COMPAR STUD IN RACE & ETHNIC (CSRE)

CSRE 100. Grassroots Community Organizing: Building Power for Collective Liberation. 3-5 Units.
Taught by long-time community organizer, Beatriz Herrera. This course explores the theory, practice and history of grassroots community organizing as a method for developing community power to promoting social justice. We will develop skills for 1-on-1 relational meetings, media messaging, fundraising strategies, power structure analysis, and strategies organizing across racial/ethnic difference. And we will contextualize these through the theories and practices developed in the racial, gender, queer, environmental, immigrant, housing and economic justice movements to better understand how organizing has been used to engage communities in the process of social change. Through this class, students will gain the hard skills and analytical tools needed to successfully organize campaigns and movements that work to address complex systems of power, privilege, and oppression. As a Community-Engaged Learning course, students will work directly with community organizations on campaigns to address community needs, deepen their knowledge of theory and history through hands-on practice, and develop a critical analysis of inequality at the structural and interpersonal levels. Placements with community organizations are limited. Enrollment will be determined on the first day through a simple application process. Students will have the option to continue the course for a second quarter in the Winter, where they will execute a campaign either on campus or in collaboration with their community partner.
Same as: AFRICAAM 100, FEMGEN 100X, URBANST 108

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

CSRE 100P. Student and Community Organizing for Social Change. 1 Unit.
CSRE 100P is a series of community organizing trainings focused on how to use grassroots techniques as a means of political participation. The course is run in partnership with Stanford in Government (SIG), Associated Students of Stanford University (ASSU), and different campus groups. Students will have the opportunity to hear from top experts in grassroots and community organizing. They will also have the chance to engage directly with the speakers on how their experiences have shaped their approach to and understanding political organizing in the current political environment. This course will meet over six sessions, two Friday sessions and four Saturday sessions. Dates of Saturday Trainings are April 13, May 4, May 11 and June 1. Friday sessions are April 5th and June 7th (12:00pm-2:00pm).

CSRE 101P. Student and Community Organizing for Social Change. 3 Units.
This course explores student and community organizing history, theories of practice, as well as models of social change through a mix of guest speakers from social justice groups, theoretical readings and practicum-based work. The major component of this course is participating in an intensive three-day skills-based training that will teach students how to be more strategic in their fight for justice on campus and in the community. The training consists of a series of presentations, exercises, and discussions that teach sets of skills and concepts related to student and community organizing. The course is designed for students with interests in student and community organizing, as well as those considering careers and leadership opportunities in a variety of nonprofit and social justice fields. This is designated as a one-unit course, with a community engaged learning option for two additional units. The dates for the intensive skills-based training will be May 4th-6th. The training is required.

CSRE 102A. Art and Social Criticism. 5 Units.
Visual artists have long been in the forefront of social criticism in America. Since the 1960s, various visual strategies have helped emerged progressive political movements articulate and represent complex social issues. Which artists and particular art works/projects have become key anchors for discourses on racism, sexism, economic and social inequality, immigrant rights and climate change? We will learn about a spectrum of political art designed to raise social awareness, spark social change and rouse protest. The Art Workers Coalition’s agit-prop opposing the Vietnam War and ACT-UP’s emblematic signs and symbols during the AIDS/HIV crisis of the 1980s galvanized a generation into action. Works such as Judy Chicago’s The Dinner Party (1979), Fred Wilson’s Mining the Museum (1992), and Glenn Ligon’s paintings appropriating fragments from African-American literature all raised awareness by excavating historical evidence of the long legacy resisting marginalization. For three decades feminist artists Adrian Piper, Barbara Kruger and the Guerrilla Girls have combined institutional critique and direct address into a provocative form of criticality. Recent art for social justice is reaching ever broadening publics by redrawing the role of artist and activists exemplified by the democratization of poster making and internet campaigns of Occupy and the Movement for Black Lives. We will also consider the collective aesthetic activism in the Post-Occupy era including Global Ultra Luxury Faction, Climate Justice art projects, and the visual culture of Trump era mass protests. Why are each of these examples successful as influential and enduring markers of social criticism? What have these socially responsive practices contributed to our understanding of American history?.
Same as: AFRICAAM 102B, AMSTUD 102, ARTHIST 162B, FEMGEN 102

CSRE 103. Intergroup Communication. 3 Units.
In an increasingly globalized world, our ability to connect and engage with new audiences is directly correlated with our competence and success in any field How do our intergroup perceptions and reactions influence our skills as communicators? This course uses experiential activities and discussion sections to explore the role of social identity in effective communication. The objective of the course is to examine and challenge our explicit and implicit assumptions about various groups to enhance our ability to successfully communicate across the complex web of identity. If you are interested in enrolling in this class, please fill out the following survey to be considered- https://tinyurl.com/psych103winter19. After filling out this survey you do not need to reach out any further. In order to be fully considered for enrollment in the class, you must attend the first day of class. Enrollment will not be offered to those who are not present on the first day.
Same as: PSYCH 103

CSRE 103B. Race, Ethnicity, and Linguistic Diversity in Classrooms: Sociocultural Theory and Practices. 3-5 Units.
Focus is on classrooms with students from diverse racial, ethnic and linguistic backgrounds. Studies, writing, and media representation of urban and diverse school settings; implications for transforming teaching and learning. Issues related to developing teachers with attitudes, dispositions, and skills necessary to teach diverse students.
Same as: AFRICAAM 106, EDUC 103B, EDUC 337

CSRE 103F. Intergroup Communication Facilitation. 2 Units.
Are you interested in strengthening your skills as a facilitator or section leader? Interested in opening up dialogue around identity within your community or among friends? This course will provide you with facilitation tools and practice, but an equal part of the heart of this class will come from your own reflection on the particular strengths and challenges you may bring to facilitation and how to craft a personal style that works best for you. This reflection process is ongoing, for the instructors as well as the students.
Same as: PSYCH 103F
CSRE 103S. Gender in Native American Societies. 5 Units.
Seminar examines the impact of colonialism on gender roles & gender relations in American Indian communities beginning with the 17th century to the present. Topics include demographic changes; social, political & economic transformations associated with biological & spiritual assaults; the dynamism & diversity of native societies. Sources include history, ethnography, biography, autobiography, the novel & film. Same as: FEMGEN 103S, NATIVEAM 103S

CSRE 105. Religion and War in America. 4 Units.
Scholars have devoted much attention to wars in American history, but have not agreed as to whether religion was a major cause or simply a cover for political, economic, and other motives. We will compare interpretations that leave religion out, with those that take it into account. We will also look at the impact of war on the religious lives of ordinary Americans. We will examine both secondary as well as primary sources, beginning with King Philip’s War in the 17th century, and ending with the “War on Terror” in the present day.
Same as: AMSTUD 105R, HISTORY 254D, HISTORY 354D, RELIGST 105

CSRE 105C. Human Trafficking: Historical, Legal, and Medical Perspectives. 5 Units.
(Same as HISTORY 5C. History majors and others taking 5 units, enroll in 105C.) Interdisciplinary approach to understanding the extent and complexity of the global phenomenon of human trafficking, especially for forced prostitution, labor exploitation, and organ trade, focusing on human rights violations and remedies. Provides a historical context for the development and spread of human trafficking. Analyzes the current international and domestic legal and policy frameworks to combat trafficking and evaluates their practical implementation. Examines the medical, psychological, and public health issues involved. Uses problem-based learning. Students interested in service learning should consult with the instructor and will enroll in an additional course.
Same as: EMED 105C, FEMGEN 105C, HISTORY 105C, HUMRTS 112, INTNLREL 105C

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

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

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

CSRE 108S. American Indian Religious Freedom. 3 Units.
The persistence of tribal spiritual beliefs and practices in light of legal challenges (sacred geography and the 1st Amendment), treatment of the dead and sacred objects (repatriation), consumerism (New Age commodification), and cultural intellectual property protection (trademark, copyright, patent law). Focus is on contemporary issues and cases, analyzed through interdisciplinary scholarship and practical strategies to protect the fundamental liberty of American Indian religious freedom.
Same as: NATIVEAM 108S

CSRE 108X. The Changing Face of America. 4-5 Units.
This upper-division seminar will explore some of the most significant issues related to educational access and equity facing American society in the 21st century. Designed for students with significant leadership potential who have already studied these topics in lecture format, this seminar will focus on in-depth analysis of the impact of race on educational access and a variety of educational reform initiatives. Please submit a brief statement with “EDUC 108” in the subject line that details your reasons for applying and what leadership skills, experience, and perspectives you would contribute to the course to: Ginny Smith (gsmith@law.stanford.edu) and Wilson Tong (wtong@commonsense.org). The deadline is rolling.
Same as: EDUC 108, POLISCI 226A

