United States	4
SOC 141	Controversies about Inequality	5
URBANST 112	The Urban Underclass	4
URBANST 122	Ethics and Politics of Public Service	3-5

Thematic Concentration in Race and Health

The concentration in Race and Health is designed for students who are seeking an interdisciplinary exploration of health disparities, health access, and health policy. Through course work, students examine how health experiences are influenced by issues of race and ethnicity.

The concentration is not declared on Axess; it does not appear on the transcript or diploma. Students interested in the Race and Health concentration should contact the CSRE undergraduate program office.

The Race and Health concentration requires 15 units including two approved CSRE core courses and CSRE 200X CSRE Senior Seminar (WIM), taken Autumn Quarter of the senior year. One foundational course may be counted toward the 15 unit core requirement. In addition to the core curriculum, students complete a Research/Methodology requirement (5 units). The remaining 40 units of course work should be relevant to the thematic concentration and selected in consultation with the faculty adviser.

Students may find the following courses useful in fulfilling requirements in the Race and Health thematic concentration.

		Units
ANTHRO 82	Medical Anthropology	4
ANTHRO 138	Medical Ethics in a Global World: Examining Race, Difference and Power in the Research Enterprise	5
ANTHRO 185A	Race and Biomedicine	3-5
CSRE 41A	Genes and Identity	3
CSRE 138	Medical Ethics in a Global World: Examining Race, Difference and Power in the Research Enterprise	5
EDUC 340	Psychology and American Indian Mental Health	3-5
HISTORY 130A	In Sickness and In Health: Medicine and Society in the United States: 1800-Present	3-5
HRP 212	Cross Cultural Medicine	3
HUMBIO 120	Health Care in America: An Introduction to U.S. Health Policy	4
HUMBIO 121E	Ethnicity and Medicine	1-3
HUMBIO 122S	Social Class, Race, Ethnicity, and Health	4
HUMBIO 128	Community Health Psychology	4
HUMBIO 129	Critical Issues in International Women's Health	4
MED 159A	Service-Learning in Migrant Health	2
MED 159B	Service-Learning in Migrant Health	2
NATIVEAM 240	Psychology and American Indian Mental Health	3-5
PEDS 150	Social and Environmental Determinants of Health	3
PEDS 222	Beyond Health Care: the effects of social policies on health	3
PEDS 250	Social and Environmental Determinants of Health	3
PSYCH 101	Community Health Psychology	4

Thematic Concentration in Race and the American City

The Race and the American City concentration is designed for students who wish to develop methodologies, data, and theoretical and conceptual materials concerning how urban life, infrastructure, and policies are influenced by race and ethnicity. As virtual laboratories of social interaction, cities embody negotiations around resources, residences, financial districting, economic flow, health and educational resources, environmental policies, and city planning. A primary goal is for students to learn how they might contribute to the social and political discourse on race and ethnicity in the U.S. Participation in a public service internship and/or Stanford in Washington is encouraged.

The concentration is not declared on Axess; it does not appear on the transcript or diploma. Students interested in the Race and the American City concentration should contact the CSRE undergraduate program office.

The Race and the American City concentration requires 15 units including two approved CSRE core courses and CSRE 200X CSRE Senior Seminar

(WIM), taken Autumn Quarter of the senior year. One foundational course may be counted toward the 15 unit core requirement. In addition to the core curriculum, students complete a Research/Methodology requirement (5 units). The remaining 40 units of course work should be relevant to the thematic concentration and selected in consultation with the faculty adviser.

Students may find the following courses useful in fulfilling requirements in the Race and the American City thematic concentration.

		Units
CSRE 260	California's Minority-Majority Cities	4-5
PEDS 250	Social and Environmental Determinants of Health	3
SOC 135	Poverty, Inequality, and Social Policy in the United States	4
SOC 155	The Changing American Family	4
URBANST 112	The Urban Underclass	4
URBANST 114	Urban Culture in Global Perspective	5
URBANST 162	Managing Local Governments	4

Honors Program in Comparative Studies in Race and Ethnicity

For Majors in Comparative Studies in Race and Ethnicity

The Interdepartmental Program in Comparative Studies in Race and Ethnicity offers a program leading to honors for majors in:

- Asian American Studies
- Chicana/o-Latina/o Studies
- Comparative Studies
- Jewish Studies
- Native American Studies

The honors program offers an opportunity to do independent research for a senior thesis. It is open to majors who have maintained a grade point average (GPA) of at least 3.5 in the major and 3.3 overall. The honors thesis is intended to enable students to synthesize skills to produce a document or project demonstrating a measure of competence in their specialty.

The application for honors must be submitted by May 20 of the junior year, but students are encouraged to apply earlier. The application includes a proposal describing the project that is approved by the faculty adviser and director of the undergraduate program. Students are required to identify both a faculty adviser and a second reader for the thesis project. The faculty adviser for the honors thesis must be an academic council faculty member and affiliated faculty of the student's major.

Honors students take CSRE 200X CSRE Senior Seminar, which fulfills the program's WIM requirement, and also enroll in CSRE 200Y CSRE Senior Honors Research and CSRE 200Z CSRE Senior Honors Research, in Winter and Spring quarters to continue to access peer and faculty support as they write their theses. Senior Honors Research (CSRE 200Y and CSRE 200Z) courses cannot count for the 60 units towards your major but do count for the 180 units towards your bachelor's degree. Students must complete their theses with a grade of 'B+' to receive honors in CSRE.

An honors colloquium held near the end of Spring Quarter affords students an opportunity to present their research formally. Prizes for best undergraduate honors thesis are awarded annually by the CSRE curriculum committee.

Applications are available in the CSRE Undergraduate Program office and on the program web site (http://csre.stanford.edu/honors.php).

For Majors in Other Departments

The Interdisciplinary Honors Program for Non-Majors in Comparative Studies in Race and Ethnicity is intended to complement study in any major. Students who participate in the honors program receive their degree from their program of study with departmental honors in Comparative Studies in Race and Ethnicity.

Honors certification will be open to students majoring in any field with a GPA in their chosen major of 3.5 and an overall GPA of 3.3. As a prerequisite, students apply for entry by Spring Quarter of the junior year (deadline June 1), but students are encouraged to begin earlier. During the application process, students outline a plan for course work and design an honors project in consultation with their proposed thesis adviser and the CSRE senior seminar coordinator.

The application describes how the student may fulfill the course requirements for interdisciplinary honors in CSRE and includes a proposal describing the project that is approved by the faculty adviser and director of the undergraduate program. Students are required to identify both a faculty adviser and a second reader for the thesis project. The faculty adviser for the honors thesis must be an academic council faculty member and affiliated faculty of the Center for Comparative Studies in Race and Ethnicity. Applications are available in the CSRE undergraduate program office and on the program web site (http://csre.stanford.edu/honors.php).

Students pursuing a minor in Asian American Studies, Chicana/o-Latina/o Studies, Comparative Studies in Race and Ethnicity, Jewish Studies or Native American Studies who wish to pursue honors in their area of study, apply through the process for non-majors. Students may use their course work for the minor toward the requirements of the interdisciplinary honors program.

Requirements:

Students applying for the interdisciplinary honors program in CSRE are required to take the following courses:

		Units
CSRE 196C	Introduction to Comparative Studies in Race and Ethnicity	5

And a second course identified as core or foundational to CSRE.

Core Courses

		Units
ANTHRO 32	Theories in Race and Ethnicity: A Comparative Perspective	5
CSRE 125V	The Voting Rights Act	5
CSRE 148	Comparative Ethnic Conflict	4
CSRE 196C	Introduction to Comparative Studies in Race and Ethnicity	5
CSRE 200X	CSRE Senior Seminar	5
CSRE 220	Public Policy Institute	3-5
CSRE 226	Race and Racism in American Politics	5
CSRE 245	Understanding Racial and Ethnic Identity Development	3-5
CSRE 246	Constructing Race and Religion in America	4-5
CSRE 255D	Racial Identity in the American Imagination	4-5
HISTORY 64	Racial and Ethnic Diversity in Modern America	4-5
JEWISHST 106	Reflection on the Other: The Jew and the Arab in Literature	3-5
PSYCH 75	Introduction to Cultural Psychology	5

Foundational Courses

		Units
AFRICAAM 43	Introduction to English III: Introduction to African American Literature	5
AFRICAAM 105	Introduction to African and African American Studies	5
ASNAMST 146S	Asian American Culture and Community	3-5
ASNAMST 186B	Asian American Art: 1850-Present	4
CHILATST 171	Mexicans in the United States	5
CHILATST 180E	Introduction to Chicanx/Latinx Studies	5
CSRE 180E	Introduction to Chicanx/Latinx Studies	5
JEWISHST 71	Jews and Christians: Conflict and Coexistence	3
JEWISHST 183	The Holocaust	4
NATIVEAM 16	Native Americans in the 21st Century: Encounters, Identity, and Sovereignty in Contemporary America	5
NATIVEAM 115	Introduction to Native American History	5
NATIVEAM 138	American Indians in Comparative Historical Perspective	4
NATIVEAM 139	American Indians in Contemporary Society	4

These courses must be completed with a grade of 'B+' or better for the honors program.

In addition, students are required to take:

		Units
A core, foundational, thematic, or cognate course related to the topic of the proposal or honors research (selected in consultation with the thesis advisor)		
CSRE 200X	CSRE Senior Seminar	5
CSRE 200Y	CSRE Senior Honors Research (in Winter and Spring quarters)	1-10
CSRE 200Z	CSRE Senior Honors Research (in Winter and Spring quarters)	1-10

These courses must be completed with a minimum grade of 'B+'. Throughout the year, students work with faculty adviser and the senior seminar coordinator to complete their theses. Students must complete their theses with a minimum grade of 'B+' to receive honors in CSRE.

An honors colloquium held near the end of Spring Quarter affords students an opportunity to present their research formally. Prizes for best undergraduate honors thesis are awarded annually by the CSRE curriculum committee.

Asian American Studies Minor

A total of 30 units of approved course work is required for the minor. One CSRE core course and at least one foundational course are needed to fulfill the requirements for the minor. Proposals must be approved by the director.

Students in Asian American Studies may find the following courses useful in fulfilling course requirements in the major or minor.

Core Courses

		Units
ANTHRO 32	Theories in Race and Ethnicity: A Comparative Perspective	5
CSRE 125V	The Voting Rights Act	5
CSRE 148	Comparative Ethnic Conflict	4
CSRE 196C	Introduction to Comparative Studies in Race and Ethnicity	5
CSRE 200X	CSRE Senior Seminar	5
CSRE 220	Public Policy Institute	3-5
CSRE 226	Race and Racism in American Politics	5
CSRE 245	Understanding Racial and Ethnic Identity Development	3-5
CSRE 246	Constructing Race and Religion in America	4-5
CSRE 255D	Racial Identity in the American Imagination	4-5
HISTORY 64	Racial and Ethnic Diversity in Modern America	4-5
JEWISHST 106	Reflection on the Other: The Jew and the Arab in Literature	3-5
PSYCH 75	Introduction to Cultural Psychology	5

Foundational Courses

Students who completed ASNAMST 159/HISTORY 159 or ENGLISH 43C/143C in previous years may count this toward their Foundational Course Requirement.

		Units
ASNAMST 146S	Asian American Culture and Community	3-5

Thematic Courses

		Units
ASNAMST 112	Public Archaeology: Market Street Chinatown Archaeology Project	4-5
ASNAMST 52D	Asian American Human Development: Cultural Perspectives on Psychology, Education and Critical Issues	3
ASNAMST 185A	Race and Biomedicine	3-5
ASNAMST 131	Trauma, healing, and empowerment in Asian America	3-5
ASNAMST 107	Asian American Leadership: Controversies, Dilemmas, and Decision-Making Strategies (adding new course for spring quarter)	3-5
ASNAMST 187	Geography, Time, and Trauma in Asian American Literature	5
ASNAMST 189	The Vietnamese Experience in America	3
ASNAMST 265	Writing Asian American History	5

Chicana/o-Latina/o Studies Minor

A total of 30 units of approved course work is required for the minor. One CSRE core course and at least one foundational course are needed to fulfill the requirements for the minor. Proposals must be approved by the director.

Students in Chicana/o-Latina/o Studies may find the following courses useful in fulfilling course requirements in the major or minor.

Core Courses

		Units
ANTHRO 32	Theories in Race and Ethnicity: A Comparative Perspective	5
CSRE 125V	The Voting Rights Act	5
CSRE 148	Comparative Ethnic Conflict	4
CSRE 196C	Introduction to Comparative Studies in Race and Ethnicity	5
CSRE 200X	CSRE Senior Seminar	5
CSRE 220	Public Policy Institute	3-5
CSRE 226	Race and Racism in American Politics	5
CSRE 245	Understanding Racial and Ethnic Identity Development	3-5
CSRE 246	Constructing Race and Religion in America	4-5

CSRE 255D	Racial Identity in the American Imagination	4-5
HISTORY 64	Racial and Ethnic Diversity in Modern America	4-5
JEWISHST 106	Reflection on the Other: The Jew and the Arab in Literature	3-5
PSYCH 75	Introduction to Cultural Psychology	5

Foundational Courses

		Units
CHILATST 180E	Introduction to Chicanx/Latinx Studies	5

Thematic Courses

		Units
CHILATST 14N	Growing Up Bilingual	3
CHILATST 125S	Chicano/Latino Politics	5
CHILATST 179	Chicano & Chicana Theater: Politics In Performance	4
CHILATST 125S	Chicano/Latino Politics	5
CHILATST 172	Theories of Citizenship and Sovereignty in a Transnational Context	4-5
CHILATST 164	Immigration and the Changing United States	4
CHILATST 177A	Well-Being in Immigrant Children & Youth: A Service Learning Course	3
CHILATST 177B	Well-Being in Immigrant Children & Youth: A Service Learning Course	1-2
CHILATST 177C	Well-Being in Immigrant Children & Youth: A Service Learning Course	1-3
CHILATST 183X	Practicum in English-Spanish School & Community Interpreting	3-4
CHILATST 200	Latin@ Literature	3-5
CHILATST 201B	Making Meaning: Art, Culture & Social Change	3
CHILATST 275B	History of Modern Mexico	5

Comparative Studies Minor

Students who wish to minor in Comparative Studies must complete a minimum of 30 units from the approved course list. Two core courses (or one core and one foundational course) are needed to fulfill the minor requirements.

Students in Comparative Studies may find the following courses useful in fulfilling course requirements in the major or minor.

Core Courses

		Units
ANTHRO 32	Theories in Race and Ethnicity: A Comparative Perspective	5
CSRE 125V	The Voting Rights Act	5
CSRE 148	Comparative Ethnic Conflict	4
CSRE 196C	Introduction to Comparative Studies in Race and Ethnicity	5
CSRE 200X	CSRE Senior Seminar	5
CSRE 220	Public Policy Institute	3-5
CSRE 226	Race and Racism in American Politics	5
CSRE 245	Understanding Racial and Ethnic Identity Development	3-5
CSRE 246	Constructing Race and Religion in America	4-5
CSRE 255D	Racial Identity in the American Imagination	4-5
HISTORY 64	Racial and Ethnic Diversity in Modern America	4-5
JEWISHST 106	Reflection on the Other: The Jew and the Arab in Literature	3-5
PSYCH 75	Introduction to Cultural Psychology	5

Foundational Courses

		Units
AFRICAAM 43	Introduction to English III: Introduction to African American Literature	5
AFRICAAM 105	Introduction to African and African American Studies	5
ASNAMST 146S	Asian American Culture and Community	3-5
ASNAMST 186B	Asian American Art: 1850-Present	4
CHILATST 171	Mexicans in the United States	5
CHILATST 180E	Introduction to Chicanx/Latinx Studies	5
CSRE 180E	Introduction to Chicanx/Latinx Studies	5
JEWISHST 71	Jews and Christians: Conflict and Coexistence	3
JEWISHST 183	The Holocaust	4
NATIVEAM 16	Native Americans in the 21st Century: Encounters, Identity, and Sovereignty in Contemporary America	5
NATIVEAM 115	Introduction to Native American History	5
NATIVEAM 138	American Indians in Comparative Historical Perspective	4
NATIVEAM 139	American Indians in Contemporary Society	4

Thematic Courses

		Units
CSRE 103B	Race, Ethnicity, and Linguistic Diversity in Classrooms: Sociocultural Theory and Practices	3-5
CSRE 107	The Black Mediterranean: Greece, Rome and Antiquity	4-5
CSRE 117S	History of California Indians	5
CSRE 11W	Service-Learning Workshop on Issues of Education Equity	1
CSRE 121X	Hip Hop, Youth Identities, and the Politics of Language	3-4
CSRE 127A	Can't Stop Won't Stop: A History Of The Hip-Hop Arts	4
CSRE 135I	CSRE House Seminar: Race and Ethnicity at Stanford	1-2
CSRE 142	The Literature of the Americas	5
CSRE 142A	What is Hemispheric Studies?	5
CSRE 145	Race and Ethnic Relations in the USA	4
CSRE 146S	Asian American Culture and Community	3-5
CSRE 14N	Growing Up Bilingual	3
CSRE 162	Women in Modern America	4-5
CSRE 166B	Immigration Debates in America, Past and Present	3-5
CSRE 177	Dramatic Writing: The Fundamentals	4
CSRE 177B	Introduction to Dance on the Global Stage	4
CSRE 179C	Chroniclers of Desire: Creative Non-Fiction Writing Workshop	3-5
CSRE 179G	Indigenous Identity in Diaspora: Women of Color Art Practice in América	4
CSRE 183	Re- Imagining American Borders	5
CSRE 192E	Sexual Violence in America	4-5
CSRE 196C	Introduction to Comparative Studies in Race and Ethnicity	5
CSRE 201B	Making Meaning: Art, Culture & Social Change	3
CSRE 203A	The Changing Face of America: Building Leaders for Civil Rights and Education	5
CSRE 216X	Education, Race, and Inequality in African American History, 1880-1990	3-5

CSRE 226	Race and Racism in American Politics	5
CSRE 233A	Counseling Theories and Interventions from a Multicultural Perspective	3-5
CSRE 28SI	What is Whiteness? Historical and Contemporary Definitions of White Racial Identity in the U.S.	1-2
CSRE 45Q	Understanding Race and Ethnicity in American Society	4
CSRE 51Q	Comparative Fictions of Ethnicity	4
CSRE 52D	Asian American Human Development: Cultural Perspectives on Psychology, Education and Critical Issues	3
CSRE 103S	Gender in Native American Societies	5
CSRE 106A	Gang Colors: The Racialization of Violence and the American City	5
CSRE 135H	Conversations in CSRE: Case Studies in the Stanford Community	1-2
CSRE 145F	Race and Power	5
CSRE 150	Race and Political Sociology	3
CSRE 162A	Spirituality and Nonviolent Urban and Social Transformation	3
CSRE 178	Ethics and Politics of Public Service	5
CSRE 187A	The Anthropology of Race, Nature, and Animality	5
CSRE 226X	Curating Experience: Representation in and beyond Museums	4
CSRE 260	California's Minority-Majority Cities	4-5
CSRE 279C	Chroniclers of Desire: Creative Non-Fiction Writing Workshop	3-5
CSRE 279G	Indigenous Identity in Diaspora: Women of Color Art Practice in América	4

Jewish Studies Minor

Students who wish to minor in Jewish Studies must complete one CSRE core course, one Jewish Studies foundational course, at least one quarter of the Hebrew language or another approved Jewish language, and draw remaining courses from an approved list of Jewish Studies courses. A total of 30 units of approved course work is required for the Jewish Studies minor. Proposals must be approved by the director.

Students in Jewish Studies may find the following courses useful in fulfilling course requirements in the major or minor.

Foundational Courses

		Units
JEWISHST 71	Jews and Christians: Conflict and Coexistence	3
JEWISHST 183	The Holocaust	4

Thematic Courses

Students may take any JEWISHST courses in fulfillment of this requirements

		Units
JEWISHST 4N	A World History of Genocide	3-5
JEWISHST 5	Biblical Greek	3-5
JEWISHST 5B	Biblical Greek	3-5
JEWISHST 37Q	Zionism and the Novel	3
JEWISHST 101A	First-Year Hebrew, First Quarter	5
JEWISHST 102A	Second-Year Hebrew, First Quarter	4
JEWISHST 104	Hebrew Forum	2-4
JEWISHST 104A	First-Year Yiddish, First Quarter	4
JEWISHST 120	Sex and Gender in Judaism and Christianity	3
JEWISHST 127D	Readings in Talmudic Literature	1
JEWISHST 139	Rereading Judaism in Light of Feminism	4
JEWISHST 143	Literature and Society in Africa and the Caribbean	4
JEWISHST 144B	Poetic Thinking Across Media	4
JEWISHST 147A	The Hebrew Bible in Literature	3-5
JEWISHST 199B	Directed Reading in Yiddish, Second Quarter	1-5
JEWISHST 282	Circles of Hell: Poland in World War II	5
JEWISHST 291X	Learning Religion: How People Acquire Religious Commitments	4
JEWISHST 299A	Directed Reading in Yiddish, First Quarter	1-5

Native American Studies Minor

Students who wish to minor in Native American Studies must complete one CSRE core course and at least one foundational course in Native American Studies. Additional courses relevant to the area of concentration selected by the student in consultation with a faculty adviser must also be completed. A total of 30 units of approved course work is required for the minor. Proposals must be approved by the director.

Students in Native American Studies may find the following courses useful in fulfilling course requirements in the major or minor.

Core Courses

		Units
ANTHRO 32	Theories in Race and Ethnicity: A Comparative Perspective	5
CSRE 125V	The Voting Rights Act	5
CSRE 148	Comparative Ethnic Conflict	4
CSRE 196C	Introduction to Comparative Studies in Race and Ethnicity	5
CSRE 200X	CSRE Senior Seminar	5
CSRE 220	Public Policy Institute	3-5
CSRE 226	Race and Racism in American Politics	5
CSRE 245	Understanding Racial and Ethnic Identity Development	3-5
CSRE 246	Constructing Race and Religion in America	4-5
CSRE 255D	Racial Identity in the American Imagination	4-5
HISTORY 64	Racial and Ethnic Diversity in Modern America	4-5
JEWISHST 106	Reflection on the Other: The Jew and the Arab in Literature	3-5
PSYCH 75	Introduction to Cultural Psychology	5

Foundational courses

Students who completed NATIVEAM/ANTHRO 16 may count this course toward their Foundational Course requirement.

		Units
NATIVEAM 138	American Indians in Comparative Historical Perspective	4
NATIVEAM 139	American Indians in Contemporary Society	4

Thematic courses

		Units
NATIVEAM 103S	Gender in Native American Societies	5
NATIVEAM 115	Introduction to Native American History	5
NATIVEAM 139	American Indians in Contemporary Society	4
NATIVEAM 167	Performing Indigeneity on Global Stage	4
NATIVEAM 240	Psychology and American Indian Mental Health	3-5

Asian American Studies

Director: Anthony Antonio (Education)

Affiliated Faculty and Teaching Staff: Gordon Chang (History), Hien Do (Asian American Studies), Marci Kwon (Art History), Kathryn Gin Lum (Religious Studies), Pamela Lee (Art and Art History), Jean Ma (Art and Art History), David Palumbo-Liu (Comparative Literature), Stephen Sano (Music), Stephen Murphy-Shigematsu (Asian American Studies), Jeanne L. Tsai (Psychology), Linda Uyechi (Music), Barbara Voss (Anthropology), Christine Min Wotipka (Education), Sylvia Yanagisako (Anthropology)

Chicana/o-Latina/o Studies

Director: Guadalupe Valdés (Education)

Affiliated Faculty and Teaching Staff: Albert Camarillo (History), Susana Gallardo (Chicana/o-Latina/o Studies), Angela Garcia (Anthropology), Kenji Hakuta (Education), Tomás Jiménez (Sociology), Ramón Martínez (Education), Melissa Michaelson (Chicana/o-Latina/o Studies), Ana Minian (History), Cherríe Moraga (Drama), Paula Moya (English), Amado Padilla (Education), Jonathan Rosa (Education), José David Saldívar (Comparative Literature), Ramón Saldívar (English), Gary Segura (Political Science), Guadalupe Valdés (Education), Yvonne Yarbro-Bejarano (Iberian and Latin American Cultures)

Comparative Studies in Race and Ethnicity

Director: Tomás Jiménez (Sociology)

Core Affiliated Faculty:

- Anthropology: Duana Fullwiley, Angela Garcia, Barbara Voss, Sylvia Yanagisako
- Comparative Literature: David Palumbo-Liu, José David Saldívar, Alexander Key
- Drama: Jennifer Brody, Harry Elam, Cherrie Moraga
- English: Michele Elam, Paula Moya, Vaughn Rasberry, Ramón Saldívar
- History: Al Camarillo, James Campbell, Gordon Chang, Allyson Hobbs, Ana Minian
- Iberian and Latin American Cultures: Lisa Surwillo, Hector Hoyos
- Linguistics: John Rickford
- Political Science: Gary Segura, Lauren Davenport
- Psychology: Jennifer Eberhardt, Hazel Markus, Jeanne Tsai
- Religious Studies: Kathryn Gin Lum, Charlotte Fonrobert
- Sociology: Corey Fields, Tomás Jiménez, Matthew Snipp, Aliya Saperstein
- Taube Center for Jewish Studies: Vered Shemtov
- Graduate School Education: H. Samy Alim, Anthony Antonio, Prudence Carter, Teresa LaFromboise, Guadalupe Valdes, Christine Min Wotipka, Ari Kelman
- School of Law: Richard Banks, Richard Ford, Joan Petersilia
- Lecturers: JoEllen Anderson, Karen Biestman, Mark Gonzalez, Gina Hernandez, Vivian Huang, Melissa Michelson, Linda Prieto, Stephen Murphy-Shigematsu

