

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=\)](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 comparative-core, major-core, 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, one of which must be CSRE 196C Introduction to Comparative Studies in Race and Ethnicity, a methodologies course, and a senior seminar. In addition, students must complete the Interdisciplinary Breadth Requirement, which requires students take one 3-5 unit course in the Social Sciences and one 3-5 unit course in the Arts & Humanities that explore race and ethnicity. These requirements illustrate how different disciplines approach the study and interpretation of race and ethnicity and provide a foundation for the student's interdisciplinary program of study.

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

- comparative-core courses that are interdisciplinary and compare how race and ethnicity have historically appeared across groups; and
- major-core 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 of letter-graded work, except where letter grades are not offered, from the approved course list, one of which must be CSRE 196C Introduction to Comparative Studies in Race and Ethnicity, and a second that is either a comparative-core course or major-core course relevant 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 offers students an opportunity for support of full-time paid summer research internships for those who apply to the Community Based Research Fellowship and 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. 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 the Core, Major-Core Foundational, and Methods requirements. Additional units toward the major require a minimum 'D-' passing grade.
2. Comparative and Major-Core courses must be taken for the maximum units offered (4 or more) and for letter grade. Methods courses must be taken for a minimum of 3 units and for letter grade.
3. All majors, minors, and interdisciplinary honors students in the CSRE Family of Programs must take Introduction to Comparative Studies in Race and Ethnicity (CSRE 196C).
4. 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.
5. 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.
6. Students may petition up to 5 units of Internship for Public Service (CSRE 198) to count toward the major or minor when the work completed relates directly to race, ethnicity, or area of study. CSRE 198, however, may be repeated multiple times for University credit and the 180 units required to graduate.
7. 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 Muwékma 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://exploreddegrees.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.
8. Students may major in two CSRE programs; see the "Multiple Majors (<http://exploreddegrees.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 Introduction to Comparative Studies in Race and Ethnicity (CSRE 196C), an additional comparative-core course, and a senior seminar taken in Autumn Quarter of the senior year. One major-core 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
ASNAMST 295F	Race and Ethnicity in East Asia	4-5
CSRE 148	Comparative Ethnic Conflict	4
CSRE 149	The Laboring of Diaspora & Border Literary Cultures	3-5
CSRE 196C	Introduction to Comparative Studies in Race and Ethnicity	5
CSRE 200X	CSRE Senior Seminar	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
CSRE 389A	Race, Ethnicity, and Language: Racial, Ethnic, and Linguistic Formations	3-4
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. Major-Core Course

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

ASNAMST 146S/ COMPLIT 146/ CSRE 146S		3-5
ASNAMST 155D	The Asian American Movement: A History of Activism	3-5
ASNAMST 186B	Asian American Art: 1850-Present	4

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. The remaining courses must have an Asian American focus and primarily 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 advanced, second-year 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 3-5 units of 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. Interdisciplinary Breadth Requirement

To fulfill the Interdisciplinary Breadth Requirement, students should take one 3-5 unit course from the Social Sciences and one 3-5 unit course from the Arts & Humanities that focus on race and ethnicity, especially if the courses are comparative.

6. Community Engaged Learning 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 an identity, race, or ethnicity focused 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.

7. 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 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 minimum 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.

Units

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 the Core, Major-Core Foundational, and Methods requirements. Additional units toward the major require a minimum 'D-' passing grade.
2. Comparative and Major-Core courses must be taken for the maximum units offered (4 or more) and for letter grade. Methods courses must be taken for a minimum of 3 units and for letter grade.

3. All majors, minors, and interdisciplinary honors students in the CSRE Family of Programs must take Introduction to Comparative Studies in Race and Ethnicity (CSRE 196C).
4. 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.
5. 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.
6. Students may petition up to 5 units of Internship for Public Service (CSRE 198) to count toward the major or minor when the work completed relates directly to race, ethnicity, or area of study. CSRE 198, however, may be repeated multiple times for University credit and the 180 units required to graduate.
7. 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://exploreddegrees.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.
8. Students may major in two CSRE programs; see the "Multiple Majors (<http://exploreddegrees.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 Introduction to Comparative Studies in Race and Ethnicity (CSRE 196C), an additional comparative-core course, and a senior seminar taken in Autumn Quarter of the senior year. One major-core course that focuses on a non-Latino origin group may be counted toward the 15-unit core requirement.

ANTHRO 32	Theories in Race and Ethnicity: A Comparative Perspective	5
ASNAMST 295F	Race and Ethnicity in East Asia	4-5
CSRE 148	Comparative Ethnic Conflict	4
CSRE 149	The Laboring of Diaspora & Border Literary Cultures	3-5

CSRE 196C	Introduction to Comparative Studies in Race and Ethnicity	5
CSRE 200X	CSRE Senior Seminar	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
CSRE 389A	Race, Ethnicity, and Language: Racial, Ethnic, and Linguistic Formations	3-4
HISTORY 64	Racial and Ethnic Diversity in Modern America	4-5
JEWISHST 106	Reflection on the Other: The Jew and the Arab in 3-5 Literature	5
PSYCH 75	Introduction to Cultural Psychology	5

2. Major-Core 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 Chicana/Latinx Studies	5
CHILATST 171	Mexicans in the United States	5

3. Area Study

Majors must complete an additional 35 units of course work from an approved list. To fulfill the Interdisciplinary Breadth Requirement, students should take one 3-5 unit course from the Social Sciences and one 3-5 unit course from the Arts & Humanities that focus on race and ethnicity, especially if the courses are comparative. The remaining courses must have a Chicana/Latinx focus and primarily be selected from social science and humanities departments.