CSRE 109A. Federal Indian Law. 3 Units.
Cases, legislation, comparative justice models, and historical and cultural material. The interlocking relationships of tribal, federal, and state governments. Emphasis is on economic development, religious freedom, and environmental justice issues in Indian country.
Same as: NATIVEAM 109A

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

CSRE 10A. Introduction to Identity, Diversity, and Aesthetics: Arts, Culture, and Pedagogy. 1 Unit.
This weekly lecture series introduces students to the study of identity, diversity, and aesthetics through the work of leading artists and scholars affiliated with the Institute for Diversity in the Arts (IDA). This year’s course highlights the educational impact of arts and culture. How can arts and culture help to advance pedagogies of liberation? Among other things, we will examine hip-hop education and how it illuminates ideas around culturally relevant and culturally sustaining pedagogies, indigenous knowledges, embodied knowledges, hip-hop feminisms, and community engaged research. We will look at case studies from East Palo Alto, CA and Cape Town, South Africa.
Same as: AFRICAAM 10A

CSRE 10AV. Pacific Standard Time LA/LA creative projects in a Celebration Beyond Borders. 1-2 Unit.
Students will have the opportunity to develop written and creative responses to the exploration of the region wide collaboration Pacific Standard Time LA/LA.
CSRE 10SC. Inequality and Poverty in the United States. 2 Units.
Social inequality is a feature of all advanced industrial societies. However, some societies have more inequality than others, and some types of inequality are more prominent in some societies than in others. Inequality in the United States is greater than in many other industrialized nations and has increased dramatically in the past forty years. Economic inequality, for example, is greater today than any time since the 1920s. Growing public awareness of this inequality has sparked a vigorous debate among politicians and public protests in city streets; some that have turned violent. The Occupy Movement was driven largely by resentment against the growing concentration of economic privilege within a small segment of society. Inequality was a prominent theme in the Bernie Sanders presidential campaign. Despite these debates and protests, there is no consensus about whether anything should be done to stem this trend. This class will focus on three domains of inequality in the United States: social class, gender, and racial inequality. The assigned reading and discussions will examine theories and research about the origins of social inequality; how inequality and poverty is reproduced over time; the consequences of inequality and poverty; and what might be done to reduce inequality and poverty in American society. Students will be expected to help lead and participate in class discussions, and to complete a weekly assignment based on the readings. In addition to the in-class instruction, students will have an opportunity to engage in public service activities directly related to poverty and inequality. Students will work with the Director of Community Engaged Learning (DCEL) from the Center for Comparative Studies in Race and Ethnicity who will assist with their participation in activities connected with social service agencies in the area, including agencies that deal with homelessness, food insecurity, and other needs.

Same as: SOC 115C

CSRE 110P. Mindful Leadership. 1-2 Unit.
An exploration of one’s inner life, ways of being in the world, and their expression in how one leads. Addresses the paradoxical task of merely paying attention to enhance our awareness of the socially constructed nature of reality and to feel comfortable to act with simplicity, empathy, and conviction. Through self-reflection, embodied practice, and creative expression through crossing borders students examine us and them. Mindful inquiry in expressed storytelling, collective knowing, appreciative intelligence, and is both scholarly and experiential.

Same as: LEAD 110

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

Same as: ARTHIST 211, NATIVEAM 211

CSRE 112X. Urban Education. 3-5 Units.
(Graduate students register for EDUC 212 or SOC 229X). Combination of social science and historical perspectives trace the major developments, contexts, tensions, challenges, and policy issues of urban education.

Same as: AFRICAAM 112, EDUC 112, EDUC 212, SOC 129X, SOC 229X

CSRE 113V. Freedom in Chains: Black Slavery in the Atlantic, 1400s-1800s. 3-5 Units.
This course will focus on the history of slavery in the British, French, Spanish, Portuguese and Dutch Atlantic world(s), from the late 1400s to the 1800s. Its main focus will be on the experiences of enslaved Africans and their descendants. Between the sixteenth and nineteenth centuries, the Europeans forcibly embarked over 10 million Africans to the Americas. Drawing on methodologies used by historians, archaeologists and anthropologists, the course will reconstruct the daily lives and the socio-economic, cultural and political histories of these captives. We will seek to hear their voices by investigating a variety of historical testimonies and recent scholarship. The course will examine slavery in the context of broader trends in Atlantic World studies, a field that has grown considerably in recent years, providing new ways of understanding historical developments across national boundaries. We will seek to identify commonalities and differences across time periods and regions and the reasons for those differences. Covered topics will include slave ship voyages, labor, agency, the creation of new identities (creolization), religion, race, gender, resistance, legacies, and memory.

Same as: AFRICAAM 113V, AFRICAST 113V, HISTORY 205D

CSRE 114C. America Never was America to me: Race and Equity in US Public Schools. 1 Unit.
This cross-disciplinary course will use the 10-part docu-series "America to Me" to discuss the complexities of race and equity in US schools. The series follows a year in the life of a racially diverse, well-resourced high school outside Chicago, providing an in-depth look at the effects of race, equity, culture and privilege on educational opportunities, and offers insights into the teenage search for personal identity in today’s climate. Two of the people featured in the series will be a part of the class, and after screening each episode, a Stanford professor will give a short talk inspired by the content of that episode. The talks will span several disciplines and theoretical perspectives, including Critical Race Theory, History, Psychology, Youth Development, Film Studies, Linguistics, and Teacher Education. Following each talk, students will engage in critical discussion around race and equity in education. Episode 10 will air during Final Exam week, but there will be no final exam.

Same as: AFRICAAM 114C, EDUC 114C, EDUC 314C

CSRE 116. Decolonizing the Indigenous Classroom. 3-5 Units.
Using Indigenous and decolonizing perspectives on education, this interdisciplinary course will examine interaction and language in cross-cultural educational situations, including language, literacy and interethnic communication as they relate to Indigenous American classrooms. Special attention will be paid to implications of social, cultural and linguistic diversity for educational practice, along with various strategies for bridging intercultural differences between schools and Native communities.

Same as: CSRE 302, EDUC 186, EDUC 286, NATIVEAM 116

CSRE 117. Expanding Engineering Limits: Culture, Diversity, and Equity. 1 Unit.
This course investigates how culture and diversity shape who becomes an engineer, what problems get solved, and the quality of designs, technology, and products. As a course community, we consider how cultural beliefs about race, ethnicity, gender, sexuality, abilities, socioeconomic status, and other intersectional aspects of identity interact with beliefs about engineering, influence diversity in the field, and affect equity in engineering education and practice. We also explore how engineering cultures and environments respond to and affect equity, culture and privilege on educational opportunities, and offers insights into the teenage search for personal identity in today’s climate. Two of the people featured in the series will be a part of the class, and after screening each episode, a Stanford professor will give a short talk inspired by the content of that episode. The talks will span several disciplines and theoretical perspectives, including Critical Race Theory, History, Psychology, Youth Development, Film Studies, Linguistics, and Teacher Education. Following each talk, students will engage in critical discussion around race and equity in education. Episode 10 will air during Final Exam week, but there will be no final exam.

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Same as: SOC 115C

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Same as: AFRICAAM 112, EDUC 112, EDUC 212, SOC 129X, SOC 229X
CSRE 117D. Race, Gender, and Sexuality in Contemporary American Film. 3-5 Units.
This course introduces students to the theoretical and analytical frameworks necessary to critically understand constructions of race, gender, and sexuality in contemporary American film. Through a sustained engagement with a range of independent and Hollywood films produced since 2000, students analyze the ways that cinematic representations have both reflected and constructed dominant notions of race, gender, and sexuality in the United States. Utilizing an intersectional framework that sees race, gender, and sexuality as always defined by one another, the course examines the ways that dominant notions of difference have been maintained and contested through film in the United States. Films to be discussed include Coco, Get Out, Moonlight, Mosquita y Mari, and The Grace Lee Project.
Same as: AFRICAAM 117J, AMSTUD 117, ASNAMST 117D, FEMGEN 117F

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

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

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

CSRE 118D. Musics and Appropriation Throughout the World. 3 Units.
This course critically examines musical practices and appropriation through the amplification of intersectionality. We consider musics globally through recourse to ethnomusicological literature and critical race theories. Our approach begins from an understanding that the social and political contexts where musics are created, disseminated, and consumed inform disparate interpretations and meanings of music, as well as its sounds. Our goal is to shape our ears to hear the effects of slavery, colonialism, capitalism, nationalism, class, gender difference, militarism, and activism. We interrogate the process of appropriating musics throughout the world by making the power structures that shape privileges and exclusions audible.
Same as: AFRICAAM 218, MUSIC 118