Affiliated Faculty and Teaching Staff: David Abernethy (Political Science, emeritus), Arnetha Ball (Education), Lucius Barker (Political Science, emeritus), Donald Barr (Pediatrics), Bryan Brown (Education), Cheryl Brown (African and African American Studies), Martin Carnoy (Education), Clayborne Carson (History), Jeff Chang (Comparative Studies in Race and Ethnicity), Karen Cook (Sociology), Michele Dauber (Law), Linda Darling-Hammond (Education), Carolyn Duffey (American Studies), Jennifer Eberhardt (Psychology), Ala Ebtekar (Comparative Studies in Race and Ethnicity), Paulla Ebron (Anthropology), Penny Eckert (Linguistics), James Ferguson (Anthropology), Shelley Fisher Fishkin (English), James Fishkin (Communication), Estelle Freedman (History), Susana Gallardo (Chicana/o Studies), Gabriel Garcia (Medicine), Kathryn Gin Lum (Religious Studies), Leah Gordon (Education), David Grusky (Sociology), Sean Hanretta (History), Gina Hernandez-Clarke (Comparative Studies in Race and Ethnicity), Miyako Inoue (Anthropology), Shanto Iyengar (Communication), Tomás Jiménez (Sociology), Gavin Jones (English), Terry Karl (Political Science), Pamela Karlan (Law), Matthew Kohrman (Anthropology), Jan Krawitz (Art and Art History), Jon Krosnick (Communication), Teresa LaFromboise (Education), David Laitin (Political Science), Liisa Malkki (Anthropology), Hazel Markus (Psychology), Ruben Martinéz (Comparative Studies in Race and Ethnicity), Barbaro Martinez-Ruiz (Art and Art History), Douglas McAdam (Sociology), Jisha Menon (Theater and Performance Studies), Ana Minian (History), Elisabeth Mudimbe-Boyi (French and Italian), Thomas S. Mullaney (History), Stephen Murphy-Shigematsu (Asian American Studies), Hilton Obenzinger (American Studies), Susan Olzak (Sociology), Amado Padilla (Education), Arnold Rampersad (English), Vaughn Rasberry (English), Robert Reich (Political Science), Cecilia Ridgeway (Sociology), Richard Roberts (History), Aron Rodrigue (History), Michael Rosenfeld (Sociology), Joel Samoff (History), Debra Satz (Philosophy), Vered Shemtov (Division of Literatures, Cultures and Languages), C. Matthew Snipp (Sociology), Paul Sniderman (Political Science), Jayashiri Srikantiah (Law), Ewart Thomas (Psychology), Jeanne L. Tsai (Psychology), Linda Uyechi (Music), Gregory Walton (Psychology), Richard White (History), Jeremy Weinstein (Political Science), Michael Wilcox (Anthropology), Bryan Wolf (Art and Art History), Sylvia Yanagisako (Anthropology), Yvonne Yarbro-Bejarano (Iberian and Latin American Cultures), Steven Zipperstein (History)

Teaching Fellows: Vivian Lu, Victoria Rodriguez

Senior Seminar Coordinator: Casey Wong

Jewish Studies

Director: Charlotte Fonrobert (Religious Studies)

Affiliated Faculty and Teaching Staff: Zachary Baker (Stanford University Libraries), Joel Beinin (History), Jonathan Berger (Music), Arnold Eisen (Religious Studies, emeritus), Amir Eshel (German Studies), John Felstiner (English, emeritus), Shelley Fisher Fishkin (English), Charlotte Fonrobert (Religious Studies), Avner Greif (Economics), Katherine Jolluck (History), Ari Kelman (Education), Jon Levitow (Language Center), Mark Mancall (History, emeritus), Norman Naimark (History), Reviel Netz (Classics), Jack Rakove (History), Aron Rodrigue (History), Noah Rosenberg (Biology), Gabriella Safran (Slavic Languages and Literatures), Vered Karti Shemtov (Language Center, Comparative Literature), Lee Shulman (Education, emeritus), Peter Stansky (History, emeritus), Marie-Pierre Ulloa (French), Amir Weiner (History), Sam Wineburg (Education), Steven Zipperstein (History)

Hebrew Instructional Staff: Gallia Porat, Estee Greif

Visiting Faculty: Avi Tchamni (Music)

Writer in Residence: Maya Arad

Native American Studies

Director: Teresa LaFromboise (Education)

Affiliated Faculty and Teaching Staff: JoEllen Anderson (Native American Studies), Jared Aldern (Native American Studies), Karen Biestman (Native American Studies), Kenneth Fields (English), Teresa LaFromboise (Education), Samantha Peralto (Language Center), Delphine Red Shirt Shaw (Native American Studies), C. Matthew Snipp (Sociology), Michael Wilcox (Anthropology)

Asian American Studies

Students in Asian American Studies may find the following related courses useful in fulfilling course requirements in the major or minor.

		Units
COMPLIT 41Q	Ethnicity and Literature	5
EDUC 181	Multicultural Issues in Higher Education	4
EDUC 193F	Psychological Well-Being on Campus: Asian American Perspectives	1
HISTORY 166B	Immigration Debates in America, Past and Present	3-5
HISTORY 265	Writing Asian American History	5
MUSIC 17Q	Perspectives in North American Taiko	4
PSYCH 217	Topics and Methods Related to Culture and Emotion	1-3

Chicana/o-Latina/o Studies

Students in Chicana/o-Latina/o Studies may find the following related courses useful in fulfilling course requirements in the major or minor.

		Units
EDUC 149	Theory and Issues in the Study of Bilingualism	3-5
EDUC 193B	Peer Counseling in the Chicano/Latino Community	1
EDUC 277	Education of Immigrant Students: Psychological Perspectives	4
HISTORY 166B	Immigration Debates in America, Past and Present	3-5
HISTORY 201	Introduction to Public History and Public Service	5
ILAC 193	The Cinema of Pedro Almodovar	3-5
POLISCI 125V	The Voting Rights Act	5
POLISCI 327	Minority Behavior and Representation	5
RELIGST 203	Myth, Place, and Ritual in the Study of Religion	3-5

Comparative Studies in Race and Ethnicity

Students in Comparative Studies in Race and Ethnicity may find the following related courses useful in fulfilling course requirements in the major or minor.

		Units
AFRICAAM 21	African American Vernacular English	3-5
AFRICAAM 37	Chocolate Heads Movement Band: Creative Methods in Intercultural Dance Technique and Performance	2
AFRICAAM 43	Introduction to English III: Introduction to African American Literature	5
AFRICAAM 47	History of South Africa	3
AFRICAAM 52N	Mixed-Race Politics and Culture	3
AFRICAAM 54N	African American Women's Lives	3
AFRICAAM 64C	From Freedom to Freedom Now!: African American History, 1865-1965	3
AFRICAAM 73A	Introduction to Afro-Caribbean Folkloric & Popular Dances	1
AFRICAAM 74A	Beginning Contemporary Caribbean Dance Techniques	1
AFRICAAM 105	Introduction to African and African American Studies	5
AFRICAAM 147	History of South Africa	5
AFRICAAM 159	James Baldwin & Twentieth Century Literature	5
AFRICAAM 166	Introduction to African American History - the Modern Freedom Struggle	3-5
AFRICAAM 188	Who We Be: Art, Images & Race in Post-Civil Rights America	2-4
AFRICAAM 194A	Topics in Writing & Rhetoric: Freedom's Mixtape: DJing Contemporary African American Rhetorics	4
AFRICAAM 261E	Mixed Race Literature in the U.S. and South Africa	5
AFRICAAM 262D	African American Poetics	5
AFRICAST 119	Novel Perspectives on South Africa	2-3
AFRICAST 211	Education for All? The Global and Local in Public Policy Making in Africa	5
AFRICAST 212	AIDS, Literacy, and Land: Foreign Aid and Development in Africa	5
AMSTUD 106	Spectacular Trials: Sex, Race and Violence in Modern American Culture	5
AMSTUD 140	Stand Up Comedy and the "Great American Joke" Since 1945	5
ANTHRO 22N	Ethnographies of North America: An Introduction to Cultural and Social Anthropology	3-4
ANTHRO 30Q	The Big Shift	4
ANTHRO 32	Theories in Race and Ethnicity: A Comparative Perspective	5
ANTHRO 82	Medical Anthropology	4
ANTHRO 102	Urban Ethnography	5
ANTHRO 106A	Gang Colors: The Racialization of Violence and the American City	5
ANTHRO 320A	Race, Ethnicity, and Language: Racial, Ethnic, and Linguistic Formations	3-4
ARTHIST 176	Feminism and Contemporary Art	4
CHILATST 109	GENTE: An incubator for transforming national narratives	5
CHILATST 179	Chicano & Chicana Theater: Politics In Performance	4
CHILATST 200	Latin@ Literature	3-5
COMM 160	The Press and the Political Process	4-5
COMPLIT 41Q	Ethnicity and Literature	5
COMPLIT 105	Race and Human Rights	4
COMPLIT 110	Introduction to Comparative Queer Literary Studies	3-5
COMPLIT 290	Human Rights in a Global Frame: Race, Place, Redress, Resistance	3-5
CS 82	Social Impacts of Media Innovation	1
CSRE 10A	Introduction to Identity, Diversity, and Aesthetics	1
CSRE 47Q	Heartfulness: Mindfulness, Compassion, and Responsibility	3
CSRE 73	Introduction to Afro-Caribbean Folkloric & Popular Dances	1
CSRE 74A	Beginning Contemporary Caribbean Dance Techniques	1
CSRE 102A	Art and Social Criticism	5
CSRE 108	Introduction to Feminist, Gender, and Sexuality Studies	4-5
CSRE 200	Latin@ Literature	3-5
DANCE 1	Liquid Flow: Introduction to Contemporary Dance and Dancemaking	1
DANCE 30	Chocolate Heads Movement Band: Creative Methods in Intercultural Dance Technique and Performance	2
DANCE 45	Dance Improv StratLab: Visual Performance in Art Spaces and Museums	1-2
DANCE 73	Introduction to Afro-Caribbean Folkloric & Popular Dances	1
DANCE 74	Beginning Contemporary Caribbean Dance Techniques	1

DANCE 197	Dance in Prison: The Arts, Juvenile Justice, and Rehabilitation in America	3
EDUC 100A	EAST House Seminar: Current Issues and Debates in Education	1
EDUC 100B	EAST House Seminar: Current Issues and Debates in Education	1
EDUC 103B	Race, Ethnicity, and Linguistic Diversity in Classrooms: Sociocultural Theory and Practices	3-5
EDUC 149	Theory and Issues in the Study of Bilingualism	3-5
EDUC 165	History of Higher Education in the U.S.	3-5
EDUC 181	Multicultural Issues in Higher Education	4
EDUC 193B	Peer Counseling in the Chicano/Latino Community	1
EDUC 193C	Psychological Well-Being On Campus: Perspectives Of The Black Diaspora	1
EDUC 193F	Psychological Well-Being on Campus: Asian American Perspectives	1
EDUC 193N	Peer Counseling in the Native American Community	1
EDUC 201	History of Education in the United States	3-5
EDUC 232	Culture, Learning, and Poverty	2-3
EDUC 277	Education of Immigrant Students: Psychological Perspectives	4
EDUC 340	Psychology and American Indian Mental Health	3-5
EDUC 367	Cultural Psychology	3-5
EDUC 381	Multicultural Issues in Higher Education	4
ENGLISH 15SC	A New Millennial Mix: The Art & Politics of the "Mixed Race Experience"	2
ENGLISH 152G	Harlem Renaissance and Modernism	5
FEMGEN 50Q	Life and Death of Words	4
FEMGEN 140D	LGBT/Queer Life in the United States	4-5
FEMGEN 154	Black Feminist Theory	5
FEMGEN 188Q	Imagining Women: Writers in Print and in Person	4-5
FEMGEN 282	Queer Film	3-5
HISTORY 48Q	South Africa: Contested Transitions	4
HISTORY 50B	Nineteenth Century America	3
HISTORY 50C	The United States in the Twentieth Century	3
HISTORY 54N	African American Women's Lives	3
HISTORY 66	Introduction to African American History - the Modern Freedom Struggle	3-5
HISTORY 130A	In Sickness and In Health: Medicine and Society in the United States: 1800-Present	3-5
HISTORY 150B	Nineteenth Century America	5
HISTORY 150C	The United States in the Twentieth Century	5
HISTORY 158C	History of Higher Education in the U.S.	3-5
HISTORY 166	Introduction to African American History - the Modern Freedom Struggle	3-5
HISTORY 201	Introduction to Public History and Public Service	5
HISTORY 255	Martin Luther King, Jr.: The Social Gospel and the Struggle for Justice	5
HISTORY 255E	Education, Race, and Inequality in African American History, 1880-1990	3-5
HISTORY 257C	LGBT/Queer Life in the United States	4-5
HISTORY 259A	Poverty and Homelessness in America	4-5
HISTORY 261	Race, Gender, and Class in Jim Crow America	5
HRP 212	Cross Cultural Medicine	3
HUMBIO 120	Health Care in America: An Introduction to U.S. Health Policy	4
HUMBIO 121E	Ethnicity and Medicine	1-3
HUMBIO 122S	Social Class, Race, Ethnicity, and Health	4
HUMBIO 129	Critical Issues in International Women's Health	4
ILAC 193	The Cinema of Pedro Almodovar	3-5
ILAC 202	Identity is a Skin: Identity Debates in Europe and Latin America from Essence to Appearance	3-5
JEWISHST 183	The Holocaust	4
JEWISHST 185B	Jews in the Contemporary World: Faith and Ethnicity, Vulnerability and Visibility	4-5
JEWISHST 291X	Learning Religion: How People Acquire Religious Commitments	4
LAWGEN 112N	Law and Inequality	3
LINGUIST 65	African American Vernacular English	3-5
LINGUIST 150	Language and Society	4
LINGUIST 156	Language and Gender	4
MED 159A	Service-Learning in Migrant Health	2
MED 159B	Service-Learning in Migrant Health	2
MED 256SI	Race, Class and Global Health	2
MUSIC 17Q	Perspectives in North American Taiko	4
MUSIC 37N	Ki ho'alu: The New Renaissance of a Hawaiian Musical Tradition	3
PEDS 150	Social and Environmental Determinants of Health	3
PHIL 153	Feminist Theories and Methods Across the Disciplines	2-5
POLISCI 28N	The Changing Nature of Racial Identity in American Politics	3
POLISCI 120B	Campaigns, Voting, Media, and Elections	4-5
POLISCI 121L	Racial-Ethnic Politics in US	5
POLISCI 327	Minority Behavior and Representation	5
PSYCH 25N	Psychology, Inequality, and the American Dream	3
PSYCH 27N	The Psychology of Prejudice	3
PSYCH 29N	Growing Up in America	3
PSYCH 75	Introduction to Cultural Psychology	5
PSYCH 101	Community Health Psychology	4
PSYCH 150	Race and Crime	3
PSYCH 183	SPARQ Lab	3
PSYCH 215	Mind, Culture, and Society	3
PSYCH 217	Topics and Methods Related to Culture and Emotion	1-3
PSYCH 245	Social Psychological Perspectives on Stereotyping and Prejudice	3
PWR 194AB	Topics in Writing & Rhetoric: Freedom's Mixtape: DJing Contemporary African American Rhetorics	4
SOC 46N	Race, Ethnic, and National Identities: Imagined Communities	3
SOC 118	Social Movements and Collective Action	4
SOC 119	Understanding Large-Scale Societal Change: The Case of the 1960s	5
SOC 120	Interpersonal Relations	4
SOC 132	Sociology of Education: The Social Organization of Schools	4
SOC 133	Law and Wikinomics: The Economic and Social Organization of the LegalnnProfession	1-5
SOC 135	Poverty, Inequality, and Social Policy in the United States	4
SOC 136	Sociology of Law	4
SOC 140	Introduction to Social Stratification	3
SOC 141	Controversies about Inequality	5
SOC 142	Sociology of Gender	3
SOC 145	Race and Ethnic Relations in the USA	4
SOC 155	The Changing American Family	4

TAPS 164T	Queer Art and Performance	4-5
URBANST 112	The Urban Underclass	4
URBANST 114	Urban Culture in Global Perspective	5
URBANST 123B	Approaching Research in the Community: Design and Methods	3
URBANST 140	Urban Ethnography	5

Native American Studies

Students in Native American Studies may find the following related courses useful in fulfilling course requirements in the major or minor.

		Units
ANTHRO 162	Indigenous Peoples and Environmental Problems	3-5
EDUC 193N	Peer Counseling in the Native American Community	1
MUSIC 37N	Ki ho'alu: The New Renaissance of a Hawaiian Musical Tradition	3
RELIGST 203	Myth, Place, and Ritual in the Study of Religion	3-5
RELIGST 303	Myth, Place, and Ritual in the Study of Religion	3-5
SPECLANG 189A	First-Year Hawaiian, First Quarter	4
SPECLANG 189B	First-Year Beginning Hawaiian, Second Quarter	4
SPECLANG 189C	First-Year Hawaiian, Third Quarter	4
SPECLANG 247A	First-Year Lakota, First Quarter	4
SPECLANG 247B	First-Year Lakota, Second Quarter	4
SPECLANG 247C	First-Year Lakota, Third Quarter	4
SPECLANG 248	Introduction to Siouan Language & Culture II	5

Overseas Studies Courses in Comparative Studies in Race and Ethnicity

The Bing Overseas Studies Program (http://bosp.stanford.edu) manages Stanford study abroad programs for Stanford undergraduates. Students should consult their department or program's student services office for applicability of Overseas Studies courses to a major or minor program.

The Bing Overseas Studies course search site (https://undergrad.stanford.edu/programs/bosp/explore/search-courses) displays courses, locations, and quarters relevant to specific majors.

For course descriptions and additional offerings, see the listings in the Stanford Bulletin's ExploreCourses (http://explorecourses.stanford.edu) or Bing Overseas Studies (http://bosp.stanford.edu).

		Units
OSPCPTWN 18	Xhosa Language and Culture	2
OSPCPTWN 38	Genocide: African Experiences in Comparative Perspective	3-5
OSPMADRD 62	Spanish California: Historical Issues	4
OSPMADRD 74	Islam in Spain and Europe: 1300 Years of Contact	4
OSPMADRD 75	Sefarad: The Jewish Community in Spain	4

Asian American Studies Courses

ASNAMST 17Q. Perspectives in North American Taiko. 4 Units.
Preference to sophomores. Taiko, or Japanese drum, is a newcomer to the American music scene. Emergence of the first N. American taiko groups coincided with increased Japanese American activism, and to some it is symbolic of Japanese American identity. N. American taiko is associated with Japanese American Buddhism. Musical, cultural, historical, and political perspectives of taiko. Hands-on drumming. Japanese music and Japanese American history, and relations among performance, cultural expression, community, and identity.
Same as: MUSIC 17Q

ASNAMST 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: CSRE 52D

ASNAMST 107. Asian American Leadership: Controversies, Dilemmas, and Decision-Making Strategies. 3-5 Units.
This course examines the experiences of Asian Americans in a variety of contemporary leadership contexts to identify the complexities of race, gender, class, and ethnicity for both understanding and responding to social relations of power. Through seminar discussion, readings, guest speakers, case studies, and experiential activities, students evaluate situated practices of Asian American leadership in consideration of longstanding themes that have animated the field of Asian American Studies: self- and collective identification, representation and equality, community organizing and advocacy, interracial coalition-building, and minority empowerment. Students explore how Asian American leadership is conceptualized, practiced, and assessed in relation to the following contexts: campus and community activism o f the Asian American movement of the 1960s to the present, institutional settings of employment, electoral politics, the field of Asian American Studies, and public intellectual life. A multidisciplinary approach will draw upon anthropology, psychology, political science, sociology, and Asian American Studies.

ASNAMST 110. The Development of the Southeast Asian American Communities: A comparative analysis. 3 Units.
This course will examine the establishment of the Cambodian, Hmong, and Vietnamese communities in the US. We will focus on the historical events that resulted in their immigration and arrival to the US as well as the similarities and differences in the ways in which they were received. In addition, the course will focus on issues that impacted in the development of these communities focusing on the social, political, and economic processes by which new immigrant groups are incorporated into the American society. The second part of the course will be devoted to analyzing contemporary issues including but not limited to: class status, educational attainment, ethnic identity, racialization, second generation, mass media representation, poverty, and economic mobility.

ASNAMST 112. Public Archaeology: Market Street Chinatown Archaeology Project. 4-5 Units.
This internship-style course centers on the practice and theory of historical archaeology research and interpretation through a focused study of San Jose's historic Chinese communities. The course includes classroom lectures, seminar discussion, laboratory analysis of historic artifacts, and participation in public archaeology events. Course themes include immigration, urbanization, material culture, landscape, transnational identities, race and ethnicity, gender, cultural resource management, public history, and heritage politics. The course includes required lab sections, field trips, and public service. Transportation will be provided for off-site activities.
Same as: ANTHRO 112, ANTHRO 212

ASNAMST 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, CSRE 118A

ASNAMST 123. Asian Americans and Environmental Justice. 3-5 Units.
One central tenet of the environmental justice movement is centering the leadership of frontline communities. Unfortunately, the struggles of Asian Americans on the frontlines of corporate environmental pollution and extraction are less visible and less well-known. In this course, we will explore the Asian American voices that have contributed to the development of the environmental justice movement and the leadership that is shaping the future of this movement.nThis course is designed to provide students with education about the history of the environmental justice movement, the future being envisioned, and the strategies that are needed to get to the vision. It will draw on lectures, readings, guest presentations, case studies, and the instructor's more than 15 years of experience with organizing and social justice campaigns. Students will learn about the principles guiding the environmental justice movement; the vision and framework of how we achieve a just transition to a regenerative economy; the process of organizing and campaign work to advance a community agenda; and skills in collecting, analyzing, and communicating information.
Same as: EARTHSYS 123

ASNAMST 131. 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: CSRE 131C

ASNAMST 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: CSRE 144, FEMGEN 144X

ASNAMST 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.nnThe 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¿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, COMPLIT 146, CSRE 146S

ASNAMST 185A. Race and Biomedicine. 3-5 Units.
Race, identity, culture, biology, and political power in biomedicine. Biological theories of racial ordering, sexuality and the medicalization of group difference. Sources include ethnography, film, and biomedical literature. Topics include colonial history and medicine, the politics of racial categorization in biomedical research, the protection of human subjects and research ethics, immigration health and citizenship, race-based models in health disparities research and policy, and recent developments in human genetic variation research.
Same as: ANTHRO 185A

ASNAMST 186B. Asian American Art: 1850-Present. 4 Units.
In 1968, the Asian American Political Alliance began a successful campaign to jettison the designation "oriental" in favor of "Asian American." Given the term's recent genesis, what do we refer to when we discuss "Asian American art," and how can we speak of its history? This lecture class will explore these questions by considering artists, craftsmen, and laborers of Asian descent in the United States, beginning with Chinese immigration to California in the mid-nineteenth century, and extending through our current moment of globalization. We will consider their work alongside art and visual culture of the United States that engages "Asia" as a place, idea, or fantasy. Special attention will be paid to the crucial role Asia and Asian Americans played in movements including photography in San Francisco, Abstract Expressionism, Beat Culture, performance art, and New Queer Cinema. Artists include Chiura Obata, Isamu Noguchi, Yoko Ono, Nam June Paik, Manuel Ocampo, Zarina, and Wu Tsang, among many others.
Same as: ARTHIST 186B

ASNAMST 187. Geography, Time, and Trauma in Asian American Literature. 5 Units.
The notion that homes can be stable locations for cultural, racial, ethnic, and similarly situated identity categories. Tthe possibility that there really is no place like home for Asian American subjects. How geography, landscape, and time situate traumas within fictional Asian American narratives.
Same as: AMSTUD 261A

ASNAMST 189. The Vietnamese Experience in America. 3 Units.
The purpose of this course to study the experience of the Vietnamese refugees from their exodus after the Vietnam War to their resettlement in America, and to examine larger historical, social, political, and economic processes at work. We will focus on the processes that lead to the formation of this community the variables leading to various locations.

ASNAMST 193F. Psychological Well-Being on Campus: Asian American Perspectives. 1 Unit.
Topics: the Asian family structure, and concepts of identity, ethnicity, culture, and racism in terms of their impact on individual development and the counseling process. Emphasis is on empathic understanding of Asians in America. Group exercises.
Same as: EDUC 193F

ASNAMST 200R. Directed Research. 1-5 Unit.
May be repeated for credit.

ASNAMST 200W. Directed Reading. 1-5 Unit.
(Staff).

ASNAMST 265. Writing Asian American History. 5 Units.
Recent scholarship in Asian American history, with attention to methodologies and sources. Topics: racial ideologies, gender, transnationalism, culture, and Asian American art history. Primary research paper.
Same as: AMSTUD 265, HISTORY 265, HISTORY 365

ASNAMST 281. Asian Religions in America; Asian American Religions. 4 Units.
This course will analyze both the reception in America of Asian religions (i.e. of Buddhism in the 19th century), and the development in America of Asian American religious traditions.
Same as: AMSTUD 281, RELIGST 281, RELIGST 381

ASNAMST 295F. Race and Ethnicity in East Asia. 4-5 Units.
Intensive exploration of major issues in the history of race and ethnicity in China, Japan, and Korea from the early modern period to the present day.
Same as: HISTORY 295F, HISTORY 395F

Chicana/o - Latina/o Studies Courses

CHILATST 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: CSRE 14N, EDUC 114N

CHILATST 67. Contemporary Chicano & Latino Literature. 4 Units.
What does it mean to be Chicano and Latino in the United States today? And, how have U.S. writers portrayed the evolution of a Latino identity as it has changed from the age of the Civil Rights Movement to the age of Twitter? This class provides students with an overview of 20th and 21st century U.S. Latino/a literature by focusing on American authors writing after the 1960s to the present. We will read a range of writers, including Gloria Anzaldúa, Sandra Cisneros, Héctor Tobar, and Junot Díaz, and examine how these authors grapple with the artistic task of representing the different national cultures and histories (Mexican American, Puerto Rican, etc.) that inform the U.S. Latino experience. Throughout the quarter we will explore how these fictional narratives offer insights into the topics of American identity, immigration, assimilation, class status, Women of Color feminism, gender and sexuality. In addition, we will also consider contemporary representations from film and television, ultimately working toward a comprehensive analysis of how literary genres and popular cultural contribute to the meaning of Latinidad in the U.S.
Same as: ENGLISH 67

CHILATST 109. GENTE: An incubator for transforming national narratives. 5 Units.
Nearly 80,000 individuals who identify as Latino or Latina, turn 18 every MONTH in the United States alone.. Yet despite the rapid growth in numbers and a presence on this continent that predates the country itself, Latina/os are still spoken of largely through the lens of immigration, and primarily during the window of election seasons. This course will design, engage, and deliver human centered strategies and relational activations for transforming national narratives while advancing well being. Our core questions include:n - Who defines a people, and who is involved in definition making? n - What are the ways to engage story beyond marketing concepts into a platform for human connection? n - How does one ¿hack¿ a national narrative?n - How do relational activations like pop up dinners and listening parties create personal doorways for transformation that can be scaled without sacrificing quality?nnPlease note, GENTE is more than an identity-based course. It is initiative that designs blueprints for change-making across identities by curating stories, values and common histories of individuals into a shared future of well being.