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 advanced, second-year 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 3-5 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. Interdisciplinary Breadth Requirement

To fulfill the Interdisciplinary Breadth Requirement, students should take one 3-5 unit course from the Social Sciences and one 3-5 unit course from the Arts & Humanities that focus on race and ethnicity, especially if the courses are comparative.

7. Community Engaged Learning 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 an identity, race, or ethnicity focused 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.

Units

8. 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 minimum 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 the Core, Major-Core Foundational, and Methods requirements. Additional units toward the major require a minimum 'D-' passing grade.
2. Comparative and Major-Core courses must be taken for the maximum units offered (4 or more) and for letter grade. Methods courses must be taken for a minimum of 3 units and for letter grade.
3. All majors, minors, and interdisciplinary honors students in the CSRE Family of Programs must take Introduction to Comparative Studies in Race and Ethnicity (CSRE 196C).
4. 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.
5. 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.
6. Students may petition up to 5 units of Internship for Public Service (CSRE 198) to count toward the major or minor when the work completed relates directly to race, ethnicity, or area of study. CSRE 198, however, may be repeated multiple times for University credit and the 180 units required to graduate.
7. 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://exploreddegrees.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.
8. Students may major in two CSRE programs; see the "Multiple Majors (<http://exploreddegrees.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.

4. Core Curriculum

All CSRE majors enroll in the 15-unit core curriculum, which consists of Introduction to Comparative Studies in Race and Ethnicity (CSRE 196C), an additional comparative-core course, and a senior seminar taken in Autumn Quarter of the senior year. One major-core course may be counted toward the 15-unit core requirement.

		Units
ANTHRO 32	Theories in Race and Ethnicity: A Comparative Perspective	5
ASNAMST 295F	Race and Ethnicity in East Asia	4-5
CSRE 148	Comparative Ethnic Conflict	4
CSRE 149	The Laboring of Diaspora & Border Literary Cultures	3-5
CSRE 196C	Introduction to Comparative Studies in Race and Ethnicity	5
CSRE 200X	CSRE Senior Seminar	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
CSRE 389A	Race, Ethnicity, and Language: Racial, Ethnic, and Linguistic Formations	3-4
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. 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.

6. Research/Methodology Requirement

Majors are required to complete 3-5 units of coursework focused on research methods relevant to their disciplinary approach as a student in Comparative Studies in Race & Ethnicity. Students select the research and/or methodology course in consultation with their faculty adviser.

7. Interdisciplinary Breadth Requirement

To fulfill the Interdisciplinary Breadth Requirement, students should take one 3-5 unit course from the Social Sciences and one 3-5 unit course from the Arts & Humanities that focus on race and ethnicity, especially if the courses are comparative.

8. Community Engaged Learning 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 an identity, race, or ethnicity focused 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.

9. 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 minimum grade of 'B+' to receive honors in CSRE.

Jewish Studies

Interim Director: Ari Y. Kelman

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.

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://exploreddegrees.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.

5. 1. A minimum grade of 'C-' is required for a student to count a class towards the Core, Major-Core Foundational, and Methods requirements. Additional units toward the major require a minimum 'D-' passing grade.
2. Comparative and Major-Core courses must be taken for the maximum units offered (4 or more) and for letter grade. Methods courses must be taken for a minimum of 3 units and for letter grade.
3. All majors, minors, and interdisciplinary honors students in the CSRE Family of Programs must take Introduction to Comparative Studies in Race and Ethnicity (CSRE 196C).
4. 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.
5. 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.
6. Students may petition up to 5 units of Internship for Public Service (CSRE 198) to count toward the major or minor when the work completed relates directly to race, ethnicity, or area of study. CSRE 198, however, may be repeated multiple times for University credit and the 180 units required to graduate.
7. 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 Muwckma 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://exploreddegrees.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.
8. Students may major in two CSRE programs; see the "Multiple Majors (<http://exploreddegrees.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 Introduction to Comparative Studies in Race and Ethnicity (CSRE 196C), an additional comparative-core course, and a senior seminar taken in Autumn Quarter of the senior year.