CSRE 118E. Heritage, Environment, and Sovereignty in Hawaii. 4 Units.
This course explores the cultural, political economic, and environmental status of contemporary Hawaiians. What sorts of sustainable economic and environmental systems did Hawaiians use in prehistory? How was colonization of the Hawaiian Islands informed and shaped by American economic interests and the nascent imperialism of the early 20th century? How was sovereignty and Native Hawaiian identity been shaped by these forces? How has tourism and the leisure industry affected the natural environment? This course uses archaeological methods, ethnohistorical sources, and historical analysis in an exploration of contemporary Hawaiian social economic and political life.
Same as: EARTHSYS 118, NATIVEAM 118

CSRE 118S. Critical Family History: Narratives of Identity and Difference. 4 Units.
This course examines family history as a site for understanding identity, power, and social difference in American society. Focusing in particular on the intersections of race, gender, and sexuality, we approach the family as an archive through which we might write alternative histories to the ones that dominate the national historical consciousness. To do this, we examine memoirs, oral histories, and first-person documentaries as historical texts that can be used to foreground marginalized historical voices. Students will then be asked to apply course readings and theories to their own family histories as a means of better understanding issues of identity and difference.
Same as: AFRICAAM 118X, AMSTUD 118, ASNAMST 118S

CSRE 119. Novel Perspectives on South Africa. 2-3 Units.
21st-century South Africa continues its literary effervescence. In this class we'll sample some recent novels and related writings to tease out the issues shaping the country (and to some degree the continent) at present. Is 'South African literature' a meaningful category today? What are the most significant features we can identify in new writings and how do they relate to contemporary social dynamics? The course will appeal to anyone interested in present-day Cape Town or Johannesburg, including students who have spent a term in BOSP-Cape Town or plan to do so in future. Both undergraduate and graduate students are welcome. 2-3 units. Course may be repeated for credit.
Students taking the course for three units will write an extended essay on a topic agreed with the instructor.
Same as: AFRICAAM 119, AFRICAAM 219, AFRICAST 119, AFRICAST 219
CSRE 11AX. Public Art Practice: Site-Specific Mural Installation in San Francisco. 2 Units.
This class is an immersive hands-on introduction to contemporary public art practices, with a focus on production and installation. Field trips to galleries, artists studios, public art sites, and fabricators are included and will introduce students to the work of Julie Chang, a San Francisco based contemporary artist. Student will work with Chang to create a permanent interior mural at the Willie Woo Woo Wong Playground in the heart of San Francisco’s Chinatown. In partnership with the San Francisco Arts Commission Public Arts Program, the artwork will be context and site-specific and span two levels across 850 feet. Students with interests in painting, visual art, design and arts administration will gain a multifaceted look into the process of site-specific public art practice.

CSRE 11SI. Leadership at Stanford. 1 Unit.
This class will explore the role of student government, decision-making and advocacy in a major research university setting such as Stanford. Designed to prepare new student leaders for their legislative responsibilities, the class will incorporate presentations from university stakeholders along with experiential learning exercises and individual class projects. Topics of study include understanding the role and responsibilities of student government in a university setting, institutional change, decision-making, advocacy and conflict resolution. Students will also study ASSU governing documents, effective funding and event planning processes and roles. They will gain awareness of how to understand and engage with a complex and decentralized organization such as Stanford while honing their leadership skills. They will develop a project they wish to pursue as an elected leader and receive mentorship from university administrators.

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

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

CSRE 120P. Poverty and Inequality in Israel and the US: A Comparative Approach. 3 Units.
Poverty rates in Israel are high and have been relatively stable in recent decades, with about one fifth of all households (and a third of all children) living below the poverty line. In this class we will learn about poverty and inequality in Israel and we will compare with the US and other countries. The first few weeks of this class we will review basic theories of poverty and inequality and we will discuss how theories regarding poverty have changed over the years, from the "culture of poverty" to theories of welfare state regimes. We will also learn about various ways of measuring poverty, material hardship, and inequality, and we will review the methods and data used. The remaining weeks of the class we will turn to substantive topics such as gender, immigration, ethnicity/nationality, welfare policy, age, and health. Within each topic we will survey the debates within contemporary scholarship and we will compare Israel and the US. Examination of these issues will introduce students to some of the challenges that Israeli society faces today.
Same as: JEWISHST 131VP, SOC 120VP

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

CSRE 121L. Racial-Ethnic Politics in US. 5 Units.
Why is contemporary American politics so sharply divided along racial and party lines? Are undocumented immigrants really more likely to commit crimes than U.S. citizens? What makes a political ad "racist?" The U.S. population will be majority-minority by 2050; what does this mean for future electoral outcomes? We will tackle such questions in this course, which examines various issues surrounding the development of political solidarity within racial groups; the politics of immigration, acculturation, and identification; and the influence of race on public opinion, political behavior, the media, and in the criminal justice system. Prior coursework in Economics or Statistics strongly recommended.
Same as: POLISCI 121L, PUBLPOL 121L

CSRE 122B. Reality Television and All Things Basic. 3-5 Units.
In _Visual Pleasure and Narrative Cinema_ (1975), feminist film theorist Laura Mulvey argues that the cinema poses questions of the ways the unconscious (formed by the dominant order) structures ways of seeing and pleasure in looking, conceptualizing what has become ubiquitously known as "the male gaze." Within the last two decades, reality television has become a staple of popular culture in the U.S., a key component of the representational politics of audiovisual media. Thinking the processes of objectification and identification more expansively and privileging bell hooks’s formulation of critical spectatorship, what types of pleasures are produced through the addition of the category race/realty? How does this relate to our understandings of racialized gender in the U.S.? Is reality television this generation’s soap opera, a feminized genre of melodrama? And does this form of reality simply reproduce the heteronormative order, or can this form of media ever subvert normative prescriptions regarding gender, age, race, class, and (sexuality)?
Same as: FEMGEN 122
CSRE 122E. Art in the Streets: Identity in Murals, Site-specific works, and Interventions in Public Spaces. 4 Units.

This course will introduce students to both historical and contemporary public art practices and the expression of race and identity through murals, graffiti, site-specific works and performative interventions in public spaces. Involving lectures, guest speakers, field trips, and hands-on art practice, students will be expected to produce both an individual and group piece as a final project.

Same as: AFRICAAM 122E

CSRE 122F. Histories of Race in Science and Medicine at Home and Abroad. 4 Units.

This course has as its primary objective, the historical study of the intersection of race, science and medicine in the US and abroad with an emphasis on Africa and its Diasporas in the US. By drawing on literature from history, science and technology studies, sociology and other related disciplines, the course will consider the sociological and cultural concept of race and its usefulness as an analytical category. The course will explore how the study of race became its own science in the late-Enlightenment era, the history of eugenics—a science of race aimed at the ostensible betterment of the overall population through the systematic killing or "letting die" of humanity's "undesirable" parts, discuss how the ideology of pseudo-scientific racism underpinned the health policies of the French and British Empires in Africa, explore the fraught relationship between race and medicine in the US, discuss how biological notions of race have quietly slipped back into scientific projects in the 21st century and explore how various social justice advocates and scholars have resisted the scientific racisms of the present and future and/or proposed new paths towards a more equitable and accessible science.

Same as: AFRICAAM 122F; AFRICAST 122F; HISTORY 248D

CSRE 122S. Social Class, Race, Ethnicity, and Health. 4 Units.

Examines health disparities in the U.S., looking at the patterns of those disparities and their root causes. Explores the intersection of lower social class and ethnic minority status in affecting health status and access to health care. Compares social and biological conceptualizations of race and ethnicity. Upper division course with preference given to upperclassmen.

Same as: AFRICAAM 132, HUMBIO 122S

CSRE 123A. American Indians and the Cinema. 5 Units.

Hollywood and the film industry have had a major influence on American society for nearly a century. Initially designed to provide entertainment, the cinema broadened its impact by creating images perceived as real and essentialist. Hollywood's Indians have been the main source of information about who American Indians are and Hollywood has helped shape inaccurate and stereotypical perceptions that continue to exist today. This course looks chronologically at cinematic interpretations and critically examines accurate portrayals of American Indians and of American history.

Same as: NATIVEAM 123A

CSRE 123F. Navigating a Multicultural World: Practical recommendations for individuals, groups, & institutions. 4 Units.