CHILATST 110. Sabias Creadoras y Activistas: Chicana/Latina Ways of Knowing. 4 Units.
(Open only to Undergraduates.) Chicana feminists have critically challenged masculine nationalist discourse as well as European and North American feminism. Through this course, we examine the diversity in thinking and methodology that defines these discourses from interdisciplinary and cross-cultural perspectives to understand the differential access to power experienced by Chicanas. How intersections of gender, race, class, and sexuality are informed and practiced by everyday lived experiences such as family life, religion/spirituality, education, and work; political/civic engagement is also central to this course.

CHILATST 125S. Chicano/Latino Politics. 5 Units.
The political position of Latinos and Latinas in the U.S.. Focus is on Mexican Americans, with attention to Cuban Americans, Puerto Ricans, and other groups. The history of each group in the American polity; their political circumstances with respect to the electoral process, the policy process, and government; the extent to which the demographic category Latino is meaningful; and group identity and solidarity among Americans of Latin American ancestry. Topics include immigration, education, affirmative action, language policy, and environmental justice.
Same as: POLISCI 125S

CHILATST 147L. Studies in Music, Media, and Popular Culture: Latin American Music and Globalization. 3-4 Units.
Focuses on vernacular music of Latin America and the Caribbean, including Mexico, Cuba, Dominican Republic, Peru, Brazil, Colombia, and Argentina. Musical examples discussed in relation to: globalization, migration, colonialism, nationalism, diaspora, indigeneity, politics, religion, dance, ethnicity, and gender. How music reflects and shapes cultures, identities, and social structures. Genres addressed: bachata, bossa nova, cumbia, forro, ranchero, reggaeton, rock, salsa, tango, and others. Seminar, guest performances, reading, listening, and analysis. Pre-/corequisite (for music majors): MUSIC 22. (WIM at 4 units only.).
Same as: CSRE 147L, MUSIC 147L, MUSIC 247L

CHILATST 160N. Chican@/Latin@ Performance in the U.S.. 4 Units.
This course will introduce works by U.S. Latino and Latina performance artists producing from the margins of the mainstream Euro-American theater world. We will examine how performance art serves as a kind of dramatized political forum for Latino/a artists, producing some of the most transgressive explorations of queer and national/ethnic identities in the U.S. today. By the course's conclusion, each student will create and perform in a staged reading of an original performance piece.

CHILATST 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: CSRE 164, SOC 164, SOC 264

CHILATST 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, CSRE 168, FEMGEN 140H

CHILATST 171. 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, CSRE 171H, HISTORY 271

CHILATST 172. 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, CSRE 172H, FEMGEN 272E, HISTORY 272E, HISTORY 372E

CHILATST 173. Mexican Migration to the United States. 3-5 Units.
This class examines the history of Mexican migration to the United States. In the United States we constantly hear about Obama¿s immigration plan, the anti-immigrant laws in Arizona, and the courage of DREAM Activists; in Mexico news sources speak about the role of remittances, the effect of deportations, and the loss of life at the border. Unfortunately, few people truly understand the historical trends in these migratory processes, or the multifaceted role played by the United States in encouraging individuals to head there. Moreover, few people have actually heard the opinions and voices of migrants themselves. This course seeks to provide students with the opportunity to place migrants¿ experiences in dialogue with migratory laws as well as the knowledge to embed current understandings of Latin American migration in their meaningful historical context.
Same as: AMSTUD 73, HISTORY 73, HISTORY 173

CHILATST 177A. Well-Being in Immigrant Children & Youth: A Service Learning Course. 3 Units.
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: CSRE 177E, EDUC 177A, HUMBIO 29A

CHILATST 177B. 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: CSRE 177F, EDUC 177B

CHILATST 177C. 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: CSRE 177G, EDUC 177C

CHILATST 179. Chicano & Chicana Theater: Politics In Performance. 4 Units.
This is a practicum course, where the basic tenets and evolving politic and philosophies of Chicano and Latin American liberationist theater are examined through direct engagement with its theatrical forms, including, social protest & agit-prop, myth & ritual, scripting through improvisation, in-depth character and solo work, collective conceptualization and more. The course will culminate in an end-of-the quarter play performance in the Nitery Theater (Old Union) and at a Mission District theater in San Francisco.
Same as: TAPS 179, TAPS 379

CHILATST 179F. Flor y Canto: Poetry Workshop. 4 Units.
Poetry reading and writing. The poet as philosopher and the poet as revolutionary. Texts: the philosophical meditations of pre-Columbian Aztec poetry known as "flor y canto," and reflections on the poetry of resistance born out of the nationalist and feminist struggles of Latin America and Aztlán. Required 20-page poetry manuscript.
Same as: CSRE 179F, NATIVEAM 179F, TAPS 179F, TAPS 279F

CHILATST 180E. Introduction to Chicanx/Latinx Studies. 5 Units.
This course draws on intersectional and interdisciplinary approaches to introduce students to the range of issues, experiences, and methodologies that form the foundation of Latina/o/x studies. By considering the relationship between the creation of ¿Latinx¿ and ¿American¿ identities, students will critically reconsider the borders that constitute the U.S. as a political and cultural formation. The course balances depth and breadth in its study of the variety of perspectives and experiences that come to be associated with U.S. Latinxs. Thus, we will analyze the histories of predominant U.S. Latinx sub-groups, such as Mexicans/Chicanxs and Puerto Ricans, while also incorporating considerations of the ways in which broader populations with ties to Central America, South America, and the Caribbean play crucial roles in constituting U.S. Latinx identities. Topics include the U.S./Mexico border and the borderlands; (im)migration and diaspora; literary and cultural traditions; music and expressive practices; labor and structural inequality; social movements; Latinx urbanism; gender and sexuality; political and economic shifts; and inter- and intra-group relations. Sources include a range of social science and humanities scholarship.
Same as: CSRE 180E

CHILATST 181. Latino Social Movements. 5 Units.
Historically significant and contemporary political and social movements in Latino communities in the U.S., with a focus on events of the modern era such as the Spring 2006 marches and student walkouts, the 2009 Basta Dobbs campaign, the 2010 resistance to Arizona's SB1070, and ongoing efforts in 2014 and 2015 related to detention and deportation policies.
Same as: POLISCI 125M

CHILATST 183X. Practicum in English-Spanish School & Community Interpreting. 3-4 Units.
This practicum will assist students in developing a set of skills in English-Spanish interpreting that will prepare them to provide interpretation services in school and community settings. The course will build students' abilities to transfer intended meanings between two or more monolingual individuals of who are physically present in a school or community setting and who must communicate with each other for professional (and personal) purposes.
Same as: EDUC 183, EDUC 257

CHILATST 193B. Peer Counseling in the Chicano/Latino Community. 1 Unit.
Topics: verbal and non-verbal attending and communication skills, open and closed questions, working with feelings, summarization, and integration. Salient counseling issues including Spanish-English code switching in communication, the role of ethnic identity in self-understanding, the relationship of culture to personal development, and Chicana/o student experience in University settings. Individual training, group exercises, role play, and videotape practice.
Same as: EDUC 193B

CHILATST 198. Internship for Public Service. 1-5 Unit.
Students should consult with CCSRE Director of Community Engaged Learning (ddmurray@stanford.edu) to develop or gain approval for an internship that addresses race/ethnicity, public service, and social justice. Students will read a selection of short readings relevant to their placement, write bi-weekly reflections, and meet bi-weekly with the Director of Community Engaged Learning. Units are determined by the number of hours per week at the internship (2 hours/week = 1 unit; 5 hours/week = 2 units; 8 hours/week = 3 units; etc.) Group meetings may be required. May be repeated for credit.
Same as: CSRE 198

CHILATST 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 im/migration 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 genders as well as sexualities. Emphasis on textual analysis. Taught in English.
Same as: CSRE 200, ILAC 280, ILAC 382

CHILATST 200R. Directed Research. 1-5 Unit.
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CHILATST 200W. Directed Reading. 1-5 Unit.
(Staff).

CHILATST 201B. Making Meaning: Art, Culture & Social Change. 3 Units.
Are you an artist seeking a greater purpose for you art? Would you like to gain a sense of history and best practices for engaging your community in creative work? nnPractice of and an awareness of the concerns relevant to public art did not begin with Serra's Tilted Arc in 1980s. In contrast to the concerns of public art projects in the western practice of public art as extensions of the museum, this course explores the creative expression that emanates from community and cultural tradition. In communities around the world publicly engaged art making has flourished through creative tradition and collective engagements in social life. These traditions fostered creative works as collective practice, democratic participation, and interventionist impulses. From Agosto Boals's Theater of the Oppressed, to El Teatro Campesino's Farmworker actos¿to the Free Southern Theater¿¿ from the Fandango's of southern Veracruz, to muralism of Los Tres Grandes, and the SNCC Freedom Singers, this course links the history of community cultural expression of peoples around the globe as a means to expand contemporary concerns of public and socially engaged art beyond a strictly postmodern art context.
Same as: CSRE 201B

CHILATST 275B. History of Modern Mexico. 4-5 Units.
Surveys the history of governance, resistance, and identity formation in Mexico from the nineteenth century to the present. Explores Mexico's historical struggles to achieve political stability, economic prosperity, and social justice and examines how regional, class, ethnic, and gender differences have figured prominently in the shaping of Mexican affairs. Topics include Mexico's wars and their legacies, the power of the state, violence and protest, debates over the meaning of "Mexicanness," youth culture, and the politics of indigenismo.
Same as: AMSTUD 275B, CSRE 275B, HISTORY 275B, HISTORY 375C

Compar Stud in Race & Ethnic Courses

CSRE 1A. My Journey: Conversations on Race and Ethnicity. 1 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.

CSRE 3A. Making Palestine Visible. 1 Unit.
The course will discuss topics that inform the debate over Israel-Palestine. We will address common misperceptions, key themes, concepts, and issues and present information aimed at helping students understand the complex history and array of contemporary political, cultural and legal structures at play and how they tend to render Palestinian claims to rights illegible for much of the American public. This learning experience, incorporating discussion and clarification at its core, connects with the national and Stanford campus discussion of activism on Israel-Palestine.
Same as: COMPLIT 42, HISTORY 3A

CSRE 3E. Michelle Obama in American Culture. 1 Unit.
Never before has the United States had a First Lady like Michelle Obama. During her eight years in the White House, Michelle Obama transformed traditional meanings of womanhood, marriage, motherhood, and style and created new possibilities for what it means to be strong and what it means to be beautiful. No First Lady has ever been so scrutinized but also so beloved: from her J. Crew dresses to her Let's Move campaign, from her vegetable gardens to her chiseled arms, and from her powerful speeches to her casual and always authentic personality. This class examines the impact on American culture of the most popular First Lady in American history.
Same as: AFRICAAM 3E, AMSTUD 3E, FEMGEN 3E, HISTORY 3E

CSRE 5C. Human Trafficking: Historical, Legal, and Medical Perspectives. 3 Units.
(Same as History 105C. History majors and others taking 5 units, enroll in 105C.) Interdisciplinary approach to understanding the extent and complexity of the global phenomenon of human trafficking, especially for forced prostitution, labor exploitation, and organ trade, focusing on human rights violations and remedies. Provides a historical context for the development and spread of human trafficking. Analyzes the current international and domestic legal and policy frameworks to combat trafficking and evaluates their practical implementation. Examines the medical, psychological, and public health issues involved. Uses problem-based learning. Students interested in service learning should consult with the instructor and will enroll in an additional course.
Same as: EMED 5C, FEMGEN 5C, HISTORY 5C, HUMBIO 178T

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¿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 10A. Introduction to Identity, Diversity, and Aesthetics. 1 Unit.
This course will be held in the Harmony House located at 561 Lomita Drive, beside the Black Community Services Center. This quarter-long series introduces students to leading artists, creatives, and scholars affiliated with the Institute for Diversity in the Arts. Through a series of talks guests reveal how their work illuminates crucial questions of identity, diversity, and aesthetics.
Same as: AFRICAAM 10A

CSRE 10AX. Pacific Standard Time LA/LA: A Celebration Beyond Borders. 2 Units.
This Arts Intensive (September) course meets in the Los Angeles region as a Arts Intensive, course with an option for a follow up directed reading in Autumn Qtr 2017.

In September students begin in Los Angeles for an immersion into the region wide exhibition: Pacific Standard Time LA/LA with the guidance of two professors at UCLA's Chicano Research Center. The Arts Intensive course will engage with the exhibition through multiple venues and museums participating in Pacific Standard Time. Shows we will see range from visual and installation works, photography, performance and street art. Professors Chon A. Noriega (UCLA Dept. of Theater, Film and Television) and Charlene Villasenor Black (UCLA Dept. of Art History) will give lectures and guide students exploring the of two specific shows they curated: HOME at LACMA and a photo exhibit at the Gene Autry Museum. These are among two of the projects that students will explore as well as other offerings in the collective PST. Upon the return to Stanford students have the option to enroll in directed reading and design their own curatorial projects: visual or performance works that explore the overall themes of LA/LA and gain guidance in mounting those projects on campus.

More about PST: Through a series of thematically linked exhibitions, Pacific Standard Time: LA/LA will present a wide variety of important works of art, much of them new to Southern California audiences. While the majority of exhibitions will have an emphasis on modern and contemporary art, there also will be crucial exhibitions about the ancient world and the pre-modern era. With topics such as luxury objects in the pre-Columbian Americas, 20th-century Afro-Brazilian art, alternative spaces in Mexico City, and boundary-crossing practices of Latino artists, exhibitions will range from monographic studies of individual artists to broad surveys that cut across numerous countries.

While the exhibitions will focus on the visual arts, Pacific Standard Time: LA/LA programs will ultimately expand to touch on music, performance, literature, and even cuisine. Pacific Standard Time: LA/LA will be a multifaceted event that will transform Los Angeles and Southern California for five months, and our understanding of modern and contemporary art forever.

Embracing organizations of all sizes and types ¿from the largest museums to smaller museums, from university galleries to performing arts centers¿Pacific Standard Time: LA/LA exhibitions and programs will take place across Southern California, from Santa Barbara to San Diego, from Santa Monica to Palm Springs.

With its historical roots in Latin America and its current demographics, Los Angeles might be described as tomorrow's capital city. In a way that is possible only in Los Angeles, Pacific Standard Time: LA/LA will implicitly raise complex and provocative issues about present-day relations throughout the Americas and the rapidly changing social and cultural fabric of Southern California.

CSRE 10SC. Inequality and Poverty in the United States. 2 Units.
Social inequality is a feature of all advanced industrial societies. However, some societies have more inequality than others, and some types of inequality are more prominent in some societies than in others. Inequality in the United States is greater than in many other industrialized nations and has increased dramatically in the past forty years. Economic inequality, for example, is greater today than any time since the 1920s. Growing public awareness of this inequality has sparked a vigorous debate among politicians and public protests in city streets; some that have turned violent. The Occupy Movement was driven largely by resentment against the growing concentration of economic privilege within a small segment of society. Inequality was a prominent theme in the Bernie Sanders presidential campaign. Despite these debates and protests, there is no consensus about whether anything should be done to stem this trend. nThis class will focus on three domains of inequality in the United States: social class, gender, and racial inequality. The assigned reading and discussions will examine theories and research about the origins of social inequality; how inequality and poverty is reproduced over time; the consequences of inequality and poverty; and what might be done to reduce inequality and poverty in American society. Students will be expected to help lead and participate in class discussions, and to complete a weekly assignment based on the readings. nnIn addition to the in-class instruction, students will have an opportunity to engage in public service activities directly related to poverty and inequality. Students will work with the Director of Community Engaged Learning (DCEL) from the Center for Comparative Studies in Race and Ethnicity who will assist with their participation in activities connected with social service agencies in the area, including agencies that deal with homelessness, food insecurity, and other needs.
Same as: SOC 11SC

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.
Same as: HISTORY 11W

CSRE 12. Presidential Politics: Race, Gender, and Inequality in the 2016 Election. 1 Unit.
From the 2016 nomination process to the election.The complexities of identity and its role in uniting and dividing the electorate. Panels covering the media, political participation, and group affiliation.
Same as: AFRICAAM 12, POLISCI 74

CSRE 13. Digital Humanities and African American History Black History in the Age of the Digital Database. 1 Unit.
The focus of this workshop is on the social and cultural histories and present conditions relating to social movements and the role of leaders and heroes in urban settings. The workshop seeks to foster historical consciousness of past struggles for justice through collective action as well as to introduce students to a diverse range of leaders of contemporary social justice movements. Additionally, as an underpinning concept, the course explores the changing meaning and importance of social and cultural heroes through history, literature, and music. Workshop activities will divided between sessions with guest speakers and classes held to discuss background concepts and material.
Same as: URBANST 103

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 artisticnresponses 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 willnread, view and reflect on the aesthetic and historical texts through their thoughtful engagement in class discussions and written e ssays. 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

CSRE 16A. Dynamic Australia: immigrant and indigenous experiences. 1 Unit.
How did modern Australian society take shape? Within this larger framework, several subsidiary questions will guide us: What have been the experiences of immigrants, of Aborigines and Torres Strait Islanders, and how have their relations evolved over time? To what degree has Australia been formed by successive waves of immigration? What has been the fate of the Aboriginal peoples? How have intergroup relations evolved since the start of colonialism in the late 18th century? What have been the elements of racial formation, and how have they changed over time? What does it mean to be Australian in the 21st century? How might the creative arts (e.g. music, literature, drama, painting, dance) help us understand Australian identities and intergroup dynamics? nnAs a course project, students are required to informally interview someone whose life history has involved large-scale displacement, voluntary or otherwise. This is intended as a means of sharpening awareness of migration as a feature of modern world history as articulated at the level of individuals and communities.nThis course is primarily intended for students enrolled in or waitlisted for the BOSP Summer Seminar in Sydney (June-July 2016). However, all participants will find it a wide-ranging introduction to Australian society and a case study in intergroup dynamics.

CSRE 17N. Race and Politics: Perspectives on the 2016 Presidential Election. 3 Units.
This course is intended as a seminar-based exploration of the complex ways that race has informed political behavior and attitudes during the 2016 Presidential election. The class is designed to introduce freshman to sociological ways of understanding the social world, and the rigors of college thinking more broadly. As a group we will explore the mechanisms through which race informs political behavior, while also paying close attention to the ways that politics also informs our understanding of race. The course treats ¿race¿ as multifaceted construct, with multiple (and often times conflicting) influences on political behavior. The course stresses thenconstructed nature of both race and politics. The course will be split into 3 parts. In the first partnwe will explore the relationship between racial identity and political behavior at the individualnlevel. The second part of the course will examine how ideas about racial groups shape politicalnattitudes and behaviors, as well as policy outcomes. The third part of the course will explore hownrace is used to mobilize political and economic actors.
Same as: AFRICAAM 17N, SOC 17N

CSRE 19N. Everyone Eats: Food, Religion and Culture. 3 Units.
Food is one of the most essential aspects 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. In this seminar we will study how food habits have shaped religious traditions, and vice versa, how religious traditions have shaped food ways. Some traditions are centered around food regiments such as the dietary laws, derived from biblical law that shapes Jewish and Christian tradition very differently. Indeed, many religious and ethical thinkers, as well as anthropologists, have interpreted the meanings of the dietary laws very differently. Further, in many religious traditions the killing of animals and consumption of meat is deeply fraught. We will explore the history of food practices and their contemporary impact; the connections between food, religion, and identity; the meanings that religious thinkers and anthropologists have attributed to food habits; as well as the creative translations of religious traditions into contemporary food ethics by various social movements and groups, predominantly in the U.S.
Same as: JEWISHST 19N, RELIGST 19N

CSRE 21. African American Vernacular English. 3-5 Units.
The English vernacular spoken by African Americans in big city settings, and its relation to Creole English dialects spoken on the S. Carolina Sea Islands (Gullah), in the Caribbean, and in W. Africa. The history of expressive uses of African American English (in soundin' and rappin'), and its educational implications. Service Learning Course (certified by Haas Center).
Same as: AFRICAAM 21, LINGUIST 65

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 means to be White, and how has that changed over time and place? From Abigail Fisher to Kreayshawn 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 29SI. Migration is Beautiful: Histories, Realities, and Policies of Immigrant Justice. 1 Unit.
We will begin the course by analyzing the history of immigration politics and policy in the United States. How did immigrants fit into and complicate the constructed racial hierarchy throughout history? What characterized the waves of migration to the United States? How have undocumented been marginalized, and what are the ways in which the community responded? In looking at this history, we will learn about the effects it has had on the immigrant community as it relates to the long-lasting disparate impacts in education, criminal justice, and political representation. nnImmigrants make up a profoundly diverse community that is often mischaracterized. We will discuss the varying perceptions of immigrants today and how they impact attitudes and current policies. Although the course and the trip are designed with a focus on national immigration policy, we will also spend some time in this course narrowing in and using the Bay Area as a case study.

CSRE 30SI. Housing Justice and Stratification in the Bay Area. 1 Unit.
This is a survey course on relevant topics to local housing justice concerns, including current debates in housing policy and the role of various sectors in shaping the local housing market. This course will prepare participants to both personally engage in service learning and critically engage with actors in housing policy over spring break. n nTo begin, we will explore paradigms of critical community engagement and develop a decolonized framework about the history of the local land. With these underlying philosophies in mind, we will dive into the politics behind ongoing gentrification, the rise of the city and the decline of suburbs in the Bay Area. From there, we will analyze housing policies which have strongly influenced the local housing situation, including national policies such as the Fair Housing Act and East Palo Alto affordability measures.nnTo close, the course will focus on the role of different actors and sectors in affecting change. We will examine possible obligations local technology companies and real estate developers might have in shaping the region¿s housing market. Finally, we will study the notion of housing as a human right and ask whether achieving housing justice would require a formally declared right to affordable and fair housing.

CSRE 31SI. Food + Race. 1 Unit.
If we are what we eat, Food + Race is a class that explores what we eat and how we talk about it. In this student-initiated course, we will look at popular culture and discourse as a gateway to issues like just labour practices and equitable access, cultural authenticity, family histories of im/migration, appropriation and consumerism, and global colonial domination. From The Great British Bake Off to Korean tacos in L.A., we¿ll ask ¿What does food really mean?¿ and ¿What does food really mean to us?¿.

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

CSRE 32A. The 5th Element: Hip Hop Knowledge, Pedagogy, and Social Justice. 1-5 Unit.
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 32SI. Whiteness. 1-2 Unit.
This course provides an introduction to the concept of Whiteness. We will investigate the historical origin of "Whiteness" and "White people," examine some of the institutional and interpersonal privileges associated with Whiteness, and explore contemporary debates about White entitlement, White culture, and White charity. As we are articulating the problem of Whiteness, we will also be exploring strategies and models of "White allyship," and asking the surprisingly difficult questions of: How can White people work for racial justice, and how can people of all races work to disrupt Whiteness and White Supremacy? This class is intended for students of all majors and backgrounds interested in learning about Whiteness.

CSRE 33SI. First-Generation and/or Low-Income Experiences in American Education. 1 Unit.
Who are first-generation low-income college students, and how do they navigate educational institutions? We will attempt to answer these questions by first looking at the economic forces and educational systems that create and replicate inequality. By examining broader, societal institutions, we will develop an understanding of where ¿low-income¿ students come from, their experiences with K-12 education, and their historic exclusion from the university. Next, we will bring in both academic literature and personal experiences to define poverty, discuss the intersection of identities other than class, and understand how first-generation students function in modern American universities. Finally, we will attempt to contextualize this knowledge by reflecting on the conditions of first-generation low-income students at Stanford, and asking what the future holds for this population post-graduation.

CSRE 34SI. The Chicago Gap: Bridging Latinx Youth Education. 1 Unit.
By the year 2050, Latinos will make up a quarter of the United States population, doubling in its current size. Without a doubt, this increase in population is sure to affect American economy and policy. Unfortunately, Latinos seem to be on the slow path to social mobility in the United States, and face many setbacks as a community. More specifically, the Latinx pupil dropout rate is the highest amongst all ethnic groups. While Latinos are enrolling in college at higher rates than ever before they are not graduating with four-year degrees as often as other students. Our course will cover the dynamic linguistic, cultural, and economic themes involved in this discourse. We will reimagine citizenship as it pertains to accessing higher education and discuss tracks and pipelines that have lead Latinx students to different outlets. More specifically, we will cover the impact that location and environment have on a pupil's perception of themselves and their capabilities, while also reflecting on Chicago's history of education and racial segregation.

CSRE 35S. Sex, Race, and Nazism in 20th Century Germany. 5 Units.
How can we make sense of race after Hitler? Although the Nazis' murderous attempts to engineer a racially pure society crumbled in 1945, Germany's dark past continues to influence today's heated debates about immigration, multiculturalism, Islamophobia, and right-wing extremism. Using various sources-- speeches, oral histories, memoirs, films, and rap music-- we will explore the experiences of historically persecuted groups: colonial subjects, Jews, homosexuals, women, Afro-Germans, Turkish immigrants, and Syrian refugees. All majors welcome. Priority given to history majors and minors.
Same as: FEMGEN 35S, HISTORY 35S

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 38. Deliberative Democracy Practicum: Applying Deliberative Polling. 3-5 Units.
In this course, students will work directly on a real-world deliberative democracy project using the method of Deliberative Polling. Students in this course will work in partnership with the Center for Deliberative Democracy at Stanford, a research center devoted to the research in democracy and public opinion around the world. This unique practicum will allow students to work on an actual Deliberative Polling project on campus. In just one quarter, the students will prepare for, implement, and analyze the results for an Deliberative Polling project. This is a unique opportunity that allows students to take part in the entire process of a deliberative democracy project. Through this practicum, students will apply quantitative and qualitative research methods in a local community or local high school and subsequently, analyze the relevant quantitative and qualitative data. Students will explore the underlying challenges and complexities of what it means to actually do community-engaged research in the real world. As such, this course will provide students with skills and experience in research design in deliberative democracy, community and stakeholder engagement, and the practical aspects of working in local communities. This practicum is a collaboration between the Center for Deliberative Democracy, the Bill Lane Center for the American West and the Haas Center for Public Service.nnCDD website: http://cdd.stanford.edunBill Lane Center website: http://west.stanford.edunHass Center website: https://haas.stanford.edu.
Same as: COMM 138, COMM 238

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 44. Living Free: Embodying Healing and Creativity in The Era of Racial Justice Movements. 1-4 Unit.
What does it mean to live free? It is often said that the one demand for the Movement for Black Lives is to "stop killing us." This demand has led Black artists, thinkers, organizers, and healers to envision work and embody practices that resist the subjugation and erasure of their bodies. This surge of creativity has impacted and intersected with work happening in queer and trans communities and in many other communities of color, including indigenous movements for safe and clean water, student protests against campus racism, the undocumented movement, prison abolition among others. This justice based work urges us to interrupt systems of violence with systems of healing that recover traditions, invent new modalities, and connect to survival practices developed by many generations of people in community.nnIn this course we will bring together leading artists, thinkers, organizers, and healers to envision work and embody practices that resist the subjugation and erasure of their bodies, land, and natural resources. In this course we ask: what does it mean to embody health? How can we shift frameworks of pathology into frameworks of wholeness? What practices can we develop, recover, and share that help us create systems that support and value equity, healing and creativity for communities most at risk? And finally, how can we all live free?.
Same as: AFRICAAM 144

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 47Q. Heartfulness: Mindfulness, Compassion, and Responsibility. 3 Units.
We practice mindfulness as a way of enhancing well-being, interacting compassionately with others, and engaging in socially responsible actions as global citizens. Contemplation is integrated with social justice through embodied practice, experiential learning, and creative expression. Class activities and assignments include journaling, mindfulness practices, and expressive arts. We build a sense of community through appreciative intelligence, connected knowing, deep listening and storytelling.