ANTHRO 32 Theories in Race and Ethnicity: A Comparative Perspective

Units

5

ASNAMST 295F	Race and Ethnicity in East Asia	4-5
CSRE 148	Comparative Ethnic Conflict	4
CSRE 149	The Laboring of Diaspora & Border Literary Cultures	3-5
CSRE 196C	Introduction to Comparative Studies in Race and Ethnicity	5
CSRE 200X	CSRE Senior Seminar	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
CSRE 389A	Race, Ethnicity, and Language: Racial, Ethnic, and Linguistic Formations	3-4
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. Major-Core Courses

Majors are required to take one major-core course in Jewish Studies. Courses include:

JEWISHST 183	The Holocaust	4-5
JEWISHST 185B	Jews in the Contemporary World: Faith and Ethnicity, Vulnerability and Visibility	4-5

3. Area Study

Jewish Studies majors complete at least 15 units of courses that focus on Jewish history, issues, and identity. To fulfill the Interdisciplinary Breadth Requirement, students should take one 3-5 unit course from the Social Sciences and one 3-5 unit course from the Arts & Humanities that focus on race and ethnicity, especially if the courses are comparative. The remaining courses must have an Jewish Studies focus and primarily be selected from social science and humanities departments.

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 3-5 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. Interdisciplinary Breadth Requirement

To fulfill the Interdisciplinary Breadth Requirement, students should take one 3-5 unit course from the Social Sciences and one 3-5 unit course from the Arts & Humanities that focus on race and ethnicity, especially if the courses are comparative.

7. Community Engaged Learning 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 an identity, race, or ethnicity focused 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.

8. 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 minimum 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 the Core, Major-Core Foundational, and Methods requirements. Additional units toward the major require a minimum 'D-' passing grade.
2. Comparative and Major-Core courses must be taken for the maximum units offered (4 or more) and for letter grade. Methods courses must be taken for a minimum of 3 units and for letter grade.
3. All majors, minors, and interdisciplinary honors students in the CSRE Family of Programs must take Introduction to Comparative Studies in Race and Ethnicity (CSRE 196C).
4. 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.
5. 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.

6. Students may petition up to 5 units of Internship for Public Service (CSRE 198) to count toward the major or minor when the work completed relates directly to race, ethnicity, or area of study. CSRE 198, however, may be repeated multiple times for University credit and the 180 units required to graduate.
7. 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://exploreddegrees.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.
8. Students may major in two CSRE programs; see the "Multiple Majors (<http://exploreddegrees.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 Introduction to Comparative Studies in Race and Ethnicity (CSRE 196C), an additional comparative-core course, and a senior seminar taken in Autumn Quarter of the senior year. One major-core course that focuses on a non-Native American group may be counted toward the 15-unit core requirement.

ANTHRO 32	Theories in Race and Ethnicity: A Comparative Perspective	5
ASNAMST 295F	Race and Ethnicity in East Asia	4-5
CSRE 148	Comparative Ethnic Conflict	4
CSRE 149	The Laboring of Diaspora & Border Literary Cultures	3-5
CSRE 196C	Introduction to Comparative Studies in Race and Ethnicity	5
CSRE 200X	CSRE Senior Seminar	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
CSRE 389A	Race, Ethnicity, and Language: Racial, Ethnic, and Linguistic Formations	3-4
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. Major-Core Courses

Majors are required to take one major-core course in Native American Studies.

Select one of the following:

		Units
NATIVEAM 138	American Indians in Comparative Historical Perspective	4
NATIVEAM 139	American Indians in Contemporary Society	4
NATIVEAM 115	Introduction to Native American History	5
NATIVEAM 16	Native Americans in the 21st Century: Encounters, Identity, and Sovereignty in Contemporary America	5

3. Area Study

Majors complete an additional 38-41 units of course work that satisfy three categories in their area of study: Native American focus, Interdisciplinary Breadth Requirement, 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 an advanced, second-year native language, or first year special language course 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 3-5 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. Interdisciplinary Breadth Requirement

To fulfill the Interdisciplinary Breadth Requirement, students should take one 3-5 unit course from the Social Sciences and one 3-5 unit course from the Arts & Humanities that focus on race and ethnicity, especially if the courses are comparative.

7. Community Engaged Learning 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 an identity, race, or ethnicity focused 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.

8. 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 minimum 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
AMSTUD 183	Re- Imagining American Borders	5
COMPLIT 149	The Laboring of Diaspora & Border Literary Cultures	3-5
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 149	The Laboring of Diaspora & Border Literary Cultures	3-5
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	3-5
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 Axxess; 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: Arts, Culture, and Pedagogy	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 Performance Project: Dance & Intercultural Performance Creation	2
AFRICAAM 45	Dance Improv StratLab: Freestyle Improvisation from Contemporary to Hip Hop & Beyond	1-2
AFRICAAM 102B	Art and Social Criticism	5
AFRICAAM 120F	Buying Black: Economic Sovereignty, Race, and Entrepreneurship in the USA	4-5
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
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 186B	Asian American Art: 1850-Present	4
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
CHILATST 109	GENTE: An incubator for transforming national narratives	5
CHILATST 179	Chicano & Chicana Theater: Politics In Performance	4
COMPLIT 110	Introduction to Comparative Queer Literary Studies	3-5
COMPLIT 223	Literature and Human Experimentation	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: Arts, Culture, and Pedagogy	1
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 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 145B	The African Atlantic	3-5
CSRE 147L	Studies in Music, Media, and Popular Culture: Latin American Music and Globalization	3-4
CSRE 177	Dramatic Writing: The Fundamentals	4
CSRE 179C	Chroniclers of Desire: Creative Non-Fiction Writing Workshop	3-5
CSRE 194KT	Topics in Writing & Rhetoric: The Last Hopi On Earth: The Rhetoric of Entertainment Inequity	4
CSRE 201B	Making Meaning: Art, Culture & Social Change	3
CSRE 255D	Racial Identity in the American Imagination	4-5
CSRE 314	Performing Identities	4
DANCE 1	Introduction to Contemporary Dance & Movement: Liquid Flow	1
DANCE 30	Chocolate Heads Performance Project: Dance & Intercultural Performance Creation	2