The world is becoming increasingly multicultural, as groups of different races, ethnicities, ages, genders, and socioeconomic classes are coming into closer and more frequent contact than ever before. With increased cultural contact comes the need to create spaces that are inclusive and culturally sensitive. In addition, individuals must learn to live, work, and communicate in a multicultural world. How can we leverage research from cultural psychology to promote the best possible individual, interpersonal, and institutional outcomes for all groups? This course will serve as an introduction on how to create multicultural worlds and individuals. Drawing heavily on research, this course begins with a review of what culture is and how it influences individual thoughts, emotions, and behaviors. We then discuss multiculturalism (e.g., what is it, what are some costs and benefits) before addressing how to promote optimal functioning in multicultural settings.

Same as: PSYCH 123F

CSRE 124A. Youth in the Global South: Beyond Active Subjects and Passive Objects. 5 Units.

In this course, we will explore the wide variety of ways youth has been culturally constructed (as well as dynamically experienced) across the Global South. Youth is an enduring and powerful concept for understanding competing forms of cultural contestations and political transformations. In the wake of global economic inequality, political instabilities and the emergence of new indigenous movements and social demands, youth is simultaneously associated with discourses over crisis and possibilities.

Same as: ANTHRO 142A

CSRE 124F. The Mothership Connection: Black Science Fiction Across Media. 4 Units.

As science fiction becomes the lingua franca of American popular culture and race takes center stage in our contemporary social and political discourses, the works of black SF creators offer a number of powerful conceptual tools for thinking about race, and particularly for exploring the experience and effects of the African diaspora. This course will consider how black authors, artists, musicians, and filmmakers have responded to or engaged the transmedia genre of SF, as well as the role that race plays in the history of science fiction. What is Afrofuturism, and is it distinct from black science fiction? How does the black SF relate to other speculative genres and aesthetics (horror, fantasy, new age, psychedelia, etc.)? Is there something inherently science fictional about the Afro-diasporic experience? How do typical SF tropes—robots, spaceships, technology, the apocalypse, the posthuman—change when considered in the aftermath of the Middle Passage and chattel slavery?

Same as: AFRICAAM 124F

CSRE 125E. Shades of Green: Redesigning and Rethinking the Environmental Justice Movements. 3-5 Units.

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

Same as: EARTHYOG 125, EARTHYOG 225, URBANST 125

CSRE 126C. Ethics and Leadership in Public Service. 3-4 Units.

This course explores ethical questions that arise in public service work, as well as leadership theory and skills relevant to public service work. Through readings, discussions, in-class activities, assignments, and guest lectures, students will develop a foundation and vision for a future of ethical and effective service leadership. This course serves as a gateway for interested students to participate in the Haas Center’s Public Service Leadership Program.

Same as: EDUC 126A, ETHICOSOC 79, URBANST 126A

CSRE 127A. Can't Stop Won't Stop: A History Of The Hip-Hop Arts. 2-4 Units.

This course explores ethical questions that arise in public service work, as well as leadership theory and skills relevant to public service work. Through readings, discussions, in-class activities, assignments, and guest lectures, students will develop a foundation and vision for a future of ethical and effective service leadership. This course serves as a gateway for interested students to participate in the Haas Center’s Public Service Leadership Program.

Same as: AFRICAAM 127A
CSRE 127C. Human in a Time of War. 3-5 Units.
It has often been said that the post-9/11 era has been one of never-ending war for the United States. Privatization and the increasing proliferation of ever more removed technologies of killing have raised questions regarding the disposability of racialized populations targeted for submission or containment. The global, ubiquitous nature of the U.S. military industrial complex has made war synonymous with impunity. However, racialized populations have arguably been under siege and positioned as disposable since the colonization of the Americas. This course draws upon Alexander Weheliye’s (2014) challenge to move beyond the particular, querying how racialized, gendered experiences condition more expansive notions of the human. Following Jodi Kim’s notion of the protracted afterlife of the Cold War as epistemological structure, this course traces the continuities and transformations in constructions of populations as more or less human, from settler colonial conquest to the post-9/11 era. How has racial and gendered violence functioned to determine not only which bodies matter but which lives are legible and which subjects granted the full range of human complexity? Recognizing the layered interconnectedness of political violence, racialization, and the human, this course also engages the existence of alternative modes of life alongside the violence, subjection, exploitation, and racialization that define the modern human. Same as: FEMGEN 127

CSRE 128. What We Want is We: Identity in Visual Arts, Social Engagement, and Civic Propositions. 4 Units.
This studio practicum examines contemporary culture through case studies on visual art, race theory, urban studies, and resistance legacies. This class looks at strategies of socially engaged art practices, community building endeavors, and the complications peculiar to these projects. From these case studies, students will make public art/text/performance experiments and learn research and grant writing approaches for designing long-term political projects. Students will translate their research into grant proposals that will be judged by a professional panel during the final week. Course guests include granting agencies/arts foundations and international artists, curators, city planners, and activists (live/video conferences).

CSRE 129. Camus. 4-5 Units.
"The Don Draper of Existentialism" for Adam Gopnik, “the ideal husband of contemporary letters” for Susan Sontag, and “the admirable conjunction of a man, of an action, and of a work” for Sartre, Camus embodies the very French figure of the “intellectuel engagé” or public intellectual. From his birth in 1913 into a poor family in Algeria to the Nobel Prize in Literature in 1957, from Paris to the Mediterranean world, Camus engaged in the great ethical battles of his time, from the fight against nazism and communism, from questioning colonial rules to the Algerian War of Independence. Through readings and films, we will explore his multiple, long-lasting legacies. Readings from Albert Camus, Jean-Paul Sartre, Kamel Daoud, Mouloud Feraoun, Alice Kaplan, A.B. Yehoshua, Yasmina Khadra. This course is a WIM course. Students will work on their production of written French, in addition to speaking French and reading comprehension. Taught in French. Prerequisite: FRENLANG 124 or consent of instructor. Same as: COMPLIT 229B, FRENCH 129, HISTORY 235F

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

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

CSRE 132A. Social Inequality in Israel. 3 Units.
Like the US, Israel is a nation of immigrants. Israel additionally shares with the US vast economic, ethnic/racial and gender gaps, which are shaped and are being shaped by the demographic diversity characterizing its society. The course will provide a comparative framework for analyzing social inequality in Israel. We will start by reviewing essential concepts and theories in the study of social stratification. We will then review the main cleavages characterizing Israeli society, while comparing them to gaps in other advances societies and particularly the US. We will focus on class, gender and ethnicity as the main distinctions and will examine their implications for differences in life chances in several domains across the life course. We will conclude with a discussion of possible scenarios for change, which are relevant to both Israel and the US. Throughout the course, we will study critical thinking techniques and will use them for analyzing issues that are central for the analysis of social inequality in Israel and elsewhere. Same as: JEWISHST 132A, SOC 102A
CSRE 132C. Technology and Inequality. 4-5 Units.
In this advanced interdisciplinary seminar we will examine the ways that technologies aimed to make human lives better (healthier, freer, more connected, and informed) often also harbor the potential to exacerbate social inequalities. Drawing from readings in the social sciences on power and ethics, we will pay special attention to issues of wealth, race, ethnicity, sex, gender, globalization and humanitariansim.
Same as: ANTHRO 132C

CSRE 132E. Topics in Writing & Rhetoric: Introduction to Environmental Justice: Race, Class, Gender and Place. 4 Units.
Environmental justice means ensuring equal access to environmental benefits and preventing the disproportionate impacts of environmental harms for all communities regardless of gender, class, race, ethnicity or other social positions. This introductory course examines the rhetoric, history and key case studies of environmental justice while encouraging critical and collaborative thinking, reading and researching about diversity in environmental movements within the global community and at Stanford, including the ways race, class and gender have shaped environmental battles still being fought today from Standing Rock to Flint, Michigan. We center diverse voices by bringing leaders, particularly from marginalized communities on the frontlines to our classroom to communicate experiences, insights and best practices. Together we will develop and present original research projects which may serve a particular organizational or community need, such as racialized dispossession, toxic pollution and human health, or indigenous land and water rights, among many others.
Same as: EARTHSYS 194, PWR 194EP, URBANST 155EP

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

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

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

CSRE 133E. Literature and Society in Africa and the Caribbean. 4 Units.
This course aims to equip students with an understanding of the cultural, social, and political aspects at play in the literatures of Francophone Africa and the Caribbean of the 20th and 21st century. Our primary readings will be Francophone novels and poetry. We will also read some theoretical texts. The assigned readings will expose students to literature from diverse French-speaking regions of the African/Caribbean world. This course will also serve as a "literary toolbox," with the intention of facilitating an understanding of literary genres, and terms. Students can expect to work on their production of written and spoken French, in addition to reading comprehension. Special guest: Moroccan author Meryem Alaoui. Required readings include: Aime Cesaire, Maryse Condé, Fatou Dione, Dany Laferriere, Leonara Miano, Albert Memmi. Taught in French. Prerequisite: FRENLANG 124 or consent of instructor.
Same as: AFRICAAM 133, AFRICAST 132, COMPLIT 133A, COMPLIT 233A, FRENCH 133, JEWISHST 143