CSRE 50Q. Life and Death of Words. 4 Units.
In this course, we explore the world of words: their creation, evolution, borrowing, change, and death. Words are the key to understanding the culture and ideas of a people, and by tracing the biographies of words we are able to discern how the world was, is, and might be perceived and described. We trace how words are formed, and how they change in pronunciation, spelling, meaning, and usage over time. How does a word get into the dictionary? What do words reveal about status, class, region, and race? How is the language of men and women critiqued differently within our society? How does slang evolve? How do languages become endangered or die, and what is lost when they do? We will visit the Facebook Content Strategy Team and learn more about the role words play in shaping our online experiences. Together, the class will collect Stanford language and redesign the digital dictionary of the future. Trigger Warning: Some of the subject matter of this course is sensitive and may cause offense. Please consider this prior to enrolling in the course.
Same as: ENGLISH 50Q, FEMGEN 50Q, LINGUIST 50Q, NATIVEAM 50Q

CSRE 51K. Election 2016. 1 Unit.
The 2016 Presidential Election season has been anything but ordinary. So much in the Democratic and Republican primaries consistently defied conventional wisdom and upended the predictions of experts. This course will attempt, with the help of distinguished guests, to make sense of an election that defies all historical precedent and to take stock of the health of American democracy.nClass is jointly offered for Continuing Studies students and Stanford students. As a 1 unit, online course for Stanford students, enrollment is unlimited. Registration for the course offers online access to a livestream of each class session, participation in online discussions, access to course website and materials, and admission to a lottery for attending each class in person.
Same as: HISTORY 51K, POLISCI 51K

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 52H. I, Biologist: Diversity Improves the Science of Biology. 1 Unit.
Disciplinary priorities, research agendas, and innovations are determined by the diversity of participants and problem-solving is more successful with a broad range of approaches. Using case studies in biological research, we propose to use these insights to help our students learn why a diverse scientific community leads to better discovery and improves the relevance of science to society. Our premise is that a diverse set of perspectives will impact not only how we learn science, but how we do science.
Same as: BIO 52

CSRE 54N. African American Women's Lives. 3 Units.
Preference to freshmen. We will examine the struggles of African American women to define their own lives and improve the social, economic, political and cultural conditions of black communities. Topics will include women¿s enslavement and freedom, kinship and family relations, institution and community building, violence, labor and leisure, changing gender roles, consumer and beauty culture, social activism, and the politics of sexuality.
Same as: AFRICAAM 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 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.
Examines 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, radicalization, terrorism, 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 English. Films in French with English subtitles. Additional paper for students enrolled in 332.
Same as: FRENCH 122, FRENCH 332

CSRE 66. Spectacular Trials: Sex, Race and Violence in Modern American Culture. 5 Units.
This course will use the phenomenon of the spectacular trial as a framework for exploring the intersections of sex, race, and violence in the formation of modern American culture. Beginning in the late nineteenth century and continuing through the 1990s, we will focus our inquiry on a number of notorious cases, some associated with familiar names¿the ¿Scottsboro Boys,¿ Emmett Till, O.J. Simpson¿others involving once-infamous actors¿like Joan Little and Inez Garcia¿whose ordeals have receded into historical memory, considering a range of questions arising from this thematic nexus. For instance, in what ways are sexual transgressions racialized and gendered? What are the practical and theoretical ramifications of the seemingly inextricable conjunction of sex and violence in legal and popular discourse? And what insights might such spectacles afford when broached as an arena in which sexual meanings, identities, and practices are refracted and ultimately constructed? We will also examine the role of the pertinent professions in the evolution of these events, in particular how the interplay of law, medicine, psychiatry, and forensic science helped define the shifting boundaries of legality, and how print, radio, and television journalism operated not only in sensationalizing, but also in reflecting, modeling, and shaping prevailing attitudes and behaviors. Our study of this vital facet of our ¿society of the spectacle¿ will draw on a series of compelling secondary readings complemented by a diverse array of primary sources¿from contemporaneous pamphlets and newspaper accounts to photographs, letters, trial testimony, and psychological commentary¿that will enable class members to evaluate the strengths and weaknesses of different textual genres, experiment with alternative methods of fashioning historical interpretations, and contemplate the ways history might be employed to illuminate the persistent problems of racial bias, reflexive sexualization, and the packaging of trials as mass entertainment in the present day.
Same as: AMSTUD 106

CSRE 73. Introduction to Afro-Caribbean Folkloric & Popular Dances. 1 Unit.
This in-studio course provides a general introduction to some of the sacred and popular dances of the Caribbean, such as Afro-Trinidadian dances, Yanvalou, Jamaican Dancehall, Cuban rumba, and Puerto Rican salsa. From the folkloric dance forms to popular and secular dance practices, this course journeys through various islands of the Caribbean to learn about the various histories and cultures associated with each particular dance form.
Same as: AFRICAAM 73A, DANCE 73

CSRE 74. History of South Africa. 3 Units.
(Same as HISTORY 147. History majors and others taking 5 units, register for 147.) Introduction, focusing particularly on the modern era. Topics include: precolonial African societies; European colonization; the impact of the mineral revolution; the evolution of African and Afrikaner nationalism; the rise and fall of the apartheid state; the politics of post-apartheid transformation; and the AIDS crisis.
Same as: AFRICAAM 47, HISTORY 47

CSRE 74A. Beginning Contemporary Caribbean Dance Techniques. 1 Unit.
This course will investigate how Caribbean Dance techniques can be used to create contemporary concert dance. Students will learn the varied and alternative movement practices that inform current Caribbean concert dance aesthetics-- such as techniques used in sacred Afro-Caribbean dances-- in conjunction with US contemporary techniques-- such as release technique and movement improvisation. The emphasis of this course is to explore the ways Caribbean bodies use movement and dance to create contemporary narratives for the concert stage. DANCE 74 complements and can be taken in conjunction with DANCE 73.
Same as: AFRICAAM 74A, DANCE 74

CSRE 81. Race and the Law: Historical and Contemporary Perspectives. 5 Units.
When Obama began his presidential tenure in 2009, many commentators declared the U.S. a truly colorblind society, a place where race (read: non-whiteness) no longer served as an impediment to individual and group aspirations, indeed had become so insignificant as to be practically invisible. In late fall 2014,in the aftermath of the police-involved killings of Eric Garner, Michael Brown, and Tamir Rice, society is confronted with a radically different social and political landscape. Yet events like these, while doubtless underscoring the fallaciousness of the equalitarian narrative, are regrettably commonplace. What, if anything, occurred during the intervening years that might explain the apparent displacement of hope by despair? With the advent of the Black Lives Matte movement, the persistence of bias and discrimination against people of color, particularly at the interface of African American males and law enforcement authorities, has attained a place of prominence on the public agenda, presenting a significant opportunity for citizen-activists, legislators, and policymakers to combine forces to effectuate meaningful change. To take advantage of this moment, it is imperative to understand the origins and development of the entrenched structural inequalities manifest in contemporary America. What role have law and legal institutions played in hindering and facilitating the promise of equality for all citizens? How far are we from realizing that vaunted democratic aspiration? This course offers participants an opportunity to systematically engage with recent events in Baltimore, Ferguson, and elsewhere in an historically informed manner that foregrounds questions of race, citizenship, and law. Against the backdrop of the achievements of the Civil Rights Movement, it considers such topics as the rise of urban ghettos and the use of segregationist practices like redlining and steering in helping to sustain them; resegregation in the late 20th-early 21st century; differential arrest and sentencing patterns; and, crucially, the extraordinary growth of the American carceral state.
Same as: AMSTUD 108

CSRE 85B. Jews in the Contemporary World: Faith and Ethnicity, Visibility and Vulnerability. 3 Units.
(Same as HISTORY 185B. History majors and others taking 5 units, register for 185B.) This course explores the full expanse of Jewish life today and in the recent past. The inner workings of religious faith, the content of Jewish identify shorn of belief, the interplay between Jewish powerlessness and influence, the myth and reality of Jewish genius, the continued pertinence of antisemitism, the rhythms of Jewish economic life ¿ all these will be examined in weekly lectures, classroom discussion, and with the use of a widely diverse range of readings, films, and other material. Explored in depth will the ideas and practices of Zionism, the content of contemporary secularism and religious Orthodoxy, the impact Holocaust, the continued crisis facing Israel and the Palestinians. Who is to be considered Jewish, in any event, especially since so many of the best known (Spinoza, Freud, Marx) have had little if anything to do with Jewish life with their relationships to it indifferent, even hostile?.
Same as: HISTORY 85B, JEWISHST 85B, REES 85B

CSRE 88. Who We Be: Art, Images & Race in Post-Civil Rights America. 2-4 Units.
Over the past half-century, the U.S. has seen profound demographic and cultural change. But racial progress still seems distant. After the faith of the civil rights movement, the fervor of multiculturalism, and even the brief euphoria of a post-racial moment, we remain a nation divided. Resegregation is the norm. The culture wars flare as hot as ever.nnThis course takes a close examination of visual culture¿particularly images, works, and ideas in the contemporary arts, justice movements, and popular culture¿to discuss North American demographic and cultural change and cultural politics over the past half-century. From the Watts uprising to the #BlackLivesMatter movement, from multiculturalism through hip-hop to post-identity art, we will deeply explore the questions: How do Americans see race now? Do we see each other any more clearly than before?.
Same as: AFRICAAM 188, ARTHIST 154B

CSRE 89. Race, Ethnicity, and Electoral Politics. 4 Units.
This course explores the role that racial and ethnic politics play in American political campaigns and elections. This will include readings that explore the power of ethnoracial voting blocs (e.g. the Black vote and the Latino vote), as well as the challenges and advantages of candidates that are people of color. We will discuss how changing demographics are changing the political landscape, and how candidates and political parties are responding to those changes. This will include, of course, significant attention to ongoing battles at the national (e.g. Trump v. Clinton), state (e.g. Kamala Harris v. Loretta Sanchez), and local levels, most often in California but in other geographic areas as well. We will also explore historic candidacies and elections (e.g. Jesse Jackson) and political parties (e.g. La Raza Unida party) that help put the 2016 races into perspective.
Same as: AMSTUD 89

CSRE 99. Housing Justice Research Lab. 1-3 Unit.
In this course, students will contribute to ongoing community-based research projects focused on housing justice in the Bay Area. Students will work directly with local community organizations working in advocacy, legal aid, and community research. Projects may include interviews, historical research, surveys, case studies, participant observation, media analysis, and writing op-eds. Students will have the opportunity to select from research projects developed by the community partners and instructors. Students that want to engage in an alternative project should consult with the instructors. Students are encouraged to enroll for multiple quarters to develop more substantial projects and deeper relationships with community partners.
Same as: URBANST 187

CSRE 100. Grassroots Community Organizing: Building Power for Collective Liberation. 3-5 Units.
Taught by long-time community organizer, Beatriz Herrera. 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: AFRICAAM 100, FEMGEN 100X, URBANST 108

CSRE 100B. Grassroots Community Organizing Field Work. 1-5 Unit.
Continuation of projects and community engagement from CSRE 100. Prerequisite: completion of CSRE 100.

CSRE 102A. Art and Social Criticism. 5 Units.
Visual artists have long been in the forefront of social criticism in America. Since the 1960s, various visual strategies have helped emergent progressive political movements articulate and represent complex social issues. Which artists and particular art works/projects have become key anchors for discourses on racism, sexism, economic and social inequality, and immigrant rights? We will learn about a spectrum of political art designed to raise social awareness, spark social change and rouse protest. The Art Workers¿ Coalition¿s agit-prop opposing the Vietnam War and ACT-UP¿s emblematic signs and symbols during the AIDS/HIV crisis of the 1980s galvanized a generation into action. Works such as Judy Chicago¿s The Dinner Party (1979), Fred Wilson¿s Mining the Museum (1992), and Glenn Ligon¿s paintings appropriating fragments from African-American literature all raised awareness by excavating historical evidence of the long legacy of marginalization and modeled ways of resisting that marginalization. For three decades feminist artists Barbara Kruger and the Guerilla Girls have combined institutional critique and direct address into a provocative form of criticality. Recent art for social justice is reaching ever broadening publics by redrawing the role of artist and audience exemplified by the democratization of poster making and internet campaigns of the Occupy and #BlackLivesMatter movements. Why are each of these examples successful as influential and enduring markers of social criticism? We will also consider the visual culture of new protest strategies in the Post-Occupy era. What have these socially responsive practices contributed to our understanding of American history? We will conclude with an investigation into large-scale transnational participatory projects, including Tania Bruguera¿s Immigrant Movement International and Ai Weiwei¿s @Large on Alcatraz Island.
Same as: AFRICAAM 102B, AMSTUD 102, ARTHIST 162B, FEMGEN 102

CSRE 103. Intergroup Communication. 3 Units.
In an increasingly globalized world, our ability to connect and engage with new audiences is directly correlated with our competence and success in any field How do our intergroup perceptions and reactions influence our skills as communicators? This course uses experiential activities and discussion sections to explore the role of social identity in effective communication.nnThe objective of the course is to examine and challenge our explicit and implicit assumptions about various groups to enhance our ability to successfully communicate across the complex web of identity.
Same as: PSYCH 103

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: AFRICAAM 106, EDUC 103B, EDUC 337

CSRE 103F. Intergroup Communication Facilitation. 1 Unit.
This is a TA training course for Psych 103 - Intergroup Communication.
Same as: PSYCH 103F

CSRE 103S. Gender in Native American Societies. 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 105. Religion and War in America. 4 Units.
Scholars have devoted much attention to wars in American history, but have not agreed as to whether religion was a major cause or simply a cover for political, economic, and other motives. We will compare interpretations that leave religion out, with those that take it into account. We will also look at the impact of war on the religious lives of ordinary Americans. We will examine both secondary as well as primary sources, beginning with King Philip's War in the 17th century, and ending with the "War on Terror" in the present day.
Same as: AMSTUD 105R, HISTORY 154D, HISTORY 354D, RELIGST 105

CSRE 105C. Human Trafficking: Historical, Legal, and Medical Perspectives. 5 Units.
(Same as HISTORY 5C. History majors and others taking 5 units, enroll in 105C.) Interdisciplinary approach to understanding the extent and complexity of the global phenomenon of human trafficking, especially for forced prostitution, labor exploitation, and organ trade, focusing on human rights violations and remedies. Provides a historical context for the development and spread of human trafficking. Analyzes the current international and domestic legal and policy frameworks to combat trafficking and evaluates their practical implementation. Examines the medical, psychological, and public health issues involved. Uses problem-based learning. Students interested in service learning should consult with the instructor and will enroll in an additional course.
Same as: EMED 105C, FEMGEN 105C, HISTORY 105C, INTNLREL 105C

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 is on economic development, religious freedom, and environmental justice issues in Indian country.
Same as: NATIVEAM 109A

CSRE 109B. Indian Country Economic Development. 3 Units.
The history of competing tribal and Western economic models, and the legal, political, social, and cultural implications for tribal economic development. Case studies include mineral resource extraction, gaming, and cultural tourism. 21st-century strategies for sustainable economic development and protection of political and cultural sovereignty.
Same as: NATIVEAM 109B

CSRE 111. The California Missions: Art History and Reconciliation. 5 Units.
Sites of the spirit and devotion, sites of genocide, foreboding actors in Alfred Hitchcock's Vertigo, the subject of fourth-grade school projects, the Spanish Missions of Alta California are complex sites of inquiry, their meanings and associations different for each visitor. This seminar examines the art and architecture of the California Missions built between 1769 and 1823. Constructed with local materials and decorated with reredos, paintings and sculptures from Mexico and Spain, the Missions are at once humble spaces and flagships of a belated global baroque. They were also the laboratories of indigenous artists and artisans. This course seeks to understand how Mission art was meant to function, how and why it was made, what its materials were, while asking what the larger role of art was in a global system of missions. Can the study of this art lead to the reconciliation of populations in North America and within the field of art history? The Missions require a specific reexamination of the relationship between European and colonial forms, not as objects of curiosity or diffusion but as viable and globally informed agents.
Same as: ARTHIST 211, NATIVEAM 211

CSRE 112. Presidential Politics: Race, Gender, and Inequality in the 2016 Election. 3 Units.
From the 2016 nomination process to the election.The complexities of identity and its role in uniting and dividing the electorate. Panels covering the media, political participation, and group affiliation.
Same as: AFRICAAM 109, POLISCI 123A

CSRE 112X. Urban Education. 3-4 Units.
(Graduate students register for EDUC 212 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 115. Race and Human Rights. 4 Units.
The recent elections in the United States, the BREXIT vote, and the rightward movement in many European nation states all may be taken as indexes to the ways race plays a central role in politics. Race and ethnicity show up in policies over immigration, refugees, citizenship, policing, incarceration, and other topics and issues. This all puts tremendous pressure on human rights discourse.nThe foundational document of modern human rights is the 1948 Universal Declaration of Human Rights, drafted at a time when the newly-established United Nations recognized the need for rights for a new post-war, and increasingly post-colonial world. Our course will study the basis of human rights historically and philosophically with particular attention to the relation between human rights and anti-racist work. What are the possibilities and challenges?nA unique and exciting part of the course is that it is an international collaboration with classes at the University of Wurzberg, Germany, and the University of California at Merced. Using the Stanford-based TeachingHumanRights.org website, we will create a three-campus project that puts students and instructors together as an international community of scholar-activists.
Same as: COMPLIT 105

CSRE 117Q. Queer Arts: Remembering and Imagining Social Change. 4-5 Units.
This interdisciplinary fine arts course is designed to examine the nature of artistic imagination, sources of creativity and the way this work helps shape social change. We will consider the relationship among muses, mentors and models for queer artists engaged in such fields as visual art, music, theatre, film, creative writing and dance. Exploring various cultures, lands and times, we will study the relationship between memory and vision in serious art. We will ask questions about the role of the artist in the academy and the broader social responsibility of the artist. We will locate some of the similarities and differences among artists, engage with different disciplines, and discover what we can learn from one another. This seminar requires the strong voices of all participants. To encourage students to take their ideas and questions beyond the classroom, we will be attending art events (performances, exhibits, readings) individually and in groups.nnThe learning goals include a serious exploration of individual students¿ creativity, a more nuanced appreciation of diverse arts and a stronger understanding of the multifaceted nature of gender, race and class. Students will develop their abilities to write well-argued papers. They will stretch their imaginations in the written and oral assignments. And they will grow more confident as public speakers and seminar participants.
Same as: FEMGEN 117Q

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 118F. Navigating Race and Identity in America: The Role of Psychology in Racial Interactions. 4 Units.
How have social institutions and historical factors led to the belief systems and stereotypes that shape how race is experienced in American society, and how do these belief systems affect the way individuals within racial groups come to view and define themselves?nThis course will serve as an introduction to how people¿s psychology¿how they think, feel, and act¿shapes their experience of race and identity in America. After a brief discussion about the structural and systemic origins of the racial status quo, we will examine the way that individuals navigate the social and racial landscape of modern-day America. Complementing courses that take sociological approaches to race in America, this course will focus on how individuals¿ perceptions and thoughts about the world affect how they interpret and respond to social situations.nFor example, the course will address:n¿nhow stereotypes about one¿s race or identity can cause individuals to feel threatened, and can undermine health, feelings of belonging, and academic performance n¿nhow an individual¿s concerns about the thoughts and beliefs of others can radically affect identity formation, particularly during adolescencen¿nhow individuals have to navigate multiple cultural identities, especially as minority group members contending with mainstream ideas that differ from their ownn¿nhow majority group members (e.g., Whites) view their role in racial systems, and how they deal with concerns about being or appearing prejudiced n¿nhow interventions can use social psychological concepts to mitigate negative outcomes of racial inequalitynWe will then use our understanding of these concepts to examine and consider different racial situations thoughout American society and to understand how individuals navigate and experience race and identity. Throughout the course, we will watch films, read literature, and analyze music and art that reflect the experience of race and identity.
Same as: PSYCH 132A

CSRE 119. Novel Perspectives on South Africa. 2-3 Units.
21st-century South Africa continues its literary effervescence. In this class we¿ll sample some recent novels and related writings to tease out the issues shaping the country (and to some degree the continent) at present. Is `South African literature¿ a meaningful category today? What are the most significant features we can identify in new writings and how do they relate to contemporary social dynamics? The course will appeal to anyone interested in present-day Cape Town or Johannesburg, including students who have spent a term in BOSP-Cape Town or plan to do so in future. Both undergraduate and graduate students are welcome. 2-3 units. Course may be repeated for credit.n nAll students will write short analyses from the prescribed texts. Students taking the course for three units will write an extended essay on a topic agreed with the instructor.
Same as: AFRICAAM 119, AFRICAAM 219, AFRICAST 119, AFRICAST 219

CSRE 120F. Buying Black: Economic Sovereignty, Race, and Entrepreneurship in the USA. 4-5 Units.
This seminar examines how communities of color have critiqued and transformed capitalism in America through concepts of economic independence, entrepreneurship, and sovereignty. By tracing concepts such as the double-duty dollar, casino/tribal capitalisms, retail boycotts, and buying black, the course traces ethnic entrepreneurialism in America. Students will also consider the international context of such US-based movements, particularly in relation to American imperialism and global supply-chain capitalism.
Same as: AFRICAAM 120F, ANTHRO 120F

CSRE 121F. Latinidad in Schools: Cultural and Psychological Perspectives on the Experience of Latinx Students. 3 Units.
Latinxs are the fastest growing ethnic group in the United States and are still experiencing inequities within the American educational system. While efforts have been made to address Latinx student success, evidenced by the ever-increasing high school graduation rate, we are still seeing the largest aspiration-attainment gap in college for Latinx students. This course will be in a seminar structure and will cover the various topics that scholars have identified as key factors in the educational success of Latinx students. We will begin the course by examining what racial and ethnic identity are and how they play a role in academic achievement. Then we look at how various social contexts family, school, and policy influence Latinx students in particular. Finally, we will review the literature on college access and persistence for Latinx students and the factors that help or hinder student success. This course will provide students with an overview of Latinx educational experiences in the U.S.