DANCE 45	Dance Improv StratLab: Freestyle Improvisation from Contemporary to Hip Hop & Beyond	1-2
DANCE 58	Beginning Hip Hop	1
DANCE 59	Intermediate-Advanced Hip-Hop	1
DANCE 141	Advanced Contemporary Modern Technique	2
EDUC 214	Museum Cultures: Material Representation in the Past and Present	3-5
EDUC 314	Technologies, Social Justice and Black Vernacular Culture	3-5
ENGLISH 152G	Harlem Renaissance and Modernism	5
FEMGEN 102	Art and Social Criticism	5
FEMGEN 110X	Introduction to Comparative Queer Literary Studies	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 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
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 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 114	Sound Tracks: Music, Memory, and Migration in the Twentieth Century	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
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 156	Performing History: Race, Politics, and Staging the Plays of August Wilson	4
TAPS 161D	Introduction to Dance Studies: Dancing Across Stages, Clubs, Screens, and Borders	3-4
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 63N	The Feminist Critique: The History and Politics of Gender Equality	3-4
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	The Politics of Sex: Work, Family, and Citizenship in Modern American Women's History	3-5
CSRE 168	New Citizenship: Grassroots Movements for Social Justice in the U.S.	5
CSRE 183	Re- Imagining American Borders	5
CSRE 255D	Racial Identity in the American Imagination	4-5
FEMGEN 103	Feminist and Queer 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	3-5
NATIVEAM 103S	Gender in Native American Societies	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
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
CHILATST 177A	Well-Being in Immigrant Children & Youth: A Service Learning Course	4
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 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	Shaping & Contesting the Past in Public Spaces	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

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
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
PWR 194DH	Topics in Writing and Rhetoric: Empathy, Ethics, and Compassion Meditation	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 Axxess; 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 25 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 Program.

Applications are available in the CSRE Undergraduate Program office and on the program web site (<https://ccsre.stanford.edu/academics/undergraduate-program/honors>).

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 May 25), 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 (<https://ccsre.stanford.edu/academics/undergraduate-program/honors>).

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 a comparative or major-core course within the CSRE Family of Programs.

Core Courses

		Units
ANTHRO 32	Theories in Race and Ethnicity: A Comparative Perspective	5
ASNAMST 295F	Race and Ethnicity in East Asia	4-5
CSRE 148	Comparative Ethnic Conflict	4
CSRE 149	The Laboring of Diaspora & Border Literary Cultures	3-5
CSRE 196C	Introduction to Comparative Studies in Race and Ethnicity	5
CSRE 200X	CSRE Senior Seminar	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
CSRE 389A	Race, Ethnicity, and Language: Racial, Ethnic, and Linguistic Formations	3-4
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

Major-Core 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 155D	The Asian American Movement: A History of Activism	3-5
ASNAMST 186B	Asian American Art: 1850-Present	4
CHILATST 171	Mexicans in the United States	5
CHILATST 180E	Introduction to Chicana/Latinx Studies	5
JEWISHST 85B	Jews in the Contemporary World: Faith and Ethnicity, Visibility and Vulnerability	3
JEWISHST 183	The Holocaust	4-5
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:

A core, foundational, thematic, or cognate course related to the topic of the proposal or honors research (selected in consultation with the thesis advisor)

		Units
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

Throughout the year, students work with faculty adviser, secondary reader, 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.

Asian American Studies Minor

A total of 30 units of approved course work is required for the minor. Introduction to Comparative Studies in Race and Ethnicity (CSRE 196C), at least one Asian American Studies major-core course, and 20 units of Asian American focus courses 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.

Comparative-Core Courses

		Units
ANTHRO 32	Theories in Race and Ethnicity: A Comparative Perspective	5
ASNAMST 295F	Race and Ethnicity in East Asia	4-5
CSRE 148	Comparative Ethnic Conflict	4
CSRE 149	The Laboring of Diaspora & Border Literary Cultures	3-5
CSRE 196C	Introduction to Comparative Studies in Race and Ethnicity	5
CSRE 200X	CSRE Senior Seminar	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
CSRE 389A	Race, Ethnicity, and Language: Racial, Ethnic, and Linguistic Formations	3-4
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

Major-Core Courses

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

		Units
ASNAMST 146S		3-5
HISTORY 155D	The Asian American Movement: A History of Activism	3-5
ARTHIST 186B	Asian American Art: 1850-Present	4

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
ASNAMST 110	The Development of the Southeast Asian American Communities: A comparative analysis	3
ASNAMST 174S	When Half is Whole: Developing Synergistic Identities and Mestiza Consciousness	5

Chicana/o-Latina/o Studies Minor

A total of 30 units of approved course work is required for the minor. Introduction to Comparative Studies in Race and Ethnicity (CSRE 196C), at least one Chicana/Latina Studies major-core course, and 20 units of Chicana/Latina focus courses 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.