CSRE 133J. Welfare, Work and Poverty. 3 Units.
Early theorists of the welfare state described it as a reaction to the emergence of needs and interests of specific social groups during processes of economic development and change. Later theorists countered that the welfare state does not merely react to social cleavages during times of economic change but rather works to actively shape them, in line with worldviews or the interests of dominant group members. Adopting the latter approach, the goal of this course is to provide the tools and knowledge necessary for a critical evaluation of the social services provided to Israeli citizens and their impact on social and economic inequalities. The course will survey various approaches to the understanding of the goals of the welfare state. A comparative and historical account of the development of the welfare state will be presented, while highlighting recent developments, such as the increase in poverty rates and the aging of the population. During the course, we will examine the diverse needs that are served by the welfare state, as well as major dilemmas associated with the provision of services. Throughout the course, we will study critical thinking techniques and will use them for analyzing issues that are central for the development of social policies in Israel and the US.
Same as: JEWISHST 133A, SOC 103A

CSRE 133P. Ethics and Politics in Public Service. 4 Units.
This course examines ethical and political questions that arise in doing public service work, whether volunteering, service learning, humanitarian endeavors overseas, or public service professions such as medicine and teaching. What motives do people have to engage in public service work? Are self-interested motives troublesome? What is the connection between service work and justice? Should the government or schools require citizens or students to perform service work? Is mandatory service an oxymoron?
Same as: POLISCI 133Z, PUBLPOL 103Z, URBANST 122Z

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

CSRE 135I. CSRE House Seminar: Race and Ethnicity at Stanford. 1-2 Unit.
Race, ethnicity, gender, and religion using the tools, analytical skills and concepts developed by anthropologists.
Same as: ANTHRO 135I

CSRE 135P. The Psychology of Diverse Community. 3 Units.
This course is an exploration. Its aim is to identify distinguishing features of good diverse communities and articulate them well enough to offer principles or guidelines for how to design and mange such communities e.g. schools, universities, academic disciplines, etc.
Same as: PSYCH 135
CSRE 136. White Identity Politics. 3-5 Units.

Pundits proclaim that the 2016 Presidential election marks the rise of white identity politics in the United States. Drawing from the field of whiteness studies and from contemporary writings that push whiteness studies in new directions, this upper-level seminar asks, does white identity politics exist? How is a concept like white identity to be understood in relation to white nationalism, white supremacy, white privilege, and whiteness? We will survey the field of whiteness studies, scholarship on the intersection of race, class, and geography, and writings on whiteness in the United States by contemporary public thinkers, to critically interrogate the terms used to describe whiteness and white identities. Students will consider the perils and possibilities of different political practices, including abolishing whiteness or coming to terms with white identity. What is the future of whiteness? n*Enrolled students will be contacted regarding the location of the course.

Same as: AMSTUD 136B, ANTHRO 136B

CSRE 136A. Interfaith Dialogue on Campus: Religion, Diversity, and Higher Education. 2-5 Units.

How are we to talk across religious and spiritual differences? What is the purpose of such dialogues? What do we hope to gain from them? How do such dialogues take shape on college campuses, and what do they indicate about how students cultivate spiritual, political, and civic commitments? This course will explore these questions and others through seminar discussions, fieldwork, and writing that will examine the concepts, assumptions, and principles that shape how we think about interfaith dialogue.

Same as: AMSTUD 236, EDUC 436, RELIGST 336X

CSRE 136U. The Psychology of Scarcity: Its Implications for Psychological Functioning and Education. 3 Units.

This course brings together several literatures on the psychological, neurological, behavioral, and learning impact of scarcities, especially those of money (poverty) time and food. It will identify the known psychological hallmarks of these scarcities and explore their implications for psychological functioning, well-being and education—as well as how, they can be dealt with by individuals and in education.

Same as: PSYCH 136, PSYCH 236A

CSRE 138. Medical Ethics in a Global World: Examining Race, Difference and Power in the Research Enterprise. 5 Units.

This course will explore historical as well as current market transformations of medical ethics in different global contexts. We will examine various aspects of the research enterprise, its knowledge-generating and life-saving goals, as well as the societal, cultural, and political influences that make medical research a site of brokering in need of oversight and emergent ethics.nThis seminar will provide students with tools to explore and critically assess the various technical, social, and ethical positions of researchers, as well as the role of the state, the media, and certain publics in shaping scientific research agendas. We will also examine how structural violence, poverty, global standing, and issues of citizenship also influence issues of consent and just science and medicine.

Same as: ANTHRO 138, ANTHRO 238

CSRE 140C. Stand Up Comedy and the "Great American Joke" Since 1945.5 Units.

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

Same as: AMSTUD 140

CSRE 140S. Casablanca - Algiers - Tunis : Cities on the Edge. 3-5 Units.

Casablanca, Algiers and Tunis embody three territories, real and imaginary, which never cease to challenge the preconceptions of travelers setting sight on their shores. In this class, we will explore the myriad ways in which these cities of North Africa, on the edge of Europe and of Africa, have been narrated in literature, cinema, and popular culture. Home to Muslims, Christians, and Jews, they are an ebullient laboratory of social, political, religious, and cultural issues, global and local, between the nineteenth and twenty-first centuries. We will look at mass images of these cities, from films to maps, novels to photographs, sketching a new vision of these magnets as places where power, social rituals, legacies of the Ottoman and French colonial pasts, and the influence of the global economy collide and collide. Special focus on class, gender, and race.

Same as: AFRICAAM 236B, COMPLIT 236A, FRENCH 236, FRENCH 336, HISTORY 245C, URBANST 140F

CSRE 141. Gentrification. 5 Units.

Neighborhoods in the Bay Area and around the world are undergoing a transformation known as gentrification. Middle- and upper-income people are moving into what were once low-income areas, and housing costs are on the rise. Tensions between newcomers and old timers, who are often separated by race, ethnicity, or sexual orientation, can erupt; high rents may force long-time residents to leave. In this class we will move beyond simplistic media depictions to explore the complex history, nature, causes and consequences of this process. Students will learn through readings, films, class discussions, and engagement with a local community organization. (Cardinal Course certified by the Haas Center).

Same as: AFRICAAM 241A, URBANST 141

CSRE 141E. Counterstory in Literature and Education. 3 Units.

Counterstory is a method developed in critical legal studies that emerges out of the broad "narrative turn" in the humanities and social science. This course explores the value of this turn, especially for marginalized communities, and the use of counterstory as analysis, critique, and self-expression. Using an interdisciplinary approach, we examine counterstory as it has developed in critical theory, critical pedagogy, and critical race theory literatures, and explore it as a framework for liberation, cultural work, and spiritual exploration.

Same as: EDUC 141, EDUC 341, LIFE 124

CSRE 141S. Immigration and Multiculturalism. 5 Units.

What are the economic effects of immigration? Do immigrants assimilate into local culture? What drives native attitudes towards immigrants? Is diversity bad for local economies and societies and which policies work for managing diversity and multiculturalism? We will address these and similar questions by synthesizing the conclusions of a number of empirical studies on immigration and multiculturalism. The emphasis of the course is on the use of research design and statistical techniques that allow us to move beyond correlations and towards causal assessments of the effects of immigration and immigration policy.

Same as: POLisci 141A

CSRE 141X. Activism and Intersectionality. 3-4 Units.

How are contemporary U.S. social movements shaped by the intersections of race, class, gender, and sexuality? This course explores the emergence, dynamics, tactics, and targets of social movements. Readings include empirical and theoretical social movement texts, including deep dives into Black, White, and Chicana feminisms; the KKK; and queer/LGBT movements. We will explore how social movement emergence and persistence is related to participants’ identities and experiences with inequality; how the dynamics of targets, and tactics of mobilized participants are shaped by race, class, gender, and/or sexuality; and how social movement scholars have addressed the intersectional nature of inequality, identity, and community.