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. PoliSci 150A, Stats 60 or Econ 1 is strongly recommended.
Same as: 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 124A. Youth in the Global South: Beyond Active Subjects and Passive Objects. 5 Units.
In this course, we will explore the wide variety of ways youth has been culturally constructed (as well as dynamically experienced) across the Global South. Youth is an enduring and powerful concept for understanding competing forms of cultural contestations and political transformations. In the wake of global economic inequality, political instabilities and the emergence of new indigenous movements and social demands, youth is simultaneously associated with discourses over ¿crisis¿ and ¿possibilities.¿.
Same as: ANTHRO 142A

CSRE 125E. Shades of Green: Redesigning and Rethinking the Environmental Justice Movements. 3-5 Units.
Historically, discussions of race, ethnicity, culture, and equity in the environment have been relegated to the environmental justice movement, which often focuses on urban environmental degradation and remains separated from other environmental movements. This course will seek to break out of this limiting discussion. We will explore access to outdoor spaces, definitions of wilderness, who is and isn't included in environmental organizations, gender and the outdoors, how colonialism has influenced ways of knowing, and the future of climate change. The course will also have a design thinking community partnership project. Students will work with partner organizations to problem-solve around issues of access and diversity. We value a diversity of experiences and epistemological beliefs, and therefore undergraduates and graduate students from all disciplines are welcome.
Same as: EARTHSYS 125, EARTHSYS 225

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, POLISCI 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. 2-4 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. (This course must be taken for a letter grade and a minimum of 3 units to satisfy a Ways requirement.).
Same as: AFRICAAM 127A

CSRE 127X. The Ethics of Anonymity. 1 Unit.
When is it ethical to conceal your identity or to permit another to remain anonymous? What is the value to remaining unknown, and what might be the cost? Does anonymity free you to think, act, or be in ways you wouldn't otherwise? What else might it allow or constrain? How might your answers differ depending on the circumstances or context? In this one-unit lunchtime seminar, guest speakers will discuss topics that might include: anonymous sources in journalism; anonymity online; the history of anonymous authorship and attribution; whistleblowers and confidential informants; anonymous egg or sperm donors and birth parents; anonymity vs. confidentiality for research participants; anonymity and art; technology and anonymity.
Same as: COMM 127X, ETHICSOC 2

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 129. Camus. 4-5 Units.
"The Don Draper of Existentialism" for Adam Gopnik, "the ideal husband of contemporary letters" for Susan Sontag, and "the admirable conjunction of a man, of an action, and of a work" for Sartre, Camus embodies the very French figure of the "intellectuel engagé," or public intellectual. From his birth in 1913 into a poor family in Algeria to the Nobel Prize in Literature in 1957, from Saint Germain-des-Prés to his predilection for the mediterranean culture, Camus captured the quest for universalism, for the politics of justice, and engaged in the great ethical battles of his time, from the fight against nazism and communism, from questioning colonial rules to the haunting Algerian War, and his complex "silence" over the war. Camus the Algerian, Camus the moralist, Camus the Resistant: through readings and films, we will explore his multiple, long-lasting legacies. Readings from Albert Camus, Kamel Daoud, Mouloud Feraoun, Alice Kaplan, Orhan Pamuk, A.B. Yehoshua, Assia Djebar, Jean-Paul Sartre, Yasmina Khadra. Movies include "The Stranger," and "Far from Men." This course is a gateway for French Studies, with special emphasis on oral proficiency. Taught in French.
Same as: FRENCH 129, HISTORY 235F

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 a call made by the editor-in-chief of The Lancet for a literature of global health, namely fiction modeled on the social reform novels of the nineteenth century, understood to have helped readers develop a conscience for public health as the field emerged as a modern medical specialty. We will then spend the quarter understanding how colonial, postcolonial, and world literatures have answered and complicated this call. Readings will include prose fiction by Albert Camus, Joseph Conrad, Tsitsi Dangaremgba, Amitav Ghosh, Susan Sontag as well as physician memoirs featuring Frantz Fanon, Albert Schweitzer, Abraham Verghese, Paul Farmer. And each literary reading will be paired with medical, philosophical, and policy writings that deeply inform the field of global health.
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. nnExamples include legal and political analyses of African ancestry testing as ¿evidence¿ 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 Administration¿s 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 ¿familial searching¿ in forensic databases that disproportionately target specific minority groups as criminal suspects. nnStudents will engage in a short observational ¿pilot¿ 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. 3-5 Units.
Students will open the "black box" 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 "museum cultures": representations of self and other within museums and institutional cultures of the museum world itself.n3 credits (no final project) or 5 credits (final project). May be repeat for credit.
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.nThis 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, rants, shtick, 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 141. Gentrification. 5 Units.
Neighborhoods in the Bay Area and around the world are undergoing a transformation known as gentrification. Middle- and upper-income people are moving into what were once low-income areas, and housing costs are on the rise. Tensions between ¿newcomers¿ and ¿old timers,¿ who are often separated by race, ethnicity, or sexual orientation, can erupt; high rents may force long-time residents to leave. In this class we will move beyond simplistic media depictions to explore the complex history, nature, causes and consequences of this process. Students will learn through readings, films, class discussions, and engagement with a local community organization.
Same as: URBANST 141

CSRE 141X. Intersectionality and Social Movements: Gender, Race, Sexuality and Collective Organizing. 4 Units.
This course explores U.S. social movements from an intersectional perspective. How is social movement emergence related to participants¿ identities and experiences with inequality? How are the dynamics, targets and tactics of mobilized participants related to race, class, gender, age and/or sexuality? How have social movement scholars addressed the intersectional nature of identity and community? Readings include empirical and theoretical social movement texts, and discussion topics include feminist and civil rights movements, queer/LGBT movements, Occupy Wall Street and Black Lives Matter.
Same as: FEMGEN 141

CSRE 142. The Literature of the Americas. 5 Units.
A wide-ranging overview of the literatures of the Americas inncomparative 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. The African Atlantic. 3-5 Units.
This course explores the central place Africa holds in prose writing emerging during early and modern periods of globalization across the Atlantic, including the middle passage, exploration and 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 self-making or new citizenship, to evoke histories of racial unity or examine psychic and 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 (Conrad, Condé, Olinto), epic and prose poetry (Césaire, Walcott), theoretical reflection (Gilroy, Glissant, Mudimbe, Benitez-Rojo), and literary autobiography (Barack Obama, Saidiya Hartman).
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. 3-4 Units.
(Taught in conjunction with URBANST 123B. Students participating in CRSI 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 146A. Approaching Research and the Community. 2-3 Units.
Comparative perspective on research with communities and basic overview of research methodologies, with an emphasis on the principles and practices of doing community-based research as a collaborative enterprise between academic researchers and community members. How academic scholarship can be made useful to communities. How service experiences and interests can be used to develop research questions in collaboration with communities and serve as a starting point for developing senior theses or other independent research projects. Through the coursework, students are encouraged to develop a draft proposal for an actual community-based research project. The course is highly recommended for students planning to apply for community-based summer research fellowships through the Haas Center for Public Service (Community-based Research Fellowship Program) or CRSE (Community Research Summer Internship). Students who complete the course will be given priority for these fellowships. This course must be taken for a minimum of 3 units and a letter grade to be eligible for Ways credit.
Same as: URBANST 123

CSRE 146B. Approaching Research in the Community: Design and Methods. 3 Units.
(Taught concurrently with CSRE 146; you may 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.). This is a required course for students participating in the Haas Center for Public Service¿s Community-based Research Fellows Program, but enrollment is open to all Stanford students.
Same as: URBANST 123B

CSRE 146J. Studies in Ethnomusicology: Listening to the Local: Music Ethnography of the Bay Area. 3-5 Units.
An introduction to music ethnography through student research on musical life in the Bay Area. Focus is on the intersections of music, social life, and cultural practice by engaging with people as they perform music and culture in situ. Techniques taught include participant-observation, interviewing and oral history, writing fieldnotes, recording, transcription, analysis, and ethnographic writing. Pre-/corequisite (for music majors): MUSIC 22. (WIM at 4 units only.).
Same as: MUSIC 146J, MUSIC 246J

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.nnThe 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¿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 147L. Studies in Music, Media, and Popular Culture: Latin American Music and Globalization. 3-4 Units.
Focuses on vernacular music of Latin America and the Caribbean, including Mexico, Cuba, Dominican Republic, Peru, Brazil, Colombia, and Argentina. Musical examples discussed in relation to: globalization, migration, colonialism, nationalism, diaspora, indigeneity, politics, religion, dance, ethnicity, and gender. How music reflects and shapes cultures, identities, and social structures. Genres addressed: bachata, bossa nova, cumbia, forro, ranchero, reggaeton, rock, salsa, tango, and others. Seminar, guest performances, reading, listening, and analysis. Pre-/corequisite (for music majors): MUSIC 22. (WIM at 4 units only.).
Same as: CHILATST 147L, MUSIC 147L, MUSIC 247L

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 148B. Islam and Human Rights in Theory and Practice. 3-5 Units.
This course aims to explore various aspects of the contemporary debate over the compatibility of Islam with human rights. As a class, we will examine the contours of various human rights debates as they surface in the writings of Islamic thinkers, as well as emerge in Muslim societies today. What is/are Islamic conceptions of human rights? How is this discourse activated, used and challenged by people living in Muslim Societies? How do Islamic conceptions and articulations of human rights relate to western/universal, conceptions? Where do they intersect and diverge from one another?.
Same as: ANTHRO 148B, FEMGEN 148B

CSRE 149C. The Muslim Other: A History of Orientalism from Antiquity to the 2016 U.S.. 3-5 Units.
This course examines the history of orientalism through the figure of the Muslim other. It asks how history, politics and ideology inform the reproduction of knowledge about Islam and Muslims in the west today. Through a focus on key historical and contemporary events from the Christian Crusades, Islamic conquests, and transatlantic slave trade, to 9/11 and the election of Donald J. Trump - this course will trace the social and historical formation of the Muslim other.
Same as: ANTHRO 149C, ANTHRO 249C, CSRE 249C

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 150A. Race and Crime. 3 Units.
The goal of this course is to examine social psychological perspectives on race, crime, and punishment in the United States. Readings will be drawn not only from psychology, but also from sociology, criminology, economics, and legal studies. We will consider the manner in which social psychological variables may operate at various points in the crimina; justice system- from policing, to sentencing, to imprisonment, to re-entry. Conducted as a seminar. Students interested in participating should attend the first session and complete online application for permission at https://goo.gl/forms/CAut7RKX6MewBIuG3.
Same as: PSYCH 150

CSRE 150B. RACE AND CRIME PRACTICUM. 2-4 Units.
This practicum is designed to build on the lessons learned in Psych 150: Race & Crime. In this community service learning course, students will participate in community partnerships relevant to race and crime, as well as reflection to connect these experiences to research and course content. Interested students should complete an application for permission at: https://goo.gl/forms/CAut7RKX6MewBIuG3. nnPrerequisite: Psych 150 (taken concurrently or previously).
Same as: PSYCH 150B

CSRE 150P. Performance Art, Politics, and Culture: The Manifesto. 4 Units.
This course is structured to examine manifestos as unorthodox texts, leaking with emotion, humor, and anger, in order to offer an important critical frame for studying performance art in relation to gender, power, oppression, and autonomy. By reading manifestos with and against feminist and queer performance practices, and by taking an interdisciplinary approach to Performance, Cultural, and Aesthetic Theory, the course examines the method, rhetoric, aim, style, and substance of manifestos to understand their importance and efficacy.
Same as: TAPS 150P

CSRE 150T. Transnational Sexualities. 4-5 Units.
Transnational Sexualites is an inter-disciplinary course that considers the aesthetic, social, and political formation of sexual subjectivities in a global world. How does the transnational traffic of people, media, images, finance, and commodities shape the force-fields of desire? What is the relationship between political economies and libidinal economies? The course will explore the erotics of race and religion, neoliberalism and globalization within a wide range geo-political contexts including Indonesia, China, Egypt, India, South Africa, US, among others.
Same as: FEMGEN 150T, FEMGEN 250T, TAPS 150T, TAPS 250T

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 351H

CSRE 152. Introduction to Improvisation in Dance: From Salsa to Vodun to Tap Dance. 3-4 Units.
This seminar introduces students to Dance Studies by exploring the topic of improvisation, a central concept in multiple genres of dance and music. We will survey a range of improvised dance forms¿from salsa to vodun to tap dance¿through readings, video viewings, discussion, and movement exercises (no previous dance experience required). When studying each genre, we will examine how race, gender, sexuality, citizenship, and other power structures affect the practices and theorizations of improvisation. Topics include community and identity formation; questions of technique versus ¿natural¿ ability; improvisation as a spiritual practice; and the role of history in improvisers¿ quest for spontaneity. Course material will focus on improvised dance, but we will also read pertinent literature in jazz music, theatre, and the law.
Same as: AFRICAAM 52, TAPS 152

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 153F. Performing Feeling. 4 Units.
This course explores the intersections of performance and feeling through a wide geographical and historical range of theories, texts, and performances. We will examine how performance and feeling relate to one another by surveying a broad spectrum of performance and performance theory, with special attention to race, gender, and sexuality.These explorations will serve as grounds for richer understandings of performance as well as expanded artistic vocabularies in performing feeling.
Same as: FEMGEN 153F, TAPS 153F

CSRE 154. Anthropology of Drugs: Experience, Capitalism, Modernity. 5 Units.
This course examines the significant role ¿drugs¿ 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 154C. Shall We Dance? Social Dancing as Political Practice. 3-4 Units.
This seminar investigates social dancing as a political practice, and the dance floor as a place where race, ethnicity, class status, and sexuality are formed and contested. While many students may be familiar with salsa, and can imagine how it produces particular kinds of Latin/a feminities, this course asks students to expand the notion of social dancing beyond partner-dancing spheres. Course materials will focus on dance practices from the late-nineteenth century to present-day, ranging from rural Louisiana dancehalls to NYC nightclubs to Iranian backyards. We will examine how dances become racially coded (e.g., what makes a dance black or Latin@?), and understand how categories such as gender, class, and regionality intersect with such racializations. Students will engage in a range of activities, including reading, viewing films, and participating in occasional movement workshops (no previous dance experience required). Each student¿s final project will require independent, sustained, ethnographic research in a social dance setting of choice (e.g., student dance club, yoga studio, aerobics class, or YouTube).
Same as: DANCE 154, FEMGEN 154C, TAPS 154C

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 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. Solidarity and Racial Justice. 4-5 Units.
Is multiracial solidarity necessary to overcome oppression that disproportionately affects certain communities of color? What is frontline leadership and what role should people play if they are not part of frontline communities? In this course we will critically examine practices of solidarity and allyship in movements for collective liberation. Through analysis of historical and contemporary movements, as well as participation in movement work, we will see how movements have built multiracial solidarity to address issues that are important to the liberation of all. We will also see how racial justice intersects with other identities and issues. This course is for students that want to learn how to practice solidarity, whether to be better allies or to work more effectively with allies. There will be a community engaged learning option for this course. Students who choose to participate in this option will either work with Stanford's DGen Office or a community organization that is explicitly devoted to multiracial movement-building.
Same as: AFRICAAM 157P, AMSTUD 157P, FEMGEN 157P

CSRE 160M. Introduction to Representations of the Middle East in Dance, Performance, & Popular Culture. 3-4 Units.
This course will introduce students to the ways in which the Middle East has been represented and performed by/in the 'West' through dance, performance, and popular culture in both historical and contemporary contexts. A brief look through today's media sources exposes a wide range of racialized and gendered representations of the Middle East that shape the way the world imagines the Middle East to be. As postcolonial theorist Edward Said explains, the framework we call Orientalism establishes the ontological character of the Orient and the Oriental as inherently `Other'. Starting with 19th century colonialism and continuing into the post-9/11 era, this course will trace the Western production, circulation, and consumption of representations of the Middle East as 'Other' in relation to global geopolitics. We will further examine dance forms produced in mid-twentieth century Iran and Egypt, with particular attention to nation-state building and constructions of gender. Finally, we will examine artistic productions and practices from the Middle East and Middle Eastern diasporic communities that respond to colonialism, war, displacement, secularism, and Euro-American Empire. Using dance studies, postcolonial feminist, and critical race theoretical frameworks, we will consider the gender, racial, political, and cultural implications of selected performance works and practices in order to analyze how bodies produce meaning in dance, performance art, theater, film, photography, and new media. Students will engage in multiple modes of learning; the course will include lectures, engaged group discussions, viewing of live and recorded performance, embodied participation in dance practice, student oral presentations, and a variety of writing exercises. Course assignments will culminate in a final research project related to class themes and methods.
Same as: DANCE 160M, FEMGEN 160M, TAPS 160M

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, César Chávez 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 162Z. Dance on the Move: Migration, Border Zones, and Citizenship. 3-4 Units.
Dance on the Move is an introductory-level course that considers dance performance and practice as sites for examining the mobilities/immobilities that shape transnational migration and citizenship. We examine how (im)migrant bodies as subjects constructed through political-economic relations of race, gender, sexuality, class, nationality, and religion negotiate, contest, and affirm experiences of belonging/unbelonging in daily life and artistic practice across diverse geographical sites. Students will conduct a small ethnographic project with a dance community that relates to the theme, such as social dance events or student dance groups. Students will produce either a written- or a hybrid written/performance- ethnography as their final project.
Same as: DANCE 162Z, TAPS 162Z

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. Identity and Academic Achievement. 3 Units.
How do social identities affect how people experience academic interactions? How can learning environments be better structured to support the success of all students? In this class, we will explore how a variety of identities such as race, gender, social class, and athletic participation can affect academic achievement, with the goal of identifying concrete strategies to make learning environments at Stanford and similar universities more inclusive. Readings will draw from psychology, sociology, education, and popular press. This class is a seminar format.
Same as: AFRICAAM 165, VPTL 165

CSRE 166. Introduction to African American History - the Modern Freedom Struggle. 3-5 Units.
Using the unique documentary resources and publications of Stanford's Martin Luther King Jr. Research and Education Institute, this course will utilize multi-media materials to shed light on the relationship between grassroots activism and King's visionary leadership.
Same as: AFRICAAM 166, AMSTUD 166, HISTORY 66, HISTORY 166

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 167C. ¿Wandering in Strange Lands¿: Science Fiction of the Black Atlantic. 3-5 Units.
African-American culture critic Greg Tate once remarked that ¿Black people live the estrangement that science fiction authors imagine¿. In light of his observation, this course proposes to look at the black science fiction (SF) tradition from a variety of angles. Some examples: How do black authors use familiar speculative tropes, such as encounters with aliens, to comment on matters of race? What happens when tropes from African-American realist fiction, such as the passing narrative, become science fictionalized? How does the intersection of race and gender affect speculative works by black women? And perhaps the most central question: What do we gain by looking at matters of race through the lens of SF?.

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 founded in Eastern spiritual practices); and, an indigenous approach to "authenticity¿" in one's work and one's words. Through w(riting), 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: FEMGEN 172, 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 174. History of South Africa. 5 Units.
(Same as HISTORY 47. History majors and others taking 5 units, register for 147.) Introduction, focusing particularly on the modern era. Topics include: precolonial African societies; European colonization; the impact of the mineral revolution; the evolution of African and Afrikaner nationalism; the rise and fall of the apartheid state; the politics of post-apartheid transformation; and the AIDS crisis.
Same as: AFRICAAM 147, HISTORY 147

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 ¿us¿ and ¿them, ¿ 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 177. Dramatic Writing: The Fundamentals. 4 Units.
Course introduces students to the basic elements of playwriting and creative experimentation for the stage. Topics include: character development, conflict and plot construction, staging and setting, and play structure. Script analysis of works by contemporary playwrights may include: Marsha Norman, Patrick Shanley, August Wilson, Suzan-Lori Parks, Paula Vogel, Octavio Solis and others. Table readings of one-act length work required by quarter's end.
Same as: FEMGEN 177, TAPS 177, TAPS 277

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 177E. Well-Being in Immigrant Children & Youth: A Service Learning Course. 3 Units.
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, HUMBIO 29A

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 177B, EDUC 177B

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 177C, EDUC 177C

CSRE 178. Ethics and Politics of Public Service. 3-5 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.
Same as: ETHICSOC 133, HUMBIO 178, PHIL 175A, PHIL 275A, POLISCI 133, PUBLPOL 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 ¿the facts¿ can offer.
Same as: CSRE 279C, FEMGEN 179C, TAPS 279C

CSRE 179F. Flor y Canto: Poetry Workshop. 4 Units.
Poetry reading and writing. The poet as philosopher and the poet as revolutionary. Texts: the philosophical meditations of pre-Columbian Aztec poetry known as "flor y canto," and reflections on the poetry of resistance born out of the nationalist and feminist struggles of Latin America and Aztlán. Required 20-page poetry manuscript.
Same as: CHILATST 179F, NATIVEAM 179F, TAPS 179F, TAPS 279F

CSRE 179G. Indigenous Identity in Diaspora: Women of Color Art Practice in América. 4 Units.
This course is part of the core curriculum of the IDA emphasis in CSRE. This year it will focus on the art and art practice of women of color in the areas of literature, visual art and the performing arts. Through readings, screenings, on and off campus events, and visiting artists, the course will examine the aesthetics, cultural inquiries, and related politics of Indigenous-identified women artists (especially but not limited to Xicana, Northern Native and African American). Issues of gender and sexuality in relation to cultural identity are also integral to this exploration. Students will be required to produce a mid-term and final work, integrating the critical concepts of the course into creative projects.
Same as: CSRE 279G, FEMGEN 179G, NATIVEAM 179G, TAPS 179G, TAPS 279G

CSRE 180A. Foundations of Social Research. 4 Units.
Formulating a research question, developing hypotheses, probability and non-probability sampling, developing valid and reliable measures, qualitative and quantitative data, choosing research design and data collection methods, challenges of making causal inference, and criteria for evaluating the quality of social research. Emphasis is on how social research is done, rather than application of different methods. Limited enrollment; preference to Sociology and Urban Studies majors, and Sociology coterms.
Same as: SOC 180A, SOC 280A

CSRE 180B. Introduction to Data Analysis. 4 Units.
Methods for analyzing and evaluating quantitative data in sociological research. Students will be taught how to run and interpret multivariate regressions, how to test hypotheses, and how to read and critique published data analyses. Limited enrollment; preference to Sociology majors.
Same as: SOC 180B, SOC 280B

CSRE 180E. Introduction to Chicanx/Latinx Studies. 5 Units.
This course draws on intersectional and interdisciplinary approaches to introduce students to the range of issues, experiences, and methodologies that form the foundation of Latina/o/x studies. By considering the relationship between the creation of ¿Latinx¿ and ¿American¿ identities, students will critically reconsider the borders that constitute the U.S. as a political and cultural formation. The course balances depth and breadth in its study of the variety of perspectives and experiences that come to be associated with U.S. Latinxs. Thus, we will analyze the histories of predominant U.S. Latinx sub-groups, such as Mexicans/Chicanxs and Puerto Ricans, while also incorporating considerations of the ways in which broader populations with ties to Central America, South America, and the Caribbean play crucial roles in constituting U.S. Latinx identities. Topics include the U.S./Mexico border and the borderlands; (im)migration and diaspora; literary and cultural traditions; music and expressive practices; labor and structural inequality; social movements; Latinx urbanism; gender and sexuality; political and economic shifts; and inter- and intra-group relations. Sources include a range of social science and humanities scholarship.
Same as: CHILATST 180E

CSRE 181. Multicultural Issues in Higher Education. 4 Units.
The primary social, educational, and political issues that have surfaced in American higher education due to the rapid demographic changes occurring since the early 80s. Research efforts and the policy debates include multicultural communities, the campus racial climate, and student development; affirmative action in college admissions; multiculturalism and the curriculum; and multiculturalism and scholarship.
Same as: EDUC 181, EDUC 381

CSRE 183. Re- Imagining American Borders. 5 Units.
How novelists, filmmakers, and poets perceive racial, ethnic, gender, sexual orientation, and class borders in the context of a current volatile national discussion about the place of Americans both here and in the world. How Anna Deavere Smith, Sherman Alexie, Shailja Patel or Ta-Nehisi Coates consider redrawing such lines so that center and margin, or self and other, do not remain fixed and divided. How linguistic borderlines within multilingual literature by Caribbean, Arab, and Asian Americans function. Can Anzaldúa's 1986 conception of borderlands be constructed through the matrix of language, dreams, music, and cultural memories in these recent American narratives? Course includes creatively examining one's own identity.
Same as: AMSTUD 183, FEMGEN 183

CSRE 185B. Jews in the Contemporary World: Faith and Ethnicity, Vulnerability and Visibility. 4-5 Units.
(Same as HISTORY 85B.) This course explores the full expanse of Jewish life today and in the recent past. The inner workings of religious faith, the content of Jewish identify shorn of belief, the interplay between Jewish powerlessness and influence, the myth and reality of Jewish genius, the continued pertinence of antisemitism, the rhythms of Jewish economic life ¿ all these will be examined in weekly lectures, classroom discussion, and with the use of a widely diverse range of readings, films, and other material. Explored in depth will the ideas and practices of Zionism, the content of contemporary secularism and religious Orthodoxy, the impact Holocaust, the continued crisis facing Israel and the Palestinians. Who is to be considered Jewish, in any event, especially since so many of the best known (Spinoza, Freud, Marx) have had little if anything to do with Jewish life with their relationships to it indifferent, even hostile?.
Same as: HISTORY 185B, HISTORY 385C, JEWISHST 185B, REES 185B

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 the history of sexual violence in America, with particular attention to the intersections of gender and race in the construction of rape. We discuss the changing definitions of sexual violence in law and in cultural representations from early settlement through the late-twentieth century, including slavery, wartime and prison rape, the history of lynching and anti-lynching movements, and feminist responses to sexual violence. In addition to introducing students to the literature on sexual violence, the course attempts to teach critical skills in the analysis of secondary and primary historical texts. Students write short weekly reading responses and a final paper; no final exam; fifth unit research or CEL options.nnLimited enrollment, permission of instructor required. Submit application form (available in course syllabus or History department main office, 200-113) by November 15, 2016 and indicate interest in CEL option. Priority admission to History, FGSS, CSRE, AFRICAAM, and AMSTUD declared majors and minors. (Cardinal Course certified by the Haas Center).
Same as: AFRICAAM 192, AMSTUD 258, FEMGEN 258, FEMGEN 358, HISTORY 258, HISTORY 358

CSRE 193. Jacob Lawrence's Twentieth Century: African American Art and Culture. 5 Units.
This course explores African American art and culture through the lens of the Cantor Arts Center's rich holdings of work by Jacob Lawrence (1917-2000). Our approach will combine close looking with attention to Lawrence's cultural, political, and social contexts. Using Lawrence as starting point, we also will consider the work of African American artists such as Charles Alston, Norman Lewis, Aaron Douglas, Betye Saar, and Kara Walker in relation to historical events including the Harlem Renaissance, the Great Depression, World War II, and the Civil Rights Movement. Key themes include the interactions of art, music, and film; the history of radical black thought; as well as issues of curatorial display and conservation.
Same as: ARTHIST 193

CSRE 194KT. Topics in Writing & Rhetoric: The Last Hopi On Earth: The Rhetoric of Entertainment Inequity. 4 Units.
While #OscarsSoWhite brought attention to the Academy's overwhelmingly White, male membership, the underbelly of the entertainment industry itself is rife with inequitable hiring of not only on-camera and on-stage performers but also directors, writers, and others behind the scenes. While there are several organizations from Racebending.com to the Geena Davis Institute on Gender in Media that seek to usher in more equitable representation, push back against the Industry's disparate employment practices has been documented for more than fifty years with what many argue is not proportionally positive movement. White males still garner almost half of all theatrical and television roles and represent more than 80% of episodic directors while entertainment hubs Los Angeles and New York City are more than 50% people of color and female. What will it take to attain equity in the entertainment industry? Why does it matter? nnIn this course, students will examine rhetorical issues in promoting, defending, and opposing entertainment industry practices - writing and speaking across genres in persuasive response - and ultimately develop a collaborative 5-year strategic plan to usher in equity.n nThis course is part of the PWR advanced elective track in Social and Racial Justice (SRJ). Prerequisite: first two levels of the writing requirement or equivalent transfer credit. For video course description, see https://undergrad.stanford.edu/programs/pwr/courses/advanced-courses/last-hopi-earth-rhetoric-entertainment-inequity.
Same as: PWR 194KT

CSRE 194SS. Topics in Writing & Rhetoric: Making Rhetoric Matter: Human Rights at Home. 4 Units.
'Human rights' often sounds like it needs defending in far-off places: in distant public squares where soldiers menace gatherings of citizens, in dark jails where prisoners are tortured for their politics, in unknown streets where gender inequality has brutal consequences. But Bryan Stevenson, a lawyer fighting for social and racial justice in the jails of Alabama, proposes that we try 'proximity': that we get close to the injustices that are already close to us. This class thus takes human rights as a local issue, focusing on how terms like 'human' and 'rights' are interpreted on our campus and in our neighborhoods, cities, and region. Instead of a traditional human rights policy framework, we'll use the lens of intersectional ethics to explore specific rhetorical issues in gender politics, citizenship, higher education, police brutality, and mass incarceration. We will write, speak, and move across genres, responding to the work of incarcerated artists, creating embodied workshops, 'translating' ideas into new media (does someone you know need an animated video about gender pronouns? Or maybe it's time for a podcast about #PrisonRenaissance?), doing collaborative research, and 'writing back' to our audiences. For course video and full description see: https://undergrad.stanford.edu/programs/pwr/courses/advanced-courses/making-rhetoric-matter-human-rights-home.nnThis course is part of the PWR advanced elective track in Social and Racial Justice (SRJ). Prerequisite: first two levels of the writing requirement or equivalent transfer credit. For topics, see https://undergrad.stanford.edu/programs/pwr/courses/advanced-pwr-courses.
Same as: PWR 194SS

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: COMPLIT 195, ENGLISH 172D, PSYCH 155, SOC 146, TAPS 165

CSRE 196D. Introduction to Comparative Studies in Race & Ethnicity: Continuing Community Engagement. 1-5 Unit.
In this continuation of CSRE 196C, students will continue to develop an interactive map that explores race and community in the Bay Area, through the work of local musicians. In collaboration with the SF-based non-profit, PeaceTones, you will interview musicians and contribute to an online map. The working map can be found at bayareamusicmap.weebly.com. Students will complete readings to explore diversity in the arts, specifically focusing on policy and advocacy implications as we develop the map as a tool for this work. Students will also meet as a group every other week for 50 minutes to reflect and discuss the work (we will set a time that works for everyone) and submit bi-weekly reflections of 500 words.