Comparative-Core Courses

		Units
ANTHRO 32	Theories in Race and Ethnicity: A Comparative Perspective	5
ASNAMST 295F	Race and Ethnicity in East Asia	4-5
CSRE 148	Comparative Ethnic Conflict	4
CSRE 149	The Laboring of Diaspora & Border Literary Cultures	3-5
CSRE 196C	Introduction to Comparative Studies in Race and Ethnicity	5
CSRE 200X	CSRE Senior Seminar	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
CSRE 389A	Race, Ethnicity, and Language: Racial, Ethnic, and Linguistic Formations	3-4
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

Major-Core Courses

		Units
CHILATST 180E	Introduction to Chicana/Latina Studies	5
CHILATST 171	Mexicans in the United States	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	4
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 201B	Making Meaning: Art, Culture & Social Change	3
CHILATST 147L	Studies in Music, Media, and Popular Culture: Latin American Music and Globalization	3-4
CHILATST 181	Latino Social Movements	5
CHILATST 275B	History of Modern Mexico	5

Comparative Studies Minor

A total of 30 units of approved course work is required for the minor. Introduction to Comparative Studies in Race and Ethnicity (CSRE 196C), either one more comparative-core or major-core course, and 20 units of Comparative Studies in Race & Ethnicity focus courses are needed to fulfill the requirements for the minor. Proposals must be approved by the director.

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

Comparative-Core Courses

		Units
ANTHRO 32	Theories in Race and Ethnicity: A Comparative Perspective	5
ASNAMST 295F	Race and Ethnicity in East Asia	4-5
CSRE 148	Comparative Ethnic Conflict	4
CSRE 149	The Laboring of Diaspora & Border Literary Cultures	3-5
CSRE 196C	Introduction to Comparative Studies in Race and Ethnicity	5
CSRE 200X	CSRE Senior Seminar	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
CSRE 389A	Race, Ethnicity, and Language: Racial, Ethnic, and Linguistic Formations	3-4
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

Major-Core 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 155D	The Asian American Movement: A History of Activism	3-5
ASNAMST 186B	Asian American Art: 1850-Present	4
CHILATST 171	Mexicans in the United States	5
CHILATST 180E	Introduction to Chicana/Latina Studies	5
JEWISHST 85B	Jews in the Contemporary World: Faith and Ethnicity, Visibility and Vulnerability	3
JEWISHST 183	The Holocaust	4-5
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 1A	My Journey: Conversations on Race and Ethnicity	1
CSRE 5C		3
CSRE 14N	Growing Up Bilingual	3
CSRE 32	Theories in Race and Ethnicity: A Comparative Perspective	5
CSRE 41A	Genes and Identity	3
CSRE 45Q	Understanding Race and Ethnicity in American Society	4
CSRE 51Q	Comparative Fictions of Ethnicity	4
CSRE 52H	I, Biologist: Diversity Improves the Science of Biology	1
CSRE 54N	African American Women's Lives	3
CSRE 55N	Batman, Hamilton, Díaz, and Other Wondrous Lives	3-5
CSRE 63N	The Feminist Critique: The History and Politics of Gender Equality	3-4
CSRE 74	History of South Africa	3
CSRE 85B	Jews in the Contemporary World: Faith and Ethnicity, Visibility and Vulnerability	3
CSRE 102A	Art and Social Criticism	5
CSRE 103	Intergroup Communication	3
CSRE 103B	Race, Ethnicity, and Linguistic Diversity in Classrooms: Sociocultural Theory and Practices	3-5
CSRE 103S	Gender in Native American Societies	5
CSRE 109A	Federal Indian Law	5
CSRE 115	Race and Human Rights	4
CSRE 119	Novel Perspectives on South Africa	2-3
CSRE 123B	Literature and Human Experimentation	3-5
CSRE 124A	Youth in the Global South: Beyond Active Subjects and Passive Objects	5
CSRE 129	Camus	4-5
CSRE 129B	Literature and Global Health	3-5
CSRE 130	Community-based Research As Tool for Social Change: Discourses of Equity in Communities & Classrooms	3-5
CSRE 138	Medical Ethics in a Global World: Examining Race, Difference and Power in the Research Enterprise	5
CSRE 141X	Intersectionality and Social Movements: Gender, Race, Sexuality and Collective Organizing	4
CSRE 145B	The African Atlantic	3-5
CSRE 146J	Studies in Ethnomusicology: Listening to the Local: Music Ethnography of the Bay Area	3-5
CSRE 149	The Laboring of Diaspora & Border Literary Cultures	3-5
CSRE 150A	Race and Crime	3
CSRE 154	Anthropology of Drugs: Experience, Capitalism, Modernity	5
CSRE 154T	The Politics of Algorithms	4-5
CSRE 162	The Politics of Sex: Work, Family, and Citizenship in Modern American Women's History	4-5
CSRE 162A	Spirituality and Nonviolent Urban and Social Transformation	3
CSRE 165	Identity and Academic Achievement	3
CSRE 174	History of South Africa	5