Same as: AFRICAAM 141X, FEMGEN 141, SOC 153
CSRE 144. Transforming Self and Systems: Crossing Borders of Race, Nation, Gender, Sexuality, and Class. 5 Units.
Exploration of crossing borders within ourselves, and between us and them, based on a belief that understanding the self leads to understanding others. How personal identity struggles have meaning beyond the individual, how self healing can lead to community healing, how the personal is political, and how artistic self expression based in self understanding can address social issues. The tensions of victimization and agency, contemplation and action, humanities and science, embracing knowledge that comes from the heart as well as the mind. Studies are founded in synergistic consciousness as movement toward meaning, balance, connectedness, and wholeness. Engaging these questions through group process, journaling, reading, drama, creative writing, and storytelling. Study is academic and self-reflective, with an emphasis on developing and presenting creative works in various media that express identity development across borders.
Same as: ASNAMST 144, FEMGEN 144X

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

CSRE 145F. Race and Power. 5 Units.
This course examines how race is made. We will pay close attention to how people engage with material, economic, scientific, and cultural forces to articulate human group difference as a given, and even natural. In this seminar, we will look at the construction of race as a literally made phenomenon, where historical, colonial, bodily, market, and humanitarian constituent elements both circulate and sediment racial understandings. To focus our readings and discussions we will divide this vast terrain into three units: race and the colonial encounter; race and biopower; and race and capital.
Same as: ANTHRO 145, ANTHRO 245

CSRE 145H. Trauma, healing, and empowerment. 3 Units.
This course will look at the ways in which humans are affected by the legacy of war, occupation and colonialism through themes of home, displacement, community, roots, identity, and inter-generational trauma. The approach is integrative, including scholarly investigation, embodied practice, and creative approach. This self-reflective process uses narrative, oral and written, as a means of becoming whole and healing personal, historical, and collective wounds.
Same as: LIFE 145

CSRE 146A. Approaching Research and the Community. 2-3 Units.
Comparative perspective on research with communities and basic overview of research methodologies, with an emphasis on the principles and practices of doing community-based research as a collaborative enterprise between academic researchers and community members. How academic scholarship can be made useful to communities. How service experiences and interests can be used to develop research questions in collaboration with communities and serve as a starting point for developing senior theses or other independent research projects. Through the coursework, students are encouraged to develop a draft proposal for an actual community-based research project. The course is highly recommended for students planning to apply for community-based summer research fellowships through the Haas Center for Public Service (Community-based Research Fellowship Program). Students who complete the course will be given priority for these fellowships. This course must be taken for a minimum of 3 units and a letter grade to be eligible for Ways credit.
Same as: URBANST 123

CSRE 146B. Approaching Research in the Community: Design and Methods. 3 Units.
This course focuses on issues of research design and how to select specific methodological strategies to assure ethical and effective partnership-based research. In this course, students will plan for their own participation in a CBRF project. Topical themes will include best practice strategies for (a) defining and selecting community problems or issues to be addressed, (b) generating relevant and useful research questions, (c) choosing specific means and methods for data collection [e.g., surveys, interviews, focus groups, etc.], (d) storing, organizing and analyzing data, (e) reflecting on and critiquing research findings, and (f) carrying out dissemination in ways that can be expected to enhance community power and advance community development. Students will be provided with opportunities to workshop their respective projects-in-development, (e.g., developing and sharing research questions, data collection instruments, strategies for engaging community constituents as co-researchers, etc.). This is a required course for students participating in the Haas Center for Public Service Community-based Research Fellows Program, but enrollment is open to all Stanford students.
Same as: URBANST 123B

CSRE 146D. New Keywords in African Sound. 3-4 Units.
This course identifies and considers new keywords for the study of contemporary African music and sound. Each week we will foster discussion around a keyword and a constellation of case studies. The sonic practices we will encounter range from South African house music to Ghanaian honk horns; from Congolese rumba bands to Tunisian trance singers; from listening to the radio in a Tanzanian homestead to making hip hop music videos on the Kenyan coast. By exploring the unexpected interconnections between contemporary African musical communities, we will discuss new keywords arising in current scholarship, including technologies like the amplifier and the hard drive, spaces like the studio and the city, and analytics like pleasure and hotness. We will also engage with established concepts for the study of postcolonial African cultures, including nationalism, cosmopolitanism, globalization, diaspora, and Pan-Africanism. This is a seminar-based course open to graduate students, upper level undergraduate students, and other students with consent of the instructor. Proficiency in music is not required. WIM at 4 units only.
Same as: AFRICAAM 146D, AFRICAST 146M, MUSIC 146M, MUSIC 246M

CSRE 147A. Race and Ethnicity Around the World. 4 Units.
(Graduate students register for 247.) How have the definitions, categories, and consequences of race and ethnicity differed across time and place? This course offers a historical and sociological survey of racialized divisions around the globe. Case studies include: affirmative action policies, policies of segregation and ghettoization, countries with genocidal pasts, invisible minorities, and countries that refuse to count their citizens by race at all.
Same as: SOC 147, SOC 247

CSRE 147D. Studies in Music, Media, and Popular Culture: Music and Urban Film. 3-4 Units.
How music and sound work in urban cinema. What happens when music’s capacity to transform everyday reality combines with the realism of urban films? Provides an introduction to traditional theories of film music and film sound; considers how new technologies and practices have changed the roles of music in film. Readings discuss film music, realistic cinema, urban musical practices and urban culture. Viewing includes action/adventure, Hindi film, documentary, film noir, hip hop film, the musical, and borderline cases by Jean-Luc Godard, Spike Lee, Wong Kar-Wai and Tsai Ming-Liang. Pre- or corequisite (for music majors): MUSIC 22. (WIM at 4 unit level only).
Same as: MUSIC 147K, MUSIC 247K
CSRE 147J. Studies in Music, Media, and Popular Culture: The Soul Tradition in African American Music. 3-4 Units.
The African American tradition of soul music from its origins in blues, gospel, and jazz to its influence on today's r&b, hip hop, and dance music. Style such as rhythm and blues, Motown, Southern soul, funk, Philadelphia soul, disco, Chicago house, Detroit techno, trip hop, and neo-soul. Soul's cultural influence and global reach; its interaction with politics, gender, place, technology, and the economy. Pre/corequisite (for music majors): MUSIC 22. (WIM at 4 units only.)
Same as: Africana 19, AMSTUD 147J, MUSIC 147J, MUSIC 247J

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

CSRE 148D. Inglés Personal: Coaching Everyday Community English. 1-5 Unit.
Theoretical foundation for volunteer tutors of English language learners in urban environments working with children in school-based programs or adults in community-based settings. May be repeated for credit.
Same as: CHILATST 148, EDUC 148

CSRE 148P. The Psychology of Bias: Stereotyping, Prejudice, and Discrimination. 3 Units.
From Black Lives Matter to mansplaining, issues of stereotyping, prejudice, and discrimination grab our attention and draw our concern. This course brings together research from social, cognitive, affective, developmental, cultural, and neural perspectives to examine the processes that reflect and perpetuate group biases. Along with these various research perspectives, we will consider perspectives of both privileged and disadvantaged group members. Where do stereotypes come from? Why is race so hard to talk about? Can we be biased without knowing it? How can we reduce prejudice and conflict? We will address these and other questions through lectures, class discussion, and group presentations.
Same as: PSYCH 148S

CSRE 149. The Laboring of Diaspora & Border Literary Cultures. 3-5 Units.
Focus is given to emergent theories of culture and on comparative literary and cultural studies. How do we treat culture as a social force? How do we go about reading the presence of social contexts within cultural texts? How do ethno-racial writers re-imagine the nation as a site with many "cognitive maps" in which the nation-state is not congruent with cultural identity? How do diaspora and border narratives/texts strive for comparative theoretical scope while remaining rooted in specific local histories. Note: This course must be taken for a minimum of 3 units and a letter grade to be eligible for Ways credit.
Same as: COMPLIT 149, IAC 149

CSRE 149A. The Urban Underclass. 4 Units.
(Graduate students register for 249.) Recent research and theory on the urban underclass, including evidence on the concentration of African Americans in urban ghettos, and the debate surrounding the causes of poverty in urban settings. Ethnic/racial conflict, residential segregation, and changes in the family structure of the urban poor.
Same as: SOC 149, SOC 249, URBANST 112

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

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

CSRE 150A. Race and Crime. 3 Units.
The goal of this course is to examine social psychological perspectives on race, crime, and punishment in the United States. Readings will be drawn not only from psychology, but also from sociology, criminology, economics, and legal studies. We will consider the manner in which social psychological variables may operate at various points in the criminal justice system- from policing, to sentencing, to imprisonment, to re-entry. Conducted as a seminar. Students interested in participating should attend the first session and complete online application for permission at https://gso.stanford.edu/forms/CAut7RKX6MewBluG3.
Same as: PSYCH 150