CSRE 198. Internship for Public Service. 1-5 Unit.
Students should consult with CCSRE Director of Community Engaged Learning (ddmurray@stanford.edu) to develop or gain approval for an internship that addresses race/ethnicity, public service, and social justice. Students will read a selection of short readings relevant to their placement, write bi-weekly reflections, and meet bi-weekly with the Director of Community Engaged Learning. Units are determined by the number of hours per week at the internship (2 hours/week = 1 unit; 5 hours/week = 2 units; 8 hours/week = 3 units; etc.) Group meetings may be required. May be repeated for credit.
Same as: CHILATST 198

CSRE 199. Preparation for Senior Thesis. 2-3 Units.
This course is designed for juniors (majors, minors, and those seeking Interdisciplinary Honors in CSRE) who intend to write a senior thesis in one of the CSRE Family of Programs. The course offers resources and strategies for putting together a significant and original senior thesis. Topics to be covered include: getting funding; finding an advisor; navigating the institutional review board; formulating an appropriate question; and finding the right data/medium/texts.

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 im/migration 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 genders 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.
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CSRE 200W. Directed Reading. 1-5 Unit.
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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.
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CSRE 200Z. CSRE Senior Honors Research. 1-10 Unit.
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CSRE 201. Introduction to Public History and Public Service. 5 Units.
Gateway course for Public History/Public Service track. Examines various ways history is used outside of the classroom, and its role in political/cultural debates in the U.S. and abroad. Showcases careers in public history with guest speakers.
Same as: AFRICAAM 102, HISTORY 201

CSRE 201B. Making Meaning: Art, Culture & Social Change. 3 Units.
Are you an artist seeking a greater purpose for you art? Would you like to gain a sense of history and best practices for engaging your community in creative work? nnPractice of and an awareness of the concerns relevant to public art did not begin with Serra's Tilted Arc in 1980s. In contrast to the concerns of public art projects in the western practice of public art as extensions of the museum, this course explores the creative expression that emanates from community and cultural tradition. In communities around the world publicly engaged art making has flourished through creative tradition and collective engagements in social life. These traditions fostered creative works as collective practice, democratic participation, and interventionist impulses. From Agosto Boals's Theater of the Oppressed, to El Teatro Campesino's Farmworker actos¿to the Free Southern Theater¿¿ from the Fandango's of southern Veracruz, to muralism of Los Tres Grandes, and the SNCC Freedom Singers, this course links the history of community cultural expression of peoples around the globe as a means to expand contemporary concerns of public and socially engaged art beyond a strictly postmodern art context.
Same as: CHILATST 201B

CSRE 201X. Senior Seminar: For students with a second CSRE Family major. 5 Units.
Required for students working to fulfill WIM requirements for a second CSRE Family of Programs major; 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 202A. Identity is a Skin: Identity Debates in Europe and Latin America from Essence to Appearance. 3-5 Units.
Traditionally, collective identity the identity of countries, peoples, and other human groups has been studied from the viewpoint of the question who or what are they, the question about the specific traits or contents that define identity. This seminar will undertake a radical epistemological turn, understanding identity as a negotiation of external recognition and internal cohesion. The focus switches from contents to container, from essence to form, from the guts to the skin. The seminar will study examples from Latin America and Europe, with their diverse strategies of identity affirmation or invention. It will also take into consideration the current conflict between Catalonia and Spain as an original case of identity consolidation in a developed society. The instructor will provide the readings. Most of them will be available in English and Spanish. Taught in Spanish. INSTRUCTOR: Salvador Cardús.
Same as: ILAC 202, SOC 288

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.nnApplication Required by March 20th! Please submit a 1 page statement with "CSRE 203A" in the subject line that details your reasons for applying and what leadership skills, experience, and perspectives you would contribute to the course, to: nnProf. Jim Steyer: jim@commonsense.orgnDr. Anna Waring: drannalwaring@yahoo.com.

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, AMSTUD 216, EDUC 216, HISTORY 255E

CSRE 220. Public Policy Institute. 3-5 Units.
** This course meets and concludes prior to Autumn Quarter. If you were not a student in this year's PPI, please DO NOT ENROLL. **nnPublic Policy Institute serves to: provide students with information and perspectives on important public policy issues that have particular relevancy 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 makena 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 221. Sentencing, Corrections, and Criminal Justice Policy. 3 Units.
This introductory course will familiarize students with the history, structure, and performance of America's sentencing and corrections system. Sentencing is the process by which criminal sanctions are imposed in individual cases following criminal convictions. Corrections deals with the implementation and evaluation of criminal sentences after they are handed down. In fact, the two subject areas are inseparable. The course will examine sentencing and corrections from global and historical views, from theoretical and policy perspectives, and with close attention to many problem-specific areas. We will explore sentencing theories and their application, the nature, scope and function of corrections, the impact of mass incarceration on crime and communities, the effectiveness of rehabilitation, the relationship between sanctions and crime, and the consequences of prisoner reentry. These topics will be considered as they play out in current political and policy debates. Guest lectures may include presentations by legal professionals, victims, offenders, and correctional leaders. We also plan to visit a correctional facility. This course is open to 1Ls, 2Ls, and 3Ls in the Law School. Special Instructions: Grades will be based on class participation, and either: (1) three reflection papers of 5 to 7 pages each, or (2) a longer research paper. After the term begins, students accepted into the course can transfer from section (01) into section (02) which meets the research (R) requirement, with consent of the instructor. Elements used in grading: Class participation, reflection papers or research paper. Cross-listed with Comparative Studies in Race & Ethnicity (CSRE 221) and open to Juniors and Seniors, Law (LAW 621), Public Policy (PUBLPOL 221).
Same as: PUBLPOL 221

CSRE 223. Building Creative Cultures in Organizations. 4-5 Units.
We will be visiting partner organizations off campus on Wednesdays during class. Therefore, we would strongly encourage students to plan their schedules including extra travel time to and from Stanford. All organizations should be within a 30 minute drive to campus.nn To apply for the class, submit an application: https://docs.google.com/forms/d/e/1FAIpQLSeGrrVae_2PkTXhYRrlhv0AXK8KslTFsvZeMcTlmMgix6LrxA/viewformnn**For more information, check out the course website: https://dschool.stanford.edu/classes/building-creative-culture-in-organizationsnnStudents will spend half of their class time at the d.school and half of their class time at organizations across Silicon Valley, ranging from startups to large enterprises. Through empathy interviews with employees you will learn to identify facilitators and barriers that organizations face when they transition to human-centered and design thinking culture. You will design and test interventions that will help them enhance their creative culture. The course is highly experiential and interdisciplinary. Come ready to unpack the biggest challenges of creative teams, explore interesting companies, connect with engaging thought leaders, and reflect on the future of work.

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. (This course must be taken for a minimum of 3 units to satisfy a Ways requirement.).
Same as: AMSTUD 226X, EDUC 226

CSRE 227. Juvenile Crime, Juvenile Justice. 3 Units.
Juveniles are accorded special status under the American legal system. This introductory course will examine the historical precedents and philosophical reasons for treating juveniles differently from adults, and review empirical evidence about child development that can illuminate the reasons for their special status within the court system. Students will learn about the distribution of juvenile delinquency and the impact of significant social and institutional influences on delinquency: family, school, peers, and drugs. The course will also provide a detailed overview of the juvenile system, from its beginning to the current state of the institution, which will include a review of police work with juveniles, pretrial procedures, and the juvenile court and corrections systems. Major court rulings that have shaped contemporary juvenile justice will be presented. Finally, the course will consider dispositional options available to Courts, and will identify the most effective in reducing delinquency. By the conclusion of this course, students should have an understanding of the juvenile justice system and how it compares with the adult justice system, what programs work to reduce recidivism, and be cognizant of some of the major legal and policy issues confronting that system today. The course format will combine lecture, group discussions, and guest presentations. Students may also have the opportunity to observe the juvenile justice system first hand by attending a juvenile court session, visiting a correctional facility for adjudicated delinquents, and hearing directly from those who work with high-risk youth on probation or in the community. Written Work. Each student will write four reflection papers, 5-7 pages each (about 1,700 words) over the quarter. Due dates will be listed in the class syllabus. Elements used in grading: Final grades will be based on the four reflection papers (20% each) and class participation (20%). This course is open to 2Ls, and 3Ls in the Law School. Cross-listed with Comparative Studies in Race & Ethnicity (CSRE 227); open to Juniors and Seniors.

CSRE 229. Racial Justice Through Law. 3 Units.
Racial inequality pervades American life. Race related controversies arise with depressing regularity. This, more than half a century after the Supreme Court's landmark decision in Brown v Board of Education, after landmark federal civil rights legislation, and at a time when many Americans profess to be colorblind. This course will examine why and how racial injustice persists, and the role of law in furthering or impeding the cause of racial justice. These questions will be explored across a variety of settings, including criminal justice, college admissions, political participation, primary/secondary education, employment, housing, hate speech, and the formation of family relationships. The class will employ a discussion based approach in which student participation is essential. Elements used in grading: Exam, class participation. Open to Junior and Senior undergraduates. Meets along with LAW 229.

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.
This seminar will explore the impact and relative salience of racial/ethnic identity on select issues including: discrimination, social justice, mental health and academic performance. Theoretical perspectives on identity development will be reviewed, along with research on other social identity variables, such as social class, gender and regional identifications. New areas within this field such as the complexity of multiracial identity status and intersectional invisibility will also be discussed. Though the class will be rooted in psychology and psychological models of identity formation, no prior exposure to psychology is assumed and other disciplines-including cultural studies, feminist studies, and literature-will be incorporated into the course materials.
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 249. The Algerian Wars. 3-5 Units.
This course offers to study the Algerian Wars since the French conquest of Algeria (1830-1847) to the Algerian civil war of the 1990s. We will revisit the ways in which the wars have been narrated in historical and political discourse, and in literature. A special focus will be given to the Algerian War of Independence (1954-1962). The course considers the continuing legacies surrounding this traumatic conflict in France and Algeria and the delicate re-negotiation of the French nation-state that resulted. A key focus will be on the transmission of collective memory through transnational lenses. We will examine how the French and Algerian states, but also civil societies (Pieds-Noirs, Arabs, Kabyles, Jews, veterans, Harkis, "suitcase carriers") have instrumentalized the memories of the war for various ends, through analyses of commemorative events and monuments. Readings from Alexis de Tocqueville, Albert Camus, Frantz Fanon, Mouloud Feraoun, Rachid Mimouni, Wassyla Tamzali, Germaine Tillion, Pierre Nora, Benjamin Stora, Todd Shepard, Sarah Stein, Pierre Vidal-Naquet, James Lesueur. Movies include "The Battle of Algiers," "Indigènes," and "Viva Laldjérie." Taught in French.
Same as: FRENCH 249, HISTORY 239G

CSRE 249C. The Muslim Other: A History of Orientalism from Antiquity to the 2016 U.S.. 3-5 Units.
This course examines the history of orientalism through the figure of the Muslim other. It asks how history, politics and ideology inform the reproduction of knowledge about Islam and Muslims in the west today. Through a focus on key historical and contemporary events from the Christian Crusades, Islamic conquests, and transatlantic slave trade, to 9/11 and the election of Donald J. Trump - this course will trace the social and historical formation of the Muslim other.
Same as: ANTHRO 149C, ANTHRO 249C, CSRE 149C

CSRE 252. How To Think About The Charlie Hebdo Attacks : Political, Social and Cultural Contexts. 3-5 Units.
On January 7th and 9th, 2015, two Islamic terrorist attacks claimed 17 deaths in the heart of Paris. On January 11th, more than 4 million people marched to uphold France's «Republican values» and freedom of expression. How can we understand the unfathomable? Can the social sciences help us understand the context, causes and consequences of these events for France's model of secular democracy? Materials include newsreels, films, novels (Houellebecq), and essays (Fassin, Morin, Badiou, Zemmour, Finkielkraut). Readings in English and French. Discussion in English.
Same as: FRENCH 255, FRENCH 355, SOC 212, SOC 312

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 256SI. Race, Class and Global Health. 2 Units.
This course's goal is to critically engage students in the socioeconomic and racial disparities in healthcare outcomes and encourage students to think broadly about the complex relationship between institutions, healthcare providers, socioeconomic status, and race/ethnicity. The topics will center on conceptual issues important for understanding how socioeconomic and minority status can lead to poor health outcomes examining how conscious and unconscious institutional biases affect treatment, care, and access, and addressing proposals for how to reduce disparities in health care. nThe focus of the course is broad. The first three weeks will center on public health issues due to global healthcare trends, including the results of disparities in the United States. These discussions will frame our sessions int he latter sic weeks, which will each consist of a case study of specific cases of disparities and response to such inequities worldwide, from India to Rwanda. nEach class's discussion will be guided by case studies. The readings will come from a variety of sources, including academic journals, more popular journals and magazines, books and government documents. Student will be expected to complete the readings and a reflection in advance of class each week. Each week will additionally include optional readings that will guide additional discussion.
Same as: MED 256SI

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 262C. African American Literature and the Retreat of Jim Crow. 5 Units.
After the unprecedented carnage of WWII, the postwar era witnessed the slow decline of the segregated Jim Crow order and the onset of landmark civil rights legislation. What role did African American literature and culture play in this historical process? What does this shift in racial theory and praxis mean for black literary production, a tradition constituted by the experience of slavery and racial oppression? Focus on these questions against the backdrop of contemporaneous developments: the onset of the Cold War, decolonization and the formation of the Third World, and the emergence of the "new liberalism.".
Same as: AFRICAAM 262C, AMSTUD 262C

CSRE 262K. Straight Out of Compton- History and Culture of an Infamous American City. 5 Units.
The history of race relations in the City of Compton, California will provide the backdrop for understanding the status of this now infamous place in American popular culture.
Same as: HISTORY 262K

CSRE 275B. History of Modern Mexico. 4-5 Units.
Surveys the history of governance, resistance, and identity formation in Mexico from the nineteenth century to the present. Explores Mexico's historical struggles to achieve political stability, economic prosperity, and social justice and examines how regional, class, ethnic, and gender differences have figured prominently in the shaping of Mexican affairs. Topics include Mexico's wars and their legacies, the power of the state, violence and protest, debates over the meaning of "Mexicanness," youth culture, and the politics of indigenismo.
Same as: AMSTUD 275B, CHILATST 275B, HISTORY 275B, HISTORY 375C

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 ¿the facts¿ can offer.
Same as: CSRE 179C, FEMGEN 179C, TAPS 279C

CSRE 279G. Indigenous Identity in Diaspora: Women of Color Art Practice in América. 4 Units.
This course is part of the core curriculum of the IDA emphasis in CSRE. This year it will focus on the art and art practice of women of color in the areas of literature, visual art and the performing arts. Through readings, screenings, on and off campus events, and visiting artists, the course will examine the aesthetics, cultural inquiries, and related politics of Indigenous-identified women artists (especially but not limited to Xicana, Northern Native and African American). Issues of gender and sexuality in relation to cultural identity are also integral to this exploration. Students will be required to produce a mid-term and final work, integrating the critical concepts of the course into creative projects.
Same as: CSRE 179G, FEMGEN 179G, NATIVEAM 179G, TAPS 179G, TAPS 279G

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

CSRE 314. Performing Identities. 4 Units.
This course examines claims and counter-claims of identity, a heated political and cultural concept over the past few decades. We will consider the ways in which theories of performance have offered generative discursive frameworks for the study of identities, variously shaped by vectors of race, gender, sexuality, religion, class, nation, ethnicity, among others. How is identity as a social category different from identity as a unique and personal attribute of selfhood? Throughout the course we will focus on the inter-locking ways in which certain dimensions of identity become salient at particular historical conjunctures. In addition, we will consider the complex discourses of identity within transnational and historical frameworks. Readings include Robin Bernstein, Ann Pellegrini, Tavia Nyong¿o, Jose Munoz, Michael Taussig, Wendy Brown, Talal Asad, Jasbir Puar, among others.
Same as: FEMGEN 314, TAPS 314

CSRE 385. Race, Ethnicity, and Language: Pedagogical Possibilities. 3-4 Units.
This seminar explores the intersections of language and race/racism/racialization in the public schooling experiences of students of color. We will briefly trace the historical emergence of the related fields of sociolinguistics and linguistic anthropology, explore how each of these scholarly traditions approaches the study of language, and identify key points of overlap and tension between the two fields before considering recent examples of inter-disciplinary scholarship on language and race in urban schools. Issues to be addressed include language variation and change, language and identity, bilingualism and multilingualism, language ideologies, and classroom discourse. We will pay particular attention to the implications of relevant literature for teaching and learning in urban classrooms.
Same as: EDUC 389C

CSRE 389A. Race, Ethnicity, and Language: Racial, Ethnic, and Linguistic Formations. 3-4 Units.
Language, as a cultural resource for shaping our identities, is central to the concepts of race and ethnicity. This seminar explores the linguistic construction of race and ethnicity across a wide variety of contexts and communities. We begin with an examination of the concepts of race and ethnicity and what it means to be "doing race," both as scholarship and as part of our everyday lives. Throughout the course, we will take a comparative perspective and highlight how different racial/ethnic formations (Asian, Black, Latino, Native American, White, etc.) participate in similar, yet different, ways of drawing racial and ethnic distinctions. The seminar will draw heavily on scholarship in (linguistic) anthropology, sociolinguistics and education. We will explore how we talk and don't talk about race, how we both position ourselves and are positioned by others, how the way we talk can have real consequences on the trajectory of our lives, and how, despite this, we all participate in maintaining racial and ethnic hierarchies and inequality more generally, particularly in schools.
Same as: ANTHRO 320A, EDUC 389A, LINGUIST 253

Jewish Studies Courses

JEWISHST 3C. Talking About Jews. 1 Unit.
Professors Beinin and Zipperstein will initiate discussions on a broad range of topics related to Jews and Jewish identity in the modern world and then invite the class to join in the discussion. Topics include: Who are the Jews, secularism, Jewish capitalists and leftists, anti-Semitism, Israel and Zionism, Jews in American life. For the one unit option attendance at the discussions is required. For the three unit option, students will do the prescribed readings and attend a discussion section.
Same as: HISTORY 3C

JEWISHST 4N. A World History of Genocide. 3-5 Units.
Reviews the history of genocide from ancient times until the present. Defines genocide, both in legal and historical terms, and investigates its causes, consequences, and global dimensions. Issues of prevention, punishment, and interdiction. Main periods of concern are the ancient world, Spanish colonial conquest; early modern Asia; settler genocides in America, Australia, and Africa; the Armenian genocide and the Holocaust; genocide in communist societies; and late 20th century genocide.
Same as: HISTORY 4N

JEWISHST 5. Biblical Greek. 3-5 Units.
(Formerly CLASSGRK 5.) This is a one term intensive class in Biblical Greek. After quickly learning the basics of the language, we will then dive right into readings from the New Testament and the Septuagint, which is the ancient Greek translation of the Hebrew Bible. No previous knowledge of Greek required. If demand is high for a second term, an additional quarter will be offered in the Spring.
Same as: CLASSICS 6G, RELIGST 171A

JEWISHST 5B. Biblical Greek. 3-5 Units.
(Formerly CLASSGRK 6) This is a continuation of the Winter Quarter Biblical Greek Course. Pre-requisite: CLASSICS 6G (Formerly CLASSGRK 5) or a similar introductory course in Ancient Greek.
Same as: CLASSICS 7G

JEWISHST 5G. Intensive Biblical Greek. 8 Units.
Equivalent to two quarters of Biblical Greek (CLASSICS 6G, 7G). Students will learn the core of New Testament Greek with the goal of learning to accurately translate and read the New Testament. Students will read one-third of the Gospel of John during the course and will be well-prepared to read the Greek New Testament independently after the course. Focus on knowledge of key vocabulary and grammar needed to read the Greek Bible with ease. No previous knowledge of Greek required. Course does not fulfill the Stanford language requirement.
Same as: RELIGST 171X

JEWISHST 13C. Talking About Jews. 3 Units.
Professors Beinin and Zipperstein will initiate discussions on a broad range of topics related to Jews and Jewish identity in the modern world and then invite the class to join in the discussion. Topics include: Who are the Jews, secularism, Jewish capitalists and leftists, anti-Semitism, Israel and Zionism, Jews in American life. For the one unit option attendance at the discussions is required. For the three unit option, students will do the prescribed readings and attend a discussion section.
Same as: HISTORY 13C

JEWISHST 18N. Religion and Politics: Comparing Europe to the U.S.. 3-4 Units.
Interdisciplinary and comparative. Historical, political, sociological, and religious studies approaches. The relationship between religion and politics as understood in the U.S. and Europe. How this relationship has become tense both because of the rise of Islam as a public religion in Europe and the rising influence of religious groups in public culture. Different understandings and definitions of the separation of church and state in Western democratic cultures, and differing notions of the public sphere. Case studies to investigate the nature of public conflicts, what issues lead to conflict, and why. Why has the head covering of Muslim women become politicized in Europe? What are the arguments surrounding the Cordoba House, known as the Ground Zero Mosque, and how does this conflict compare to controversies about recent constructions of mosques in Europe? Resources include media, documentaries, and scholarly literature.
Same as: RELIGST 18N

JEWISHST 19N. Everyone Eats: Food, Religion and Culture. 3 Units.
Food is one of the most essential aspects 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. In this seminar we will study how food habits have shaped religious traditions, and vice versa, how religious traditions have shaped food ways. Some traditions are centered around food regiments such as the dietary laws, derived from biblical law that shapes Jewish and Christian tradition very differently. Indeed, many religious and ethical thinkers, as well as anthropologists, have interpreted the meanings of the dietary laws very differently. Further, in many religious traditions the killing of animals and consumption of meat is deeply fraught. We will explore the history of food practices and their contemporary impact; the connections between food, religion, and identity; the meanings that religious thinkers and anthropologists have attributed to food habits; as well as the creative translations of religious traditions into contemporary food ethics by various social movements and groups, predominantly in the U.S.
Same as: CSRE 19N, RELIGST 19N

JEWISHST 37Q. Zionism and the Novel. 3 Units.
At the end of the nineteenth century, Zionism emerged as a political movement to establish a national homeland for the Jews, eventually leading to the establishment of the State of Israel in 1948. This seminar uses novels to explore the changes in Zionism, the roots of the conflict in the Middle East, and the potentials for the future. We will take a close look at novels by Israelis, both Jewish and Arab, in order to understand multiple perspectives, and we will also consider works by authors from the North America and from Europe.
Same as: COMPLIT 37Q

JEWISHST 38A. Germany and the World Wars, 1870-1990. 3 Units.
(Same as HISTORY 138A. Majors and others taking 5 units, enroll in 138A.) This course examines Germany's tumultuous history from the Second Empire through the end of the Cold War. During this time, Germany ushered in five regimes and two world wars, seesawing between material ruin and economic prosperity on the frontline of Europe¿s military and ideological rifts. Beginning with Bismarck¿s wars of unification, the class spans World War One, the Weimar Republic, the rise of Nazism, World War Two, the Holocaust, the division of communist East and capitalist West Germany, and the fall of the Iron Curtain.
Same as: HISTORY 38A

JEWISHST 71. Jews and Christians: Conflict and Coexistence. 3 Units.
The relationship between Judaism and Christianity has had a long a controversial history. Christianity originated as a dissident Jewish sect but eventually evolved into an independent religion, with only tenuous ties to its Jewish past and present. At the same time, Judaism has at times considered Christianity a form of idolatry. It seems that only since the catastrophe of the Holocaust, Jews and Christians (Catholics and Protestants) have begun the serious work of forging more meaningful relationships with each other. This course explores the most significant moments, both difficult and conciliatory ones, that have shaped the relationship between Judaism and Christianity, and introduces students to some of the most important literature, art, and music that are part of it. nnSelected literature: Gospel according Matthew, the letters of St. Paul, St. Augustine, the Talmud (selections), Maimonides, Martin Luther's sermons on the Jews, Nostra Aetate (Vatican II)nnArt and Music: Medieval art and sculpture, Haendel's Messiah.
Same as: RELIGST 71

JEWISHST 80T. Jewish Music in the Lands of Islam. 4 Units.
An Interdisciplinary study of Music, Society, and Culture in communities of the Jewish Diaspora in Islamic countries. The course examines the diverse and rich musical traditions of the Jews in North Africa and the Middle East. Based on the "Maqamat" system, the Arabic musical modes, Jewish music flourished under Islamic rule, encompassing the fields of sacred music, popular songs, and art music. Using musicological, historical, and anthropological tools, the course compares and contrasts these traditions from their original roots through their adaptation, appropriation, and re-synthesis in contemporary art music and popular songs.
Same as: MUSIC 80T

JEWISHST 84S. Between Toleration and Persecution: Iran and its Minorities in the Twentieth Century. 5 Units.
What does it mean to be Jewish or Christian in a country where most citizens are categorized as Shi'i Muslims? How have Kurds and Azeris figured into Iranian national and political rhetoric? What has it meant to identify as transgender or transsexual? This course explores religious, ethnic, and sexual minority groups in Iran in the twentieth century. Topics include minority rights, identity formation, minorities¿ involvement in political movements, the impact of westernizing efforts on minorities, and the Iranian diaspora. Priority given to history majors and minors.
Same as: HISTORY 84S