CSRE 177E	Well-Being in Immigrant Children & Youth: A Service Learning Course	4
CSRE 177F	Well-Being in Immigrant Children & Youth: A Service Learning Course	1-2
CSRE 178	Ethics and Politics of Public Service	3-5
CSRE 180E	Introduction to Chicana/Latina Studies	5
CSRE 183	Re-Imagining American Borders	5
CSRE 185B	Jews in the Contemporary World: Faith and Ethnicity, Vulnerability and Visibility	4-5
CSRE 196C	Introduction to Comparative Studies in Race and Ethnicity	5
CSRE 201	Shaping & Contesting the Past in Public Spaces	5
CSRE 201B	Making Meaning: Art, Culture & Social Change	3
CSRE 249	The Algerian Wars	3-5
CSRE 260	California's Minority-Majority Cities	4-5
CSRE 295F	Race and Ethnicity in East Asia	4-5

Jewish Studies Minor

Students who wish to minor in Jewish Studies must complete Introduction to Comparative Studies in Race and Ethnicity (CSRE 196C), one Jewish Studies major-core 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.

Comparative-Core Courses

		Units
ANTHRO 32	Theories in Race and Ethnicity: A Comparative Perspective	5
ASNAMST 295F	Race and Ethnicity in East Asia	4-5
CSRE 148	Comparative Ethnic Conflict	4
CSRE 149	The Laboring of Diaspora & Border Literary Cultures	3-5
CSRE 196C	Introduction to Comparative Studies in Race and Ethnicity	5
CSRE 200X	CSRE Senior Seminar	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
CSRE 389A	Race, Ethnicity, and Language: Racial, Ethnic, and Linguistic Formations	3-4
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

Major-Core Courses

		Units
JEWISHST 183	The Holocaust	4-5
JEWISHST 185B	Jews in the Contemporary World: Faith and Ethnicity, Vulnerability and Visibility	4-5

Thematic Courses

Students may take any JEWISHST courses in fulfillment of this requirement.

JEWISHST 5	Biblical Greek	3-5
JEWISHST 5B	Biblical Greek	3-5
JEWISHST 37Q	Zionism and the Novel	3
JEWISHST 130	Illicit Trade in Art and Antiquities	3
JEWISHST 138A	Germany and the World Wars, 1870-1990	5
JEWISHST 145	Masterpieces: Kafka	3-5
JEWISHST 147B	The Hebrew and Jewish Short Story	3-5
JEWISHST 155D	Jewish American Literature	5
JEWISHST 237	Religion and Politics: A Threat to Democracy?	4-5
JEWISHST 284C	Genocide and Humanitarian Intervention	3

Native American Studies Minor

A total of 30 units of approved course work is required for the minor. Introduction to Comparative Studies in Race and Ethnicity (CSRE 196C), at least one Native American Studies major-core course, and 20 units of Native American focus courses are needed to fulfill the requirements 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.

Comparative-Core Courses

ANTHRO 32	Theories in Race and Ethnicity: A Comparative Perspective	5
ASNAMST 295F	Race and Ethnicity in East Asia	4-5
CSRE 148	Comparative Ethnic Conflict	4
CSRE 149	The Laboring of Diaspora & Border Literary Cultures	3-5
CSRE 196C	Introduction to Comparative Studies in Race and Ethnicity	5
CSRE 200X	CSRE Senior Seminar	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
CSRE 389A	Race, Ethnicity, and Language: Racial, Ethnic, and Linguistic Formations	3-4
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

Major-Core courses

NATIVEAM 16	Native Americans in the 21st Century: Encounters, Identity, and Sovereignty in Contemporary America	5
NATIVEAM 138	American Indians in Comparative Historical Perspective	4
NATIVEAM 139	American Indians in Contemporary Society	4

Thematic courses

NATIVEAM 103S	Gender in Native American Societies	5
NATIVEAM 109A	Federal Indian Law	5
NATIVEAM 111B	Muwekma: Landscape Archaeology and the Narratives of California Natives	3-5
NATIVEAM 115	Introduction to Native American History	5

Units	NATIVEAM 121	Discourse of the Colonized: Native American and Indigenous Voices	5
	NATIVEAM 143A	American Indian Mythology, Legend, and Lore	3-5
	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 Saldivar (Comparative Literature), Ramón Saldivar (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
- Art & Art History: Jonathan Calm, Marci Kwon
- Comparative Literature: David Palumbo-Liu, José David Saldivar, Alexander Key
- Drama: Jennifer Brody, Harry Elam
- English: Michele Elam, Chang-rae Lee, Paula Moya, Vaughn Rasberry, Ramón Saldivar
- 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: Lauren Davenport
- Psychology: Jennifer Eberhardt, Hazel Markus, Jeanne Tsai
- Religious Studies: Kathryn Gin Lum, Charlotte Fonrobert
- Sociology: Tomás Jiménez, Matthew Snipp, Aliya Saperstein
- Taube Center for Jewish Studies: Vered Shemtov
- Graduate School Education: Anthony Antonio, Prudence Carter, Teresa LaFromboise, Guadalupe Valdés, Christine Min Wotipka, Ari Kelman, Jonathan Rosa, Ramón Martínez
- 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 Ebtakar (Comparative Studies in Race and Ethnicity), Paula 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 Martínéz (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: Lucy Zhang-Bencharit, Rachel Hill