CSRE 150B. Race and Crime Practicum. 2-4 Units.
This practicum is designed to build on the lessons learned in Psych 150: Race & Crime. In this community service learning course, students will participate in community partnerships relevant to race and crime, as well as reflection to connect these experiences to research and course content. Interested students should complete an application for permission at: https://gso.stanford.edu/forms/CAut7RKX6MewBluG3.
nPreRequisite: Psych 150 (taken concurrently or previously).
Same as: PSYCH 150B

CSRE 150G. Performing Race, Gender, and Sexuality. 4 Units.
In this theory and practice-based course, students will examine performances by and scholarly texts about artists who critically and mindfully engage race, gender, and sexuality. Students will learn the skills as artist-scholars through written assignments and the creation of performances in response to the assigned material. Attendance and written reflection about a live performance event on campus are required. Students will also learn various meditation practices as tools for making and critiquing performance, in both our seminar discussions and performance workshops. We will approach mindfulness as method and theory in our own practice, as well as in relation to the works studied. We will also consider the ethics and current debates concerning the mindfulness industry. Examples of artists studied include James Luna, Nao Bustamante, Renee Cox, William Pope.L, Cassils, boychild, Curious, Adrian Piper, Xandra Ibarra, Valerie Reding, Guillermo Gomez-Peña, and Ana Mendieta.
Same as: ARTSINST 150G, CSRE 350G, FEMGEN 150G, LIFE 150G, TAPS 150G

CSRE 150S. Nineteenth Century America. 5 Units.
(Same as HISTORY 50B. History majors and others taking 5 units, register for 50B.) Territorial expansion, social change, and economic transformation. The causes and consequences of the Civil War. Topics include: urbanization and the market revolution; slavery and the Old South; sectional conflict; successes and failures of Reconstruction; and late 19th-century society and culture.
Same as: Africana 150B, AMSTUD 150B, HISTORY 150B

CSRE 151D. Migration and Diaspora in American Art, 1800-Present. 4 Units.
This lecture course explores American art through the lens of immigration, exile, and diaspora. We will examine a wide range of work by immigrant artists and craftsman, paying special attention to issues of race and ethnicity, assimilation, displacement, and political turmoil. Artists considered include Emmanuel Leutze, Thomas Cole, Joseph Stella, Chiura Obata, Willem de Kooning, Mona Hatoum, and Julie Mehretu, among many others. How do works of art reflect and help shape cultural and individual imaginaries of home and belonging?
Same as: AMSTUD 151, ARTHIST 151, ARTHIST 251, ASNAMST 151D

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

CSRE 153C. Asylum: Knowledge, Politics, and Population. 3-5 Units.
This course draws from ethnography, social theory, media and literature to examine the place of the asylum in the constitution of knowledge, politics, and populations. An ancient juridical concept, asylum has been used to describe a fundamental political right, medical and penal institutions, as well as emergent spaces of care and safety. As such, this course invites students to think of critical issues associated with asylum, including: illness, trauma, violence, immigration, displacement, human rights, sanctuary, and testimony.
Same as: ANTHRO 153

CSRE 153D. Creative Research for Artists. 1-2 Unit.
This generative lab is dedicated to juniors and seniors in Comparative Studies in Race and Ethnicity, African and African American Studies, or related fields in the arts who are pursuing an advanced creative honors thesis or capstone project around questions of identity, diversity and aesthetics. Students sharpen methodologies, get feedback on works in progress, and make formidable connections between their academic and artistic pursuits.
Same as: DANCE 153D

CSRE 153O. Reading and Writing the Gendered Story. 4-5 Units.
Exploration of novels, stories, memoirs and micro-narratives in which gender plays a major role. The texts are by writers of varied genders and sexual orientations as well as varied class, race and national backgrounds. Written assignments present a mixture of academic and creative options.
Same as: FEMGEN 153Q

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

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

CSRE 154D. Black Magic: Ethnicity, Race, and Identity in Performance Cultures. 3-4 Units.
In 2013, CaShawn Thompson devised a Twitter hashtag, #blackgirlmagic, to celebrate the beauty and intelligence of black women. Twitter users quickly adopted the slogan, using the hashtag to celebrate everyday moments of beauty, accomplishment, and magic. The slogan offered a contemporary iteration of an historical alignment: namely, the concept of "magic" with both Black people as well as "blackness." This course explores the legacy of Black magic--and black magic--through performance texts including plays, poetry, films, and novels. We will investigate the creation of magical worlds, the discursive alignment of magic with blackness, and the contemporary manifestation of a historical phenomenon. We will cover, through lecture and discussion, the history of black magic representation as well as the relationship between magic and religion. Our goal will be to understand the impact and history of discursive alignments: what relationship does "black magic" have to and for "black bodies"? How do we understand a history of performance practice as being caught up in complicated legacies of suspicion, celebration, self-definition? The course will give participants a grounding in black performance texts, plays, and theoretical writings. *This course will also satisfy the TAPS department WIM requirement.*
Same as: AFRICAAM 154G, FEMGEN 154G, TAPS 154G

CSRE 154T. The Politics of Algorithms. 4-5 Units.
Algorithms have become central actors in today's digital world. In areas as diverse as social media, journalism, education, healthcare, and policing, computing technologies increasingly mediate communication processes. This course will provide an introduction to the social and cultural forces shaping the construction, institutionalization, and uses of algorithms. In so doing, we will explore how algorithms relate to political issues of modernization, power, and inequality. Readings will range from social scientific analyses to media coverage of ongoing controversies relating to Big Data. Students will leave the course with a better appreciation of the broader challenges associated with researching, building, and using algorithms.
Same as: COMM 154, COMM 254, SOC 154, SOC 254C
CSRE 155J. Global Black Feminism. 3-5 Units.
Have you ever wondered what Black feminism looks like internationally? This course examines the transnational aspects of Black feminism from the 1800s to the present day. We will examine Black women transgressing boundaries both real and imagined. Students will gain insights into what motivated these women to make transnational connections and alliances, and how these connections lead to further developments of their own theories of race and gender. Because the patriarchy is not located within one nation state, Black feminism cannot be located in one nation state either. We will explore Black feminist experiences in a variety of places including: Germany, Nigeria, China, the UK, Netherlands, and more. Students will explore poetry, autobiography, theater, film, YouTube, by Black women to grasp the ideas that global Black feminism(s)/womanism encompasses. Taught in English.
Same as: AFRICAAM 155J, FEMGEN 155J, GERMAN 155, GERMAN 355

CSRE 156. The Changing American City. 4 Units.
After decades of decline, U.S. cities today are undergoing major transformations. Young professionals are flocking to cities instead of fleeing to the suburbs. Massive increases in immigration have transformed the racial and ethnic diversity of cities and their neighborhoods. Public housing projects that once defined the inner city are disappearing, and crime rates have fallen dramatically. Do these changes signal the end of residential segregation and urban inequality? Who do these changes benefit? This course will explore these issues and strategies to address them through readings and discussion, analyzing a changing neighborhood in a major city in the Bay Area in groups (which will include at least one site visit), and studying a changing neighborhood or city of their choice for their final project. The course does not have prerequisites.
Same as: SOC 156A, SOC 256A, URBANST 156A

CSRE 156J. Environment, Nature and Race. 3-5 Units.
Environment, nature and race: Politics of belonging, exclusion, and embodiment. Scientific and popular understandings of race and ethnicity remain deeply entangled with ideas about "nature" and the "environment". This course will introduce students to some of the many ways that nature, environment, and race have been and remain intertwined, for better or for worse. What does it mean to claim race is "natural"? To what extent is race shaped by environment and vice versa? How are the politics of race linked to the politics of environmentalism? The class will begin with a brief treatment of current critical consensus on the biology of race and the cultural politics of race and nature, and move on to a theoretical discussion of how humans and "nature" interact. From there, the course moves into historical and ethnographic examples of the politics of race and the environment: the racialized and racializing character of particular environments; the ways that racial politics shape natural environments; and the politics of exclusion and belonging in environmental movements. Case studies will be both rural and urban and draw from anthropology, geography, history, and biology. The course will end by considering the recent resurgence of the race concept in biology.
Same as: ANTHRO 156B

CSRE 156T. Performing History: Race, Politics, and Staging the Plays of August Wilson. 4 Units.
This course purposefully and explicitly mixes theory and practice. Students will read and discuss the plays of August Wilson, the most celebrated and most produced contemporary American playwright, that comprise his 20th Century History Cycle. Class stages scenes from each of these plays, culminating in a final showcase of longer scenes from his work as a final project.
Same as: AFRICAAM 156, TAPS 156, TAPS 356

CSRE 156X. Theater of Dissent: Social Movements, Migration, and Revolution in the Americas. 4 Units.
TAPS 156X is an introductory level course that considers how theatre and performance provide a vital platform to examine political dissonance, the mobilization and (im)mobilization of Arab Americans, the role of immigration and the formation of Latinx/Chicano identity in the Americas. We will further examine the differences between key terminology in performance, including the notion of Latinidad, by looking at different aesthetic and socio-cultural performance practices and methodologies, re-occurring performance themes, and site-specific performance in the Americas. This course will primarily concentrate on works written in/about the Western Pacific US Southwest, Mexico, Argentina, Peru, Cuba, and Colombia through a variety of theatrical play texts, recorded performances, workshops, and creative projects.