JEWISHST 85B. Jews in the Contemporary World: Faith and Ethnicity, Visibility and Vulnerability. 3 Units.
(Same as HISTORY 185B. History majors and others taking 5 units, register for 185B.) This course explores the full expanse of Jewish life today and in the recent past. The inner workings of religious faith, the content of Jewish identify shorn of belief, the interplay between Jewish powerlessness and influence, the myth and reality of Jewish genius, the continued pertinence of antisemitism, the rhythms of Jewish economic life ¿ all these will be examined in weekly lectures, classroom discussion, and with the use of a widely diverse range of readings, films, and other material. Explored in depth will the ideas and practices of Zionism, the content of contemporary secularism and religious Orthodoxy, the impact Holocaust, the continued crisis facing Israel and the Palestinians. Who is to be considered Jewish, in any event, especially since so many of the best known (Spinoza, Freud, Marx) have had little if anything to do with Jewish life with their relationships to it indifferent, even hostile?.
Same as: CSRE 85B, HISTORY 85B, REES 85B

JEWISHST 101A. First-Year Hebrew, First Quarter. 5 Units.
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Same as: AMELANG 128A

JEWISHST 101B. First-Year Hebrew, Second Quarter. 5 Units.
Continuation of AMELANG 128A. Prerequisite: Placement Test, AMELANG 128A.
Same as: AMELANG 128B

JEWISHST 101C. First-Year Hebrew, Third Quarter. 5 Units.
Continuation of AMELANG 128B. Prerequisite: Placement Test, AMELANG 128B. Fulfill the University Foreign Language Requirement.
Same as: AMELANG 128C

JEWISHST 102A. Second-Year Hebrew, First Quarter. 4 Units.
Continuation of AMELANG 128C. Prerequisite: Placement Test, AMELANG 128C.
Same as: AMELANG 129A

JEWISHST 102B. Second-Year Hebrew, Second Quarter. 4 Units.
Continuation of AMELANG 129A. Prerequisite: Placement Test, AMELANG 129A.
Same as: AMELANG 129B

JEWISHST 102C. Second-Year Hebrew, Third Quarter. 4 Units.
Continuation of AMELANG 129B. Prerequisite: Placement Test, AMELANG 129B.
Same as: AMELANG 129C

JEWISHST 103A. Third-Year Hebrew, First Quarter. 3 Units.
Continuation of AMELANG 129C. Prerequisite: Placement Test, AMELANG 129C.
Same as: AMELANG 130A

JEWISHST 104. Hebrew Forum. 2-4 Units.
Intermediate and advanced level. Biweekly Hebrew discussion on contemporary issues with Israeli guest speakers. Vocabulary enhancement. Focus on exposure to academic Hebrew. May be repeat for credit.
Same as: AMELANG 131A

JEWISHST 104A. First-Year Yiddish, First Quarter. 4 Units.
Reading, writing, and speaking.
Same as: AMELANG 140A

JEWISHST 104B. First-Year Yiddish, Second Quarter. 4 Units.
Continuation of AMELANG 140A. Prerequisite: AMELANG.
Same as: AMELANG 140B

JEWISHST 104C. First-Year Yiddish, Third Quarter. 4 Units.
Continuation of AMELANG 140B. Prerequisite: AMELANG 140B. Fulfills the University Foreign Language Requirement.
Same as: AMELANG 140C

JEWISHST 105. Hebrew Forum. 2-4 Units.
Intermediate and advanced level. Biweekly Hebrew discussion on contemporary issues with Israeli guest speakers. Vocabulary enhancement. Focus on exposure to academic Hebrew. May be repeat for credit.
Same as: AMELANG 131B

JEWISHST 106. Reflection on the Other: The Jew and the Arab in Literature. 3-5 Units.
How literary works outside the realm of Western culture struggle with questions such as identity, minority, and the issue of the Other. How the Arab is viewed in Hebrew literature, film and music and how the Jew is viewed in Palestinian works in Hebrew or Arabic (in translation to English). Historical, political, and sociological forces that have contributed to the shaping of these writers' views.nnGuest lectures about the Jew in Palestinian literature and music.
Same as: AMELANG 126, COMPLIT 145

JEWISHST 107A. Biblical Hebrew, First Quarter. 2 Units.
Establish a basic familiarity with the grammar and vocabulary of Biblical Hebrew and will begin developing a facility with the language. Students that are enrolled in this course must also enroll in Beginning Hebrew. This course requires no prior knowledge of Hebrew and will begin with learning the alphabet. By the end of the year, students will be able to translate basic biblical texts, will be familiar with common lexica and reference grammars, and will have sufficient foundational knowledge to enable them to continue expanding their knowledge either in a subsequent course or own their own.
Same as: AMELANG 170A, RELIGST 170A

JEWISHST 107B. Biblical Hebrew, Second Quarter. 2 Units.
Continuation of 170A.
Same as: AMELANG 170B

JEWISHST 107C. Biblical Hebrew, Third Quarter. 2 Units.
Continuation of 170B.
Same as: AMELANG 170C

JEWISHST 120. Sex and Gender in Judaism and Christianity. 3 Units.
What role do Jewish and Christian traditions play in shaping understandings of gender differences? Is gender always imagined as dual, male and female? This course explores the variety of ways in which Jewish and Christian traditions - often in conversation with and against each other - have shaped gender identities and sexual politics. We will explore the central role that issues around marriage and reproduction played in this conversation. Perhaps surprisingly, early Jews and Christian also espoused deep interest in writing about 'eunuchs' and 'androgynes,' as they thought about Jewish and Christian ways of being a man or a woman. We will examine the variety of these early conversations, and the contemporary Jewish and Christian discussions of feminist, queer, trans- and intersex based on them.
Same as: FEMGEN 130, RELIGST 130

JEWISHST 127D. Readings in Talmudic Literature. 1 Unit.
Readings of the talmudic texts. Some knowledge of Hebrew is preferred. The ongoing seminar is designed to study the making of the talmudic sugya (unit of discourse), along with classic commentaries. Students will consider some of the recent developments in the academic study of Talmudic literature, introduced by the instructor. The goal of the ongoing seminar is to provide Stanford students and faculty with the opportunity to engage in regular Talmud study, and to be introduced to a variety of approaches to studying Talmudic texts. Class meets on Fridays, from 12:00-1:15 pm in Hillel (Koret Pavilion Taube Hillel House; Ziff Center for Jewish Life). May be repeat for credit.
Same as: JEWISHST 227D, RELIGST 170D

JEWISHST 127E. Readings in Talmudic Literature Advanced. 1 Unit.
Readings of the talmudic texts. Knowledge of Hebrew is required. The ongoing seminar is designed to study the making of the talmudic sugya (unit of discourse), along with classic commentaries. Students will consider some of the recent developments in the academic study of Talmudic literature, introduced by the instructor. The goal of the ongoing seminar is to provide Stanford students and faculty with the opportunity to engage in regular Talmud study, and to be introduced to a variety of approaches to studying Talmudic texts. Meeting time and location TBA. May be repeated for credit.
Same as: JEWISHST 227E, RELIGST 170E

JEWISHST 130. Illicit Trade in Art and Antiquities. 3 Units.
Illicit trade in art and antiquities is reputedly the third largest illicit trade activity globally. How do nations, individually and collectively, respond to this seemingly inexorable form of illicit trade, and what factors influence those responses? What are the sources and effects of such trade, and how can it best be curbed? This course will delve into these and other pressing political, legal, ethical, economic, cultural and public policy questions about illicit art and antiquities trade, arising across five subject areas: (1) the acquisition of art during the Age of Imperialism (ie, from Roman times through World War II); (2) Holocaust-era takings and the evolution in international legal and ethical responses to wartime looting; (3) removal and repatriation of Indigenous cultural material; (4) theft from museums and private collectors, and legal systems¿ varying allocation of the risk of such theft; and (5) the illicit trade and destruction of antiquities, and issues surrounding their restitution. Several internationally renowned guest speakers will give presentations and contribute to our discussions. Grading will be based on attendance, participation in class and an online discussion forum, a student group presentation, and a final exam or research paper.
Same as: GLOBAL 190, GLOBAL 390, JEWISHST 330, PUBLPOL 191, PUBLPOL 391

JEWISHST 132. Between Nation-Building and Liberalization: The Welfare State in Israel. 3 Units.
According to one commentator, the political economy of Israel is characterized by embedded illiberalism. In the context of a national and territorial conflict, the Israeli state fostered comprehensive nation-building projects (such as immigration absorption), via employment and social protection schemes. This course surveys the distinctive development of the Israeli welfare state in comparative perspective, and analyzes its particular politics and outcomes in the form of inclusion but also exclusion of different populations from full citizenship. The course will follow a chronological path from the pre-state crystallization of national welfare institutions to the current neo-liberalization trend that seems to undermine collectivist projects and advance the re-commodification of citizenship. Throughout the course we will discuss issues such as: the role of labor and nationalism in the design of social policy, the production of national, ethnic and gender inequality, and the dynamics of change and continuity following heightened liberalization and internationalization since the 1980s. The course exposes students to key issues of the sociology of the welfare state with particular emphasis on the development and role of the state in a deeply conflicted society, using the Israeli experience. At the conclusion of the course students are expected to understand how welfare state institutions reflect but also reproduce societal schisms and conflicts, and be familiar with central aspects of Israeli politics past and present.
Same as: SOC 102

JEWISHST 132D. 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: CSRE 132J, SOC 132J

JEWISHST 133. Sociology of Citizenship. 3 Units.
Not only a legal status, citizenship forms a major concern for political sociologists interested in questions of membership, exclusion, redistribution, and struggles over the boundaries of collective identity. Citizenship is in essence membership in a political community that entails rights and duties, and structures a tripartite relationship between the individual, community and state. The institutions of citizenship include formal and bureaucratic rules of eligibility ¿ but also informal institutions such as identity and belonging. Throughout the course, students are exposed to key issues of the sociology of citizenship such as the historically different paths of men, women, minority groups and immigrants into citizenship, the contested development of rights and duties, the regulation of population, as well as insurgency and collective attempts to rearticulate the terms of the ¿contract¿ with the state. Israel, the USA, France and Germany are used as empirical illustrations. At the conclusion of the course students will know how to utilize the analytic framework of citizenship in order to analyze a wide range of political phenomena in contemporary societies.
Same as: SOC 103

JEWISHST 138A. Germany and the World Wars, 1870-1990. 5 Units.
(Same as HISTORY 38A. Majors and others taking 5 units, enroll in 138A.) This course examines Germany's tumultuous history from the Second Empire through the end of the Cold War. During this time, Germany ushered in five regimes and two world wars, seesawing between material ruin and economic prosperity on the frontline of Europe¿s military and ideological rifts. Beginning with Bismarck¿s wars of unification, the class spans World War One, the Weimar Republic, the rise of Nazism, World War Two, the Holocaust, the division of communist East and capitalist West Germany, and the fall of the Iron Curtain.
Same as: HISTORY 138A

JEWISHST 139. Rereading Judaism in Light of Feminism. 4 Units.
During the past three decades, Jewish feminists have asked new questions of traditional rabbinic texts, Jewish law, history, and religious life and thought. Analysis of the legal and narrative texts, rituals, theology, and community to better understand contemporary Jewish life as influenced by feminism.
Same as: FEMGEN 139

JEWISHST 143. Literature and Society in Africa and the Caribbean. 4 Units.
This course aims to equip students with an understanding of the cultural, political and literary aspects at play in the literatures of Francophone Africa and the Caribbean. Our primary readings will be Francophone novels and poetry, though we will also read some theoretical texts, as well as excerpts of Francophone theater. The assigned readings will expose students to literature from diverse French-speaking regions of the African/Caribbean world. This course will also serve as a "literary toolbox," with the intention of facilitating an understanding of literary forms, terms and practices. Students can expect to work on their production of written and spoken French (in addition to reading comprehension) both in and outside of class. Required readings include: Aimé Césaire, "Cahier d'un retour au pays natal," Albert Memmi, "La Statue de Sel," Kaouther Adimi, "L'envers des autres", Maryse Condé, "La Vie sans fards". Movies include "Goodbye Morocco", "Aya de Yopougon", "Rome plutôt sue Vous". Taught in French. Prerequisite: FRENLANG 124 or consent of instructor.
Same as: AFRICAAM 133, AFRICAST 132, FRENCH 133

JEWISHST 144B. Poetic Thinking Across Media. 4 Units.
Even before Novalis claimed that the world must be romanticized, thinkers, writers, and artists wanted to perceive the human and natural world poetically. The pre- and post-romantic poetic modes of thinking they created are the subject of this course. Readings include Ecclestias, Zhaozhou Congshen, Montaigne, Nietzsche, Kafka, Benjamin, Arendt, and Sontag. This course will also present poetic thinking in the visual arts–from the expressionism of Ingmar Bergman to the neo-romanticism of Gerhard Richter.
Same as: COMPLIT 154B, COMPLIT 354B, GERMAN 154, GERMAN 354

JEWISHST 145. Masterpieces: Kafka. 3-5 Units.
This class will address major works by Franz Kafka and consider Kafka as a modernist writer whose work reflects on modernity. We will also examine the role of Kafka's themes and poetics in the work of contemporary writers.
Same as: COMPLIT 114, GERMAN 150

JEWISHST 146. Co-Existence in Hebrew Literature. 4-5 Units.
Is co-existence possible? Does pluralism require co-existence? Can texts serve as forms of co-existence? The class will focus on these and other questions related to coexistence and literature. Through reading works mostly by Jewish authors writing in Europe, Israel and the US we will explore attempts for complete equality, for a variety of hierarchical systems and for different kinds of co-dependence. Guest speaker: professor Anat Weisman, Ben Gurion University of the Negev.
Same as: AMELANG 175, COMPLIT 161

JEWISHST 147. German Capstone: Reading Franz Kafka. 3-5 Units.
This class will address major works by Franz Kafka and consider Kafka as a modernist writer whose work reflects on modernity. We will also examine the role of Kafka's themes and poetics in the work of contemporary writers. (Meets Writing-in-the-Major requirement).
Same as: COMPLIT 111, COMPLIT 311C, GERMAN 190, GERMAN 390, JEWISHST 349

JEWISHST 147A. The Hebrew Bible in Literature. 3-5 Units.
Close reading of major biblical stories and poems that influenced modern literature written in English and Hebrew. Hebrew texts will be read in translation to English. Each class will include a section from the Hebrew Bible as well as a modern text or film based on the biblical story/poem. Discussion of questions such as: the meaning and function of myths and the influence of the Hebrew Bible on the development of literary styles and genres.
Same as: COMPLIT 147A, COMPLIT 347A, JEWISHST 347A

JEWISHST 147B. The Hebrew and Jewish Short Story. 3-5 Units.
Short stories from Israel, the US and Europe including works by Agnon, Kafka, Keret, Castel-Bloom, Kashua, Singer, Benjamin, Freud, biblical myths and more. The class will engage with questions related to the short story as a literary form and the history of the short story. Reading and discussion in English. Optional: special section with readings and discussions in Hebrew.
Same as: COMPLIT 127B

JEWISHST 148. Writing Between Languages: The Case of Eastern European Jewish Literature. 3-5 Units.
Eastern European Jews spoke and read Hebrew, Yiddish, and their co-territorial languages (Russian, Polish, etc.). In the modern period they developed secular literatures in all of them, and their writing reflected their own multilinguality and evolving language ideologies. We focus on major literary and sociolinguistic texts. Reading and discussion in English; students should have some reading knowledge of at least one relevant language as well.
Same as: JEWISHST 348, SLAVIC 198, SLAVIC 398

JEWISHST 155D. Jewish American Literature. 5 Units.
A study of Jewish-American literature from its Russian roots into the present. What distinguishes it from American mainstream and minority literatures? We will consider the difficulties of displacement for the emigrant generation who struggled to sustain their cultural integrity in the multicultural American environment, and the often comic revolt of their American-born children and grandchildren against their grand)parents¿ nostalgia, trauma, and failure to assimilate.
Authors: Gogol, Dostoevsky, Babel, Olsen, Paley, Yezierska, Ozick, Singer, Malamud, Spiegelman, Roth, Bellow, Segal, Baldwin.
Same as: REES 145D

JEWISHST 183. The Holocaust. 4 Units.
The emergence of modern racism and radical anti-Semitism. The Nazi rise to power and the Jews. Anti-Semitic legislation in the 30s. WW II and the beginning of mass killings in the East. Deportations and ghettos. The mass extermination of European Jewry.
Same as: HISTORY 137, HISTORY 337, JEWISHST 383

JEWISHST 185B. Jews in the Contemporary World: Faith and Ethnicity, Vulnerability and Visibility. 4-5 Units.
(Same as HISTORY 85B.) This course explores the full expanse of Jewish life today and in the recent past. The inner workings of religious faith, the content of Jewish identify shorn of belief, the interplay between Jewish powerlessness and influence, the myth and reality of Jewish genius, the continued pertinence of antisemitism, the rhythms of Jewish economic life ¿ all these will be examined in weekly lectures, classroom discussion, and with the use of a widely diverse range of readings, films, and other material. Explored in depth will the ideas and practices of Zionism, the content of contemporary secularism and religious Orthodoxy, the impact Holocaust, the continued crisis facing Israel and the Palestinians. Who is to be considered Jewish, in any event, especially since so many of the best known (Spinoza, Freud, Marx) have had little if anything to do with Jewish life with their relationships to it indifferent, even hostile?.
Same as: CSRE 185B, HISTORY 185B, HISTORY 385C, REES 185B

JEWISHST 199B. Directed Reading in Yiddish, Second Quarter. 1-5 Unit.
For intermediate or advanced students. May be repeated for credit.

JEWISHST 205. Reading Hebrew, First Quarter. 2-4 Units.
Introduction to Hebrew literature through short stories and poetry by notable Israeli writers. In Hebrew. Prerequisite: one year of Hebrew or equivalent.
Same as: AMELANG 250A

JEWISHST 221D. Readings in Syriac Literature. 2-5 Units.
In recent years, there has been growing interest in the works of Syriac speaking Christians in antiquity and beyond. This course offers an introduction to the Syriac language, including its script, vocabulary and grammar, and a chance to read from a selection of foundational Syriac Christian texts.
Same as: JEWISHST 321D, RELIGST 221D, RELIGST 321D

JEWISHST 224. Emmanuel Levinas: Ethics, Philosophy and Religion. 4 Units.
Emmanuel Levinas (1906-1995) is a major French philosopher of the second half of the twentieth century and is among the half-dozen most important Jewish thinkers of the century. Born in Lithuania, Levinas lived most of his life in France; he was primarily a philosopher but also a deeply committed Jewish educator who often lectured and wrote about Judaism and Jewish matters. Levinas was influenced by Bergson, Husserl, Heidegger, and others, like Buber and Rosenzweig. We will look at the philosophical world in which he was educated and explore his unique development as a philosopher in the years after World War Two. Levinas reacted against the main tendencies of Western philosophy and religious thought and as a result shaped novel, powerful, and challenging ways of understanding philosophy, religion, ethics, and politics. n In this course, we will examine works from every stage of Levinas's career, from his early study of Husserl and Heidegger to the emergence of his new understanding of the human condition and the primacy of ethics, the face-to-face encounter with the human other, the role of language and the relationship between ethics and religion, and finally his understanding of Judaism and its relationship to Western philosophy. We will be interested in his philosophical method, the relevance of his thinking for ethics and religion, the role of language in his philosophy and the problem of the limits of expressibility, and the implications of his work for politics. We shall also consider his conception of Judaism, its primary goals and character, and its relation to Western culture and philosophy.
Same as: JEWISHST 324, RELIGST 234, RELIGST 334

JEWISHST 227D. Readings in Talmudic Literature. 1 Unit.
Readings of the talmudic texts. Some knowledge of Hebrew is preferred. The ongoing seminar is designed to study the making of the talmudic sugya (unit of discourse), along with classic commentaries. Students will consider some of the recent developments in the academic study of Talmudic literature, introduced by the instructor. The goal of the ongoing seminar is to provide Stanford students and faculty with the opportunity to engage in regular Talmud study, and to be introduced to a variety of approaches to studying Talmudic texts. Class meets on Fridays, from 12:00-1:15 pm in Hillel (Koret Pavilion Taube Hillel House; Ziff Center for Jewish Life). May be repeat for credit.
Same as: JEWISHST 127D, RELIGST 170D

JEWISHST 227E. Readings in Talmudic Literature Advanced. 1 Unit.
Readings of the talmudic texts. Knowledge of Hebrew is required. The ongoing seminar is designed to study the making of the talmudic sugya (unit of discourse), along with classic commentaries. Students will consider some of the recent developments in the academic study of Talmudic literature, introduced by the instructor. The goal of the ongoing seminar is to provide Stanford students and faculty with the opportunity to engage in regular Talmud study, and to be introduced to a variety of approaches to studying Talmudic texts. Meeting time and location TBA. May be repeated for credit.
Same as: JEWISHST 127E, RELIGST 170E

JEWISHST 237. Religion and Politics: A Threat to Democracy?. 4-5 Units.
The meddling of religion in politics has become a major global issue. Can religion co-exist with politics in a democracy? In Israel this is an acute issue exhibiting an existential question: To what extent religion is a source of the weaknesses and vulnerabilities of Israeli Democracy? The course offered is a research workshop, part of a policy-oriented applied research in motion. The workshop will meet a few times during the Fall Quarter and the instructor will be available to consult with the workshop's participants on a bi-weekly basis. The workshop will include unique opportunities for hands-on, team-based research.
Same as: IPS 237

JEWISHST 240. The Yiddish Story. 3-5 Units.
The Yiddish language is associated with jokes, folktales, and miracle legends, as well as modern stories. This class traces the development of Yiddish literature through these short oral and written forms, following Jewish writers out of the East European market town to cities in the Soviet Union, Israel, and especially the United States. We conclude with stories written in other languages about Yiddish writers. Readings include Sholem Aleichem, I. L. Peretz, Isaac Bashevis Singer, Esther Singer-Kreitman, Cynthia Ozick, and Dina Rubina. Readings in English; optional discussion section for students who read Yiddish.
Same as: AMSTUD 240Y, SLAVIC 240

JEWISHST 242. Beyond Casablanca: North African Cinema and Literature. 3-5 Units.
This course explores the emergence of Francophone cinema and literature from North Africa (Algeria, Tunisia, Morocco) in the post-independence era: aesthetics, exile, language métissage, race and gender relations, collective memory, parallax, nationalism, laicité, religion, emigration and immigration, and the Arab Spring will be covered. Special attention will be given to judeo-maghrebi history, and to the notions of francophone / maghrebi / "beur" / diasporic cinema and literature. Readings from Frantz Fanon, Albert Memmi, Kateb Yacine, Albert Camus, Colette Fellous, Abdelkebir Khatibi, Leila Sebbar, Benjamin Stora, Lucette Valensi, Abdelwahab Meddeb. Movies include Viva Laldjérie, Tenja, Le Chant des Mariées, Française, Bled Number One, Omar Gatlato, Casanegra, La Saison des Hommes. Taught in French. Films in French and Arabic with English subtitles.
Same as: COMPLIT 247F, FRENCH 242

JEWISHST 243. Masterpieces of Hebrew Literature from the Bible to the Present. 3-5 Units.
This course presents and reflects on some of the canonical works of Hebrew literature, from biblical era to the present. Discussing works such as the Wisdom Books and selections from the Midrash; and reflecting on important periods such as the Golden Age of Jewish Culture in Spain, the Renaissance, and contemporary Israeli literature, we will highlight linguistic innovation, as well as crucial thematic and philosophical concerns. Readings include the Book of Job, Psalm, Ibn Gabirol, Mapu, Rachel, Goldbegr, Agnon, S. Yizhar, Amichai, Oz and more.
Same as: COMPLIT 283

JEWISHST 249A. Levinas and Literature. 3-5 Units.
Focus is on major works by French phenomenologist Emmanuel Levinas (1906-1995) and their import for literary studies. Aim is to discuss and evaluate Levinas's (often latent) aesthetics through a close reading of his work in phenomenology, ethics, and Jewish philosophy. If poetry has come to seem barbaric (or at least useless) in a world so deeply shaped by genocide, forced migration, and climate change, Levinas offers a clear and deeply engaged path forward. If you love literature but still haven't figured out what on earth it might be good for, this course is for you. Readings and discussion in English.
Same as: COMPLIT 259A

JEWISHST 271C. Campaigns and Elections in Israel. 5 Units.
Employing a theoretical and comparative framework, this seminar focuses on campaigns and elections in Israel. The seminar is divided into two interrelated sections. In the first section, we will cover voting behavior. Here we will look at Israel¿s election laws, its political culture, socialization and cleavages, turnout, political sophistication, ideology, partisanship and issue voting. In the second half of the semester we will examine elections from the perspective of candidates and campaign strategists. The topics we will focus on include election laws, public and private campaign finance, campaign strategy, media, polling, and advertising. In examining these topics, we will cover a variety of elections campaigns since Israel¿s birth, with an emphasis on the most recent ones.
Same as: POLISCI 241C

JEWISHST 275D. Special Topics: Dilemmas of Democracy and Security in Israel and the Middle East. 5 Units.
The Middle East is known to be a volatile region, characterized by political violence, armed conflicts, and social instabilities. This volatility is of relevance for many countries including the US with its invested interests in the region and Israel that exists at the heart of the region, and along with its conflict with the Palestinians is considered to be one of the root causes of this volatility. Moreover, the volatility brings into encounter two kinds of collective goods: democracy and security. Their encounter in a conflictual and unstable environment raises a host of questions and dilemmas, both moral and practical: should we balance democracy and security and if so how? Can the two be accommodated at all? Does democracy is better or worse in addressing security problems? Does democracy and security constitute each other conceptually? Do democratic states tend to cooperate with each other when confronting security issues? And what about democratization: how good a ca use is it as a foreign policy? How good a cause is it in justifying war and/or not ending one? From its establishment the State of Israel found itself torn by these and others related questions and the recent decades saw the US drawn by these dilemmas as well (think of the Bybee Memo and the Patriot acts). In the course we will introduce these dilemmas, analyze them and examine different normative and policy answers that were discussed in academia and in the policy world.
Same as: POLISCI 215D