Senior Seminar Coordinator: Takuya Sawaoka

Jewish Studies

Interim Director: Ari Kelman (Education)

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
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
PSYCH 217	Topics and Methods Related to Culture and Emotion	1-3
ASNAMST 31N	Perspectives in North American Taiko	4
ASNAMST 110	The Development of the Southeast Asian American Communities: A comparative analysis	3
ASNAMST 155D	The Asian American Movement: A History of Activism	3-5
ASNAMST 174S	When Half is Whole: Developing Synergistic Identities and Mestiza Consciousness	5
ASNAMST 186B	Asian American Art: 1850-Present	4
ASNAMST 295F	Race and Ethnicity in East Asia	4-5

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	Shaping & Contesting the Past in Public Spaces	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
CHILATST 110	Sabias Creadoras y Activistas: Chicana/Latina Ways of Knowing	4
CHILATST 201B	Making Meaning: Art, Culture & Social Change	3

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 Performance Project: Dance & Intercultural Performance Creation	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 105	Introduction to African and African American Studies	5	DANCE 45	Dance Improv StratLab: Freestyle Improvisation from Contemporary to Hip Hop & Beyond	1-2
AFRICAAM 147	History of South Africa	5	EDUC 100A	EAST House Seminar: Current Issues and Debates in Education	1
AFRICAAM 159	James Baldwin & Twentieth Century Literature	5	EDUC 100B	EAST House Seminar: Current Issues and Debates in Education	1
AFRICAAM 188	Who We Be: Art, Images & Race in Post-Civil Rights America	2-4	EDUC 103B	Race, Ethnicity, and Linguistic Diversity in Classrooms: Sociocultural Theory and Practices	3-5
AFRICAAM 194A	Topics in Writing & Rhetoric: Freedom's Mixtape: DJing Contemporary African American Rhetorics	4	EDUC 149	Theory and Issues in the Study of Bilingualism	3-5
AFRICAAM 261E	Mixed Race Literature in the U.S. and South Africa	5	EDUC 165	History of Higher Education in the U.S.	3-5
AFRICAAM 262D	African American Poetics	5	EDUC 181	Multicultural Issues in Higher Education	4
AFRICAST 119	Novel Perspectives on South Africa	2-3	EDUC 193B	Peer Counseling in the Chicano/Latino Community	1
AFRICAST 211	Education for All? The Global and Local in Public Policy Making in Africa	5	EDUC 193C	Psychological Well-Being On Campus: Perspectives Of The Black Diaspora	1
AFRICAST 212	AIDS, Literacy, and Land: Foreign Aid and Development in Africa	5	EDUC 193F	Psychological Well-Being on Campus: Asian American Perspectives	1
AMSTUD 106	Spectacular Trials: Sex, Race and Violence in Modern American Culture	5	EDUC 193N	Peer Counseling in the Native American Community	1
AMSTUD 140	Stand Up Comedy and the "Great American Joke" Since 1945	5	EDUC 201	History of Education in the United States	3-5
ANTHRO 22N	Ethnographies of North America: An Introduction to Cultural and Social Anthropology	3-4	EDUC 232	Culture, Learning, and Poverty	2-3
ANTHRO 30Q	The Big Shift	4	EDUC 277	Education of Immigrant Students: Psychological Perspectives	4
ANTHRO 32	Theories in Race and Ethnicity: A Comparative Perspective	5	EDUC 340	Psychology and American Indian Mental Health	3-5
ANTHRO 82	Medical Anthropology	4	EDUC 367	Cultural Psychology	3-5
ANTHRO 102	Urban Ethnography	5	EDUC 381	Multicultural Issues in Higher Education	4
ANTHRO 106A	Gang Colors: The Racialization of Violence and the American City	5	ENGLISH 155C	A New Millennial Mix: The Art & Politics of the "Mixed Race Experience"	2
ANTHRO 111B	Muwekma: Landscape Archaeology and the Narratives of California Natives	3-5	ENGLISH 152G	Harlem Renaissance and Modernism	5
ANTHRO 122A	Race and Culture in Mexico and Central America	3-5	FEMGEN 50Q	Life and Death of Words	4
ANTHRO 123A	Debating Repatriation	5	FEMGEN 140D	LGBT/Queer Life in the United States	4-5
ANTHRO 142A	Youth in the Global South: Beyond Active Subjects and Passive Objects	5	FEMGEN 154	Black Feminist Theory	5
ANTHRO 162	Indigenous Peoples and Environmental Problems	3-5	FEMGEN 188Q	Imagining Women: Writers in Print and in Person	4-5
ANTHRO 320A	Race, Ethnicity, and Language: Racial, Ethnic, and Linguistic Formations	3-4	HISTORY 48Q	South Africa: Contested Transitions	4
ARTHIST 176	Feminism and Contemporary Art	4	HISTORY 50B	Nineteenth Century America	3
ASNAMST 155D	The Asian American Movement: A History of Activism	3-5	HISTORY 50C	The United States in the Twentieth Century	3
CHILATST 109	GENTE: An incubator for transforming national narratives	5	HISTORY 54N	African American Women's Lives	3
CHILATST 179	Chicano & Chicana Theater: Politics In Performance	4	HISTORY 150B	Nineteenth Century America	5
COMPLIT 105	Race and Human Rights	4	HISTORY 150C	The United States in the Twentieth Century	5
COMPLIT 110	Introduction to Comparative Queer Literary Studies	3-5	HISTORY 158C	History of Higher Education in the U.S.	3-5
CS 82	Social Impacts of Media Innovation	1	HISTORY 201	Shaping & Contesting the Past in Public Spaces	5
CSRE 10A	Introduction to Identity, Diversity, and Aesthetics: Arts, Culture, and Pedagogy	1	HISTORY 252C	The Old South: Culture, Society, and Slavery	5
CSRE 47Q	Heartfulness: Mindfulness, Compassion, and Responsibility	3	HISTORY 255	Martin Luther King, Jr.: The Social Gospel and the Struggle for Justice	5
CSRE 102A	Art and Social Criticism	5	HISTORY 255E	Education, Race, and Inequality in African American History, 1880-1990	3-5
CSRE 108	Introduction to Feminist, Gender, and Sexuality Studies	4-5	HISTORY 257C	LGBT/Queer Life in the United States	4-5
CSRE 124A	Youth in the Global South: Beyond Active Subjects and Passive Objects	5	HISTORY 259A	Poverty and Homelessness in America	4-5
DANCE 1	Introduction to Contemporary Dance & Movement: Liquid Flow	1	HISTORY 261	Race, Gender, and Class in Jim Crow America	5
DANCE 30	Chocolate Heads Performance Project: Dance & Intercultural Performance Creation	2	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
			JEWISHST 71	Jews and Christians: Conflict and Coexistence	3
			JEWISHST 183	The Holocaust	4-5
			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	3-5
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 37N	Ki ho'alu: The New Renaissance of a Hawaiian Musical Tradition	3
MUSIC 114	Sound Tracks: Music, Memory, and Migration in the Twentieth Century	3-4
NATIVEAM 111B	Muwekma: Landscape Archaeology and the Narratives of California Natives	3-5
PEDS 150	Social and Environmental Determinants of Health	3
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
PWR 194DH	Topics in Writing and Rhetoric: Empathy, Ethics, and Compassion Meditation	4
SOC 14N	Inequality in American Society	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 Legal Profession	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 154	The Politics of Algorithms	4-5
SOC 155	The Changing American Family	4
SOC 156A	The Changing American City	4