CSRE 157A. Performing Arabs and Others in Theory and Practice. 4 Units.
How deeply must the artist engage to be satisfied with a representation? Is there such a thing as "good representation"? When must artists persist and when should they resist? In this class, we will dare to make mistakes, challenge formulaic popular critiques and struggle to formulate our personal manifestos on casting. We'll let a diverse cast of Arab characters help us in a quarter-long rehearsal of the artist and scholar we wish to be. All course materials are in English, but proficient speakers of Arabic may be given Arabic language texts, if they ask. The majority of the works in our reading list will fit four categories: Orientalist representations, works by Arabs themselves, works by non-Arabs for non-Arabs, and works by Arab-Americans. In this class, we learn the theory, practice it, and intelligently attempt to compromise in a deeply flawed and gratifying artform.
Same as: TAPS 157P TAPS 257P

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

CSRE 159I. Literature that Changed the World. 3-5 Units.
How does literary art get involved in politics? What is the border between propaganda and art? This class examines moments when writers seem suddenly not only to represent politically charged topics and themes, but to have a part in bringing about political change. We'll look at case studies from the anti-apartheid movement in South Africa, the American Civil Rights struggle, 19th century Russia, and more.
Same as: AFRICAAM 159A, ENGLISH 159A
CSRE 160J. Conjure Art 101: Performances of Ritual, Spirituality and Decolonial Black Feminist Magic. 2 Units.
Conjure Art is a movement and embodied practice course looking at the work and techniques of artists of color who utilize spirituality and ritual practices in their art making and performance work to evoke social change. In this course we will discuss the work of artists who bring spiritual ritual in their art making while addressing issues of spiritual accountability and cultural appropriation. Throughout the quarter we will welcome guest artists who make work along these lines, while exploring movement, writing, singing and visual art making. This class will culminate in a performance ritual co-created by students and instructor.
Same as: AFRICAAM 160J, DANCE 160J

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

CSRE 161P. Entrepreneurship for Social and Racial Equity. 3 Units.
This course is designed to provide students with an introduction to business ownership with a focus on owning and operating businesses within diverse communities with an aim to create social impact for future generations as well as profitability and sustainability models. The course will introduce the beginning elements of creating a business (formation, product, business plan) as well as the additional overlay of social impact and cultural considerations. Types of financing as well as effective pitching will also be covered. Course materials will include instructor presentations, case studies, homework assignments, outside hours at campus labs, creation of students' own business concept plan and guest lectures from successful entrepreneurs working within Silicon Valley and diverse communities. Resources (financing sources, accelerators and incubators), case studies, role models and guest lecturers will be an integral part of this course which can lead to internship opportunities (the latter via application).
Same as: NATIVEAM 161

CSRE 162. The Politics of Sex: Work, Family, and Citizenship in Modern American Women's History. 3-5 Units.
This course explores the transition from Victorian to modern American womanhood by asking how Native, European, African, Mexican, and Asian American women navigated the changing sexual, economic, and political landscapes of the twentieth century. Through secondary readings, primary sources, films, music, and literature we explore the opportunities and boundaries on groups of women in the context of historical events that included immigration, urbanization, wartime, depression, the Cold War, as well as recurrent feminist and conservative political movements.
Same as: AMSTUD 161, FEMGEN 161, HISTORY 61, HISTORY 161

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

CSRE 162D. Latin/x America in Motion: An Introduction to Dance Studies. 3-4 Units.
This course introduces students to the field of Dance Studies by examining the histories of Latin American and Caribbean dances and their relationship to developing notions of race and nation in the Americas. We will study the historical emergence and transformation of indigeneity, blackness, whiteness and Latinx and consider how dance practices interacted with these identifications. No prior experience with Dance or Latin America and the Caribbean necessary.
Same as: CHILATST 162, DANCE 162L, TAPS 162L, TAPS 262L

CSRE 162V. Advanced Research in Black Performing Arts. 1 Unit.
What is the history of Committee for Black Performing Arts (CBPA)? How did it come into being and how do we carry/re-member the legacy forward and into the future? In this course students will engage in the research and archiving process as we dig into the history of CBPA on the eve of its 50th anniversary. Activities will include, digitizing and cataloguing film, video and documents, conducting interviews with former students and professors of CBPA, and guest lecturers with professional archivists.
Same as: DANCE 162V

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

CSRE 165. Identity and Academic Achievement. 3 Units.
How do social identities affect how people experience academic interactions? How can learning environments be better structured to support the success of all students? In this class, we will explore how a variety of identities such as race, gender, social class, and athletic participation can affect academic achievement, with the goal of identifying concrete strategies to make learning environments at Stanford and similar universities more inclusive. Readings will draw from psychology, sociology, education, and popular press. This class is a seminar format.
Same as: AFRICAAM 165, PSYCH 165
CSRE 166B. Immigration Debates in America, Past and Present. 3-5 Units.
Examines the ways in which the immigration of people from around the world and migration within the United States shaped American nation-building and ideas about national identity in the twentieth century. Focuses on how conflicting ideas about race, gender, ethnicity, and citizenship with respect to particular groups led to policies both of exclusion and integration. Part One begins with the ways in which the American views of race and citizenship in the colonial period through the post-Reconstruction Era led to the passage of the Chinese Exclusion Act in 1882 and subsequently to broader exclusions of immigrants from other parts of Asia, Southern and Eastern Europe, and Mexico. Explores how World War II and the Cold War challenged racial ideologies and led to policies of increasing liberalization culminating in the passage of the 1965 Immigration Act, which eliminated quotas based on national origins and opened the door for new waves of immigrants, especially from Asia and Latin America. Part Two considers new immigration patterns after 1965, including those of refugees, and investigates the contemporary debate over immigration and immigration policy in the post 9/11 era as well as inequalities within the system and the impact of foreign policy on exclusions and inclusions.
Same as: HISTORY 166B, HISTORY 366B

CSRE 167. Feminism and Contemporary Art. 4 Units.
(Same as ARTHIST 176) The impact of second wave feminism on art and art history, feminist studio programs in the 70s, essentialism and self-representation, themes of domesticity, the body in feminist art making, bad girls, the exclusion of women of color and lesbians from the art historical mainstream, notions of performativity.
Same as: ARTHIST 176, ARTHIST 376, FEMGEN 176

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

CSRE 168. New Citizenship: Grassroots Movements for Social Justice in the U.S.. 5 Units.
Focus is on the contributions of immigrants and communities of color to the meaning of citizenship in the U.S. Citizenship, more than only a legal status, is a dynamic cultural field in which people claim equal rights while demanding respect for differences. Academic studies of citizenship examined in dialogue with the theory and practice of activists and movements. Engagement with immigrant organizing and community-based research is a central emphasis.
Same as: ANTHRO 169A, CHILATST 168, FEMGEN 140H

CSRE 16A. Dynamic Australia: immigrant and indigenous experiences. 1 Unit.
How did modern Australian society take shape? Within this larger framework, several more focused questions will guide us: What have been the experiences of immigrants, of Aborigines and Torres Strait Islanders, and how have their relations evolved over time? To what degree has Australia been formed by successive waves of immigration? What has been the fate of the Aboriginal peoples? How have intergroup relations evolved since the start of colonialism in the late 18th century? What have been the elements of racial formation, and how have they changed over time? What does it mean to be Australian in the 21st century? How might the creative arts (e.g. music, literature, drama, painting, dance) help us understand Australian identities and intergroup dynamics? As a course project, students will informally interview someone whose life history has involved large-scale displacement, voluntary or otherwise. This is intended as a means of sharpening awareness of migration in history - as articulated at the level of individuals and communities. This course is primarily intended for students enrolled in or waitlisted for the BOSP Summer Seminar in Sydney (June-July 2019) and as such focuses on historical and social milieus. However, all participants will find it a wide-ranging introduction to Australian society and a case study in intergroup dynamics.

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

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

CSRE 174. History of South Africa. 5 Units.
(Same as HISTORY 47. History majors and others taking 5 units, register for 147.) Introduction, focusing particularly on the modern era. Topics include: precolonial African societies; European colonization; the impact of the mineral revolution; the evolution of African and Afrikaner nationalism