JEWISHST 279P. Introduction to Israeli Politics. 5 Units.
This course aims to introduce students to Israel¿s political system and its major actors. We will survey Israel¿s political landscape, both chronologically and thematically, covering the major issues and conflicts which have dominated Israeli politics since its inception.
Same as: INTNLREL 163, POLISCI 249P

JEWISHST 282. Circles of Hell: Poland in World War II. 5 Units.
Looks at the experience and representation of Poland's wartime history from the Nazi-Soviet Pact (1939) to the aftermath of Yalta (1945). Examines Nazi and Soviet ideology and practice in Poland, as well as the ways Poles responded, resisted, and survived. Considers wartime relations among Polish citizens, particularly Poles and Jews. In this regard, interrogates the traditional self-characterization of Poles as innocent victims, looking at their relationship to the Holocaust, thus engaging in a passionate debate still raging in Polish society.
Same as: HISTORY 228, HISTORY 328, JEWISHST 382

JEWISHST 282K. The Holocaust and Its Aftermath. 4-5 Units.
This seminar gives an overview over different aspects of the history of the Holocaust and its aftermath and will examine key issues in recent Holocaust historiography and questions of memory and representation. Special emphasis is put on the nature of the historian's task, as viewed through the lens of historians of the Holocaust, as well as to the significance of the Holocaust in history and how it has changed over time. The course will confront students with historiographical texts and historical documents, with photography and film, works of scholarship and art.
Same as: HISTORY 202K, HISTORY 302K, JEWISHST 382K

JEWISHST 283D. The Holocaust in Recent Memory: Conflicts - Commemorations - Challenges. 5 Units.
This course offers an in-depth approach to the study of the Holocaust as a historical point of reference for European memory, or for the memory cultures of European nations, where the international context in particular the USA and Israel will also be taken into consideration. The starting point is the transformations in Holocaust memory: after 1945, in the era of European postwar myths, the Holocaust was on the periphery of historical thinking, of scholarly and public interest. Today the Holocaust is acknowledged as a 'break in civilization', a watershed event in human history. This approach has only evolved since the 1980s.
Same as: HISTORY 203D, HISTORY 303D, JEWISHST 383D

JEWISHST 284C. Genocide and Humanitarian Intervention. 3 Units.
Open to medical students, graduate students, and undergraduate students. Traces the history of genocide in the 20th century and the question of humanitarian intervention to stop it, a topic that has been especially controversial since the end of the Cold War. The pre-1990s discussion begins with the Armenian genocide during the First World War and includes the Holocaust and Cambodia under the Khmer Rouge in the 1970s. Coverage of genocide and humanitarian intervention since the 1990s includes the wars in Bosnia, Rwanda, Kosovo, the Congo and Sudan.
Same as: HISTORY 224C, HISTORY 324C, JEWISHST 384C, PEDS 224

JEWISHST 285D. A History of Jews in Russia: An Introduction. 5 Units.
Since Russia annexed territories formerly belonging to the Polish-Lithuanian Commonwealth and absorbed that region's large Jewish community, Russia has been a center of the Jewish world. Russia's Jews have been a potent force in the Jewish world as they struggled against discrimination, pursued utopian dreams, and devoted themselves to religious, cultural, and political movements. This course will introduce students to the history of Russian Jews, in the hope that they will gain a deeper understanding of this fascinating community.
Same as: HISTORY 285D

JEWISHST 287F. Anti-Semitism in the Modern World: An Introduction. 5 Units.
This course will introduce students to varying forms that anti-Semitism has taken in the modern world. We will be using film, music, imagery, political texts, and scholarly sources to examine regional, cultural, and chronological differences, so that students will better understand the phenomenon. All sources will be available in English.
Same as: HISTORY 287F

JEWISHST 287S. Research Seminar in Middle East History. 4-5 Units.
Student-selected research topics. May be repeat for credit.
Same as: HISTORY 481, JEWISHST 481

JEWISHST 288. Palestine and the Arab-Israeli Conflict. 4-5 Units.
This course examines some salient issues of the Israeli-Palestinian conflict from the late 19th century to the present. At the end of the course you should be able to articulate the positions of the major parties to the conflict, with the understanding that there is no single, unified Zionist (or Jewish) or Palestinian (or Arab) position. One quarter does not allow sufficient time to cover even all of the important topics comprehensively (for example, the role of the Arab states, the USA and the USSR, and the internal history of Israel receive less attention than is desirable). Some prior knowledge of Middle East history is desirable, but not required. Vigorous debate and criticism are strongly encouraged. Criticism and response expressed in a civil tone is an important way to get a fuller and more truthful picture of something. This is not only a fundamental democratic right and a basic citizenship skill, but it is essential to interpreting information and making good policy. Rights not used are easily lost.
Same as: HISTORY 288, HISTORY 388, JEWISHST 388

JEWISHST 291X. Learning Religion: How People Acquire Religious Commitments. 4 Units.
This course will examine how people learn religion outside of school, and in conversation with popular cultural texts and practices. Taking a broad social-constructivist approach to the variety of ways people learn, this course will explore how people assemble ideas about faith, identity, community, and practice, and how those ideas inform individual, communal and global notions of religion. Much of this work takes place in formal educational environments including missionary and parochial schools, Muslim madrasas or Jewish yeshivot. However, even more takes place outside of school, as people develop skills and strategies in conversation with broader social trends. This course takes an interdisciplinary approach to questions that lie at the intersection of religion, popular culture, and education. May be repeat for credit.
Same as: AMSTUD 231X, EDUC 231, RELIGST 231X

JEWISHST 297X. American Jewish History: Learning to be Jewish in America. 2-4 Units.
This course will be a seminar in American Jewish History through the lens of education. It will address both the relationship between Jews and American educational systems, as well as the history of Jewish education in America. Plotting the course along these two axes will provide a productive matrix for a focused examination of the American Jewish experience. History students must take course for at least 3 units.
Same as: AMSTUD 279X, EDUC 279, HISTORY 288D, RELIGST 279X

JEWISHST 299A. Directed Reading in Yiddish, First Quarter. 1-5 Unit.
Directed Reading in Yiddish, First Quarter.

JEWISHST 321D. Readings in Syriac Literature. 2-5 Units.
In recent years, there has been growing interest in the works of Syriac speaking Christians in antiquity and beyond. This course offers an introduction to the Syriac language, including its script, vocabulary and grammar, and a chance to read from a selection of foundational Syriac Christian texts.
Same as: JEWISHST 221D, RELIGST 221D, RELIGST 321D

JEWISHST 324. Emmanuel Levinas: Ethics, Philosophy and Religion. 4 Units.
Emmanuel Levinas (1906-1995) is a major French philosopher of the second half of the twentieth century and is among the half-dozen most important Jewish thinkers of the century. Born in Lithuania, Levinas lived most of his life in France; he was primarily a philosopher but also a deeply committed Jewish educator who often lectured and wrote about Judaism and Jewish matters. Levinas was influenced by Bergson, Husserl, Heidegger, and others, like Buber and Rosenzweig. We will look at the philosophical world in which he was educated and explore his unique development as a philosopher in the years after World War Two. Levinas reacted against the main tendencies of Western philosophy and religious thought and as a result shaped novel, powerful, and challenging ways of understanding philosophy, religion, ethics, and politics. n In this course, we will examine works from every stage of Levinas's career, from his early study of Husserl and Heidegger to the emergence of his new understanding of the human condition and the primacy of ethics, the face-to-face encounter with the human other, the role of language and the relationship between ethics and religion, and finally his understanding of Judaism and its relationship to Western philosophy. We will be interested in his philosophical method, the relevance of his thinking for ethics and religion, the role of language in his philosophy and the problem of the limits of expressibility, and the implications of his work for politics. We shall also consider his conception of Judaism, its primary goals and character, and its relation to Western culture and philosophy.
Same as: JEWISHST 224, RELIGST 234, RELIGST 334

JEWISHST 330. Illicit Trade in Art and Antiquities. 3 Units.
Illicit trade in art and antiquities is reputedly the third largest illicit trade activity globally. How do nations, individually and collectively, respond to this seemingly inexorable form of illicit trade, and what factors influence those responses? What are the sources and effects of such trade, and how can it best be curbed? This course will delve into these and other pressing political, legal, ethical, economic, cultural and public policy questions about illicit art and antiquities trade, arising across five subject areas: (1) the acquisition of art during the Age of Imperialism (ie, from Roman times through World War II); (2) Holocaust-era takings and the evolution in international legal and ethical responses to wartime looting; (3) removal and repatriation of Indigenous cultural material; (4) theft from museums and private collectors, and legal systems¿ varying allocation of the risk of such theft; and (5) the illicit trade and destruction of antiquities, and issues surrounding their restitution. Several internationally renowned guest speakers will give presentations and contribute to our discussions. Grading will be based on attendance, participation in class and an online discussion forum, a student group presentation, and a final exam or research paper.
Same as: GLOBAL 190, GLOBAL 390, JEWISHST 130, PUBLPOL 191, PUBLPOL 391

JEWISHST 347A. The Hebrew Bible in Literature. 3-5 Units.
Close reading of major biblical stories and poems that influenced modern literature written in English and Hebrew. Hebrew texts will be read in translation to English. Each class will include a section from the Hebrew Bible as well as a modern text or film based on the biblical story/poem. Discussion of questions such as: the meaning and function of myths and the influence of the Hebrew Bible on the development of literary styles and genres.
Same as: COMPLIT 147A, COMPLIT 347A, JEWISHST 147A

JEWISHST 348. Writing Between Languages: The Case of Eastern European Jewish Literature. 3-5 Units.
Eastern European Jews spoke and read Hebrew, Yiddish, and their co-territorial languages (Russian, Polish, etc.). In the modern period they developed secular literatures in all of them, and their writing reflected their own multilinguality and evolving language ideologies. We focus on major literary and sociolinguistic texts. Reading and discussion in English; students should have some reading knowledge of at least one relevant language as well.
Same as: JEWISHST 148, SLAVIC 198, SLAVIC 398

JEWISHST 349. German Capstone: Reading Franz Kafka. 3-5 Units.
This class will address major works by Franz Kafka and consider Kafka as a modernist writer whose work reflects on modernity. We will also examine the role of Kafka's themes and poetics in the work of contemporary writers. (Meets Writing-in-the-Major requirement).
Same as: COMPLIT 111, COMPLIT 311C, GERMAN 190, GERMAN 390, JEWISHST 147

JEWISHST 382. Circles of Hell: Poland in World War II. 5 Units.
Looks at the experience and representation of Poland's wartime history from the Nazi-Soviet Pact (1939) to the aftermath of Yalta (1945). Examines Nazi and Soviet ideology and practice in Poland, as well as the ways Poles responded, resisted, and survived. Considers wartime relations among Polish citizens, particularly Poles and Jews. In this regard, interrogates the traditional self-characterization of Poles as innocent victims, looking at their relationship to the Holocaust, thus engaging in a passionate debate still raging in Polish society.
Same as: HISTORY 228, HISTORY 328, JEWISHST 282

JEWISHST 382K. The Holocaust and Its Aftermath. 4-5 Units.
This seminar gives an overview over different aspects of the history of the Holocaust and its aftermath and will examine key issues in recent Holocaust historiography and questions of memory and representation. Special emphasis is put on the nature of the historian's task, as viewed through the lens of historians of the Holocaust, as well as to the significance of the Holocaust in history and how it has changed over time. The course will confront students with historiographical texts and historical documents, with photography and film, works of scholarship and art.
Same as: HISTORY 202K, HISTORY 302K, JEWISHST 282K

JEWISHST 383. The Holocaust. 4 Units.
The emergence of modern racism and radical anti-Semitism. The Nazi rise to power and the Jews. Anti-Semitic legislation in the 30s. WW II and the beginning of mass killings in the East. Deportations and ghettos. The mass extermination of European Jewry.
Same as: HISTORY 137, HISTORY 337, JEWISHST 183

JEWISHST 383D. The Holocaust in Recent Memory: Conflicts - Commemorations - Challenges. 5 Units.
This course offers an in-depth approach to the study of the Holocaust as a historical point of reference for European memory, or for the memory cultures of European nations, where the international context in particular the USA and Israel will also be taken into consideration. The starting point is the transformations in Holocaust memory: after 1945, in the era of European postwar myths, the Holocaust was on the periphery of historical thinking, of scholarly and public interest. Today the Holocaust is acknowledged as a 'break in civilization', a watershed event in human history. This approach has only evolved since the 1980s.
Same as: HISTORY 203D, HISTORY 303D, JEWISHST 283D

JEWISHST 384C. Genocide and Humanitarian Intervention. 3 Units.
Open to medical students, graduate students, and undergraduate students. Traces the history of genocide in the 20th century and the question of humanitarian intervention to stop it, a topic that has been especially controversial since the end of the Cold War. The pre-1990s discussion begins with the Armenian genocide during the First World War and includes the Holocaust and Cambodia under the Khmer Rouge in the 1970s. Coverage of genocide and humanitarian intervention since the 1990s includes the wars in Bosnia, Rwanda, Kosovo, the Congo and Sudan.
Same as: HISTORY 224C, HISTORY 324C, JEWISHST 284C, PEDS 224

JEWISHST 385A. Core Colloquium in Jewish History, 17th-19th Centuries. 4-5 Units.
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Same as: HISTORY 385A

JEWISHST 385B. Graduate Colloquium in Modern Jewish History. 4-5 Units.
Instructor consent required.
Same as: HISTORY 385B

JEWISHST 388. Palestine and the Arab-Israeli Conflict. 4-5 Units.
This course examines some salient issues of the Israeli-Palestinian conflict from the late 19th century to the present. At the end of the course you should be able to articulate the positions of the major parties to the conflict, with the understanding that there is no single, unified Zionist (or Jewish) or Palestinian (or Arab) position. One quarter does not allow sufficient time to cover even all of the important topics comprehensively (for example, the role of the Arab states, the USA and the USSR, and the internal history of Israel receive less attention than is desirable). Some prior knowledge of Middle East history is desirable, but not required. Vigorous debate and criticism are strongly encouraged. Criticism and response expressed in a civil tone is an important way to get a fuller and more truthful picture of something. This is not only a fundamental democratic right and a basic citizenship skill, but it is essential to interpreting information and making good policy. Rights not used are easily lost.
Same as: HISTORY 288, HISTORY 388, JEWISHST 288

JEWISHST 393X. The Education of American Jews. 4 Units.
This course will take an interdisciplinary approach to the question of how American Jews negotiate the desire to retain a unique ethnic sensibility without excluding themselves from American culture more broadly. Students will examine the various ways in which people debate, deliberate, and determine what it means to be an "American Jew". This includes an investigation of how American Jewish relationships to formal and informal educational encounters through school, popular culture, religious ritual, and politics.
Same as: EDUC 313, RELIGST 313X

JEWISHST 481. Research Seminar in Middle East History. 4-5 Units.
Student-selected research topics. May be repeat for credit.
Same as: HISTORY 481, JEWISHST 287S

JEWISHST 486A. Graduate Research Seminar in Jewish History. 4-5 Units.
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Same as: HISTORY 486A

JEWISHST 486B. Graduate Research Seminar in Jewish History. 4-5 Units.
Prerequisite: HISTORY 486A.
Same as: HISTORY 486B

Native American Studies Courses

NATIVEAM 16. Native Americans in the 21st Century: Encounters, Identity, and Sovereignty in Contemporary America. 5 Units.
What does it mean to be a Native American in the 21st century? Beyond traditional portrayals of military conquests, cultural collapse, and assimilation, the relationships between Native Americans and American society. Focus is on three themes leading to in-class moot court trials: colonial encounters and colonizing discourses; frontiers and boundaries; and sovereignty of self and nation. Topics include gender in native communities, American Indian law, readings by native authors, and Indians in film and popular culture.
Same as: ANTHRO 16, ANTHRO 116C, ARCHLGY 16

NATIVEAM 50Q. Life and Death of Words. 4 Units.
In this course, we explore the world of words: their creation, evolution, borrowing, change, and death. Words are the key to understanding the culture and ideas of a people, and by tracing the biographies of words we are able to discern how the world was, is, and might be perceived and described. We trace how words are formed, and how they change in pronunciation, spelling, meaning, and usage over time. How does a word get into the dictionary? What do words reveal about status, class, region, and race? How is the language of men and women critiqued differently within our society? How does slang evolve? How do languages become endangered or die, and what is lost when they do? We will visit the Facebook Content Strategy Team and learn more about the role words play in shaping our online experiences. Together, the class will collect Stanford language and redesign the digital dictionary of the future. Trigger Warning: Some of the subject matter of this course is sensitive and may cause offense. Please consider this prior to enrolling in the course.
Same as: CSRE 50Q, ENGLISH 50Q, FEMGEN 50Q, LINGUIST 50Q

NATIVEAM 64Q. These languages were here first: A look at the indigenous languages of California. 3 Units.
Stanford was built on land originally inhabited by the Muwekma Ohlone tribe, and Native American students have always held an important place in the university community from the writer and journalist John Milton Oskison (Cherokee) who graduated in 1894 to current enrolments of over three hundred students who represent over fifty tribes. Two hundred years ago, the Muwekma language was one of a hundred languages that made California one of the most linguistically-diverse places on earth. Today, less than half of these languages survive but many California Indian communities are working hard to maintain and revitalize them. This is a familiar pattern globally: languages around the world are dying at such a rapid rate that the next century could see half of the world's 6800 languages and cultures become extinct unless action is taken now. Focusing especially on California, this course seeks to find out how and why languages die; what is lost from a culture when that occurs; and how `sleeping¿ languages might be revitalized. We will take a field trip to a Native American community in northern California to witness first-hand how one community is bringing back its traditional language, songs, dances, and story-telling. We will learn from visiting indigenous leaders and linguistic experts who will share their life, language, and culture with the class. Through weekly readings and discussion, we will investigate how languages can be maintained and revitalized by methods of community- and identity-building, language documentation and description, the use of innovative technologies, writing dictionaries and grammars for different audiences, language planning, and data creation, annotation, preservation, and dissemination. Finally, the course will examine ethical modes of fieldwork within endangered-language communities.
Same as: ANTHRO 64Q, LINGUIST 64Q

NATIVEAM 103S. Gender in Native American Societies. 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: CSRE 103S, FEMGEN 103S

NATIVEAM 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: CSRE 108S

NATIVEAM 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 is on economic development, religious freedom, and environmental justice issues in Indian country.
Same as: CSRE 109A

NATIVEAM 109B. Indian Country Economic Development. 3 Units.
The history of competing tribal and Western economic models, and the legal, political, social, and cultural implications for tribal economic development. Case studies include mineral resource extraction, gaming, and cultural tourism. 21st-century strategies for sustainable economic development and protection of political and cultural sovereignty.
Same as: CSRE 109B

NATIVEAM 111B. Muwekma: Landscape Archaeology and the Narratives of California Natives. 3-5 Units.
This course explores the unique history of San Francisco Bay Area tribes with particular attention to Muwekma Ohlone- the descendent community associated with the landscape surrounding and including Stanford University. The story of Muwekma provides a window into the history of California Indians from prehistory to Spanish exploration and colonization, the role of Missionaries and the controversial legacy of Junipero Serra, Indigenous rebellions throughout California, citizenship and land title during the 19th century, the historical role of anthropology and archaeology in shaping policy and recognition of Muwekma, and the fight for acknowledgement of Muwekma as a federally recognized tribe. We will visit local sites associated with this history and participate in field surveys of the landscape of Muwekma.
Same as: ANTHRO 111B, ARCHLGY 111B

NATIVEAM 115. Introduction to Native American History. 5 Units.
This course incorporates a Native American perspective in the assigned readings and is an introduction to Native American History from contact with Europeans to the present. History, from a Western perspective, is secular and objectively evaluative whereas for most Indigenous peoples, history is a moral endeavor (Walker, Lakota Society 113). A focus in the course is the civil rights era in American history when Native American protest movements were active. Colonization and decolonization, as they historically occurred are an emphasis throughout the course using texts written from the perspective of the colonized at the end of the 20th century in addition to the main text. Students will be encouraged to critically explore issues of interest through two short papers and one longer paper that is summarized in a 15-20 minute presentation on a topic of interest relating to the course.

NATIVEAM 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: CSRE 117S, HISTORY 250A

NATIVEAM 119S. History of American Indian Education. 5 Units.
How the federal government placed education at the center of its Indian policy in second half of 19th century, subjecting Native Americans to programs designed to erase native cultures and American Indian responses to those programs. Topics include traditional Indian education, role of religious groups, Meriam Report, Navajo-Hopi Rehabilitation Act, Johnson-O'Malley Act, and public schools.
Same as: EDUC 119S, EDUC 429S

NATIVEAM 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: CSRE 123A

NATIVEAM 134. Museum Cultures: Material Representation in the Past and Present. 3-5 Units.
Students will open the "black box" 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 "museum cultures": representations of self and other within museums and institutional cultures of the museum world itself.n3 credits (no final project) or 5 credits (final project). May be repeat for credit.
Same as: AMSTUD 134, ARCHLGY 134, ARCHLGY 234, ARTHIST 284B, CSRE 134, EDUC 214

NATIVEAM 138. American Indians in Comparative Historical Perspective. 4 Units.
(Graduate students register for 238.) Demographic, political, and economic processes and events that shaped relations between Euro-Americans and American Indians, 1600-1890. How the intersection of these processes affected the outcome of conflicts between these two groups, and how this conflict was decisive in determining the social position of American Indians in the late 19th century and the evolution of the doctrine of tribal sovereignty.
Same as: SOC 138, SOC 238

NATIVEAM 139. American Indians in Contemporary Society. 4 Units.
(Graduate students register for 239.) The social position of American Indians in contemporary American society, 1890 to the present. The demographic resurgence of American Indians, changes in social and economic status, ethnic identification and political mobilization, and institutions such as tribal governments and the Bureau of Indian Affairs. Recommended: 138 or a course in American history.
Same as: SOC 139, SOC 239

NATIVEAM 143A. American Indian Mythology, Legend, and Lore. 3-5 Units.
(English majors and others taking 5 units, register for 143A.) Readings from American Indian literatures, old and new. Stories, songs, and rituals from the 19th century, including the Navajo Night Chant. Tricksters and trickster stories; war, healing, and hunting songs; Aztec songs from the 16th century. Readings from modern poets and novelists including N. Scott Momaday, Louise Erdrich, and Leslie Marmon Silko, and the classic autobiography, "Black Elk Speaks.".

NATIVEAM 163. Endangered Languages and Language Revitalization. 3-4 Units.
Languages around the world are dying at such a rapid rate that the next century could see half of the world's 6800 languages and cultures become extinct unless action is taken now. This course looks at how and why languages die, and what is lost from a culture when that occurs. We will investigate how this trend can be reversed by methods of language documentation and description, the use of innovative technologies, multimodal fieldwork, writing dictionaries and grammars for different audiences, language planning, and data creation, annotation, preservation, and dissemination. We will focus on a number of current programs around the world to revitalize languages. Finally, the course will examine ethical modes of fieldwork within endangered language communities, and the possibilities of successful collaborations and capacity building, focusing especially on Northern California Indian peoples and their languages.
Same as: ANTHRO 163A, ANTHRO 263A, LINGUIST 163A, LINGUIST 263

NATIVEAM 167. Performing Indigeneity on Global Stage. 4 Units.
Explores how indigeneity is expressed and embodied through performance on the global stage.
Same as: DANCE 167

NATIVEAM 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: CSRE 170

NATIVEAM 179F. Flor y Canto: Poetry Workshop. 4 Units.
Poetry reading and writing. The poet as philosopher and the poet as revolutionary. Texts: the philosophical meditations of pre-Columbian Aztec poetry known as "flor y canto," and reflections on the poetry of resistance born out of the nationalist and feminist struggles of Latin America and Aztlán. Required 20-page poetry manuscript.
Same as: CHILATST 179F, CSRE 179F, TAPS 179F, TAPS 279F

NATIVEAM 179G. Indigenous Identity in Diaspora: Women of Color Art Practice in América. 4 Units.
This course is part of the core curriculum of the IDA emphasis in CSRE. This year it will focus on the art and art practice of women of color in the areas of literature, visual art and the performing arts. Through readings, screenings, on and off campus events, and visiting artists, the course will examine the aesthetics, cultural inquiries, and related politics of Indigenous-identified women artists (especially but not limited to Xicana, Northern Native and African American). Issues of gender and sexuality in relation to cultural identity are also integral to this exploration. Students will be required to produce a mid-term and final work, integrating the critical concepts of the course into creative projects.
Same as: CSRE 179G, CSRE 279G, FEMGEN 179G, TAPS 179G, TAPS 279G

NATIVEAM 200R. Directed Research. 1-5 Unit.
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NATIVEAM 200W. Directed Reading. 1-5 Unit.
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NATIVEAM 211. The California Missions: Art History and Reconciliation. 5 Units.
Sites of the spirit and devotion, sites of genocide, foreboding actors in Alfred Hitchcock's Vertigo, the subject of fourth-grade school projects, the Spanish Missions of Alta California are complex sites of inquiry, their meanings and associations different for each visitor. This seminar examines the art and architecture of the California Missions built between 1769 and 1823. Constructed with local materials and decorated with reredos, paintings and sculptures from Mexico and Spain, the Missions are at once humble spaces and flagships of a belated global baroque. They were also the laboratories of indigenous artists and artisans. This course seeks to understand how Mission art was meant to function, how and why it was made, what its materials were, while asking what the larger role of art was in a global system of missions. Can the study of this art lead to the reconciliation of populations in North America and within the field of art history? The Missions require a specific reexamination of the relationship between European and colonial forms, not as objects of curiosity or diffusion but as viable and globally informed agents.
Same as: ARTHIST 211, CSRE 111

NATIVEAM 240. Psychology and American Indian Mental Health. 3-5 Units.
Western medicine's definition of health as the absence of sickness, disease, or pathology; Native American cultures' definition of health as the beauty of physical, spiritual, emotional, and social things, and sickness as something out of balance. Topics include: historical trauma; spirituality and healing; cultural identity; values and acculturation; and individual, school, and community-based interventions. Prerequisite: experience working with American Indian communities.
Same as: EDUC 340

NATIVEAM 255. Native American Identity in the American Imagination: 19th Century to Present. 5 Units.
Because cultural identity is similar to and overlaps with identity politics, this course will examine Native American identity in current culture through American imagination and perspective as to what it is to be Native American today. Historic perspectives from the 19th century to the present will be covered as well.