TAPS 156	Performing History: Race, Politics, and Staging the Plays of August Wilson	4
TAPS 161D	Introduction to Dance Studies: Dancing Across Stages, Clubs, Screens, and Borders	3-4
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
URBANST 161	U.S. Urban History since 1920	5

Jewish Studies

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

JEWISHST 37Q	Zionism and the Novel	3
JEWISHST 38A	Germany and the World Wars, 1870-1990	3
JEWISHST 106	Reflection on the Other: The Jew and the Arab in Literature	3-5
JEWISHST 130	Illicit Trade in Art and Antiquities	3
JEWISHST 138A	Germany and the World Wars, 1870-1990	5
JEWISHST 145	Masterpieces: Kafka	3-5
JEWISHST 147B	The Hebrew and Jewish Short Story	3-5
JEWISHST 155D	Jewish American Literature	5
JEWISHST 183	The Holocaust	4-5
JEWISHST 185B	Jews in the Contemporary World: Faith and Ethnicity, Vulnerability and Visibility	4-5
JEWISHST 237	Religion and Politics: A Threat to Democracy?	4-5
JEWISHST 284C	Genocide and Humanitarian Intervention	3

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://bossp.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 16	Sites of Memory	3
OSPCPTWN 18	Xhosa Language and Culture	2
OSPCPTWN 38	Genocide: African Experiences in Comparative Perspective	3-5
OSPCPTWN 55	Arts of Change	2-4
OSPCPTWN 70	Youth Citizenship and Community Engagement	3
OSPFLOR 23	Immigration, Race, and Nation in Europe and the United States	4
OSPMADR 60	Integration into Spanish Society: Service Learning and Professional Opportunities	4
OSPMADR 74	Islam in Spain and Europe: 1300 Years of Contact	4
OSPMADR 75	Sefarad: The Jewish Community in Spain	4
OSPMADR 83	Narrating the Nation: National and Post-National Spanish and Latin American Literature	4
OSPSANTG 118X	Artistic Expression in Latin America	5
OSPSANTG 129X	Latin America in the International System	4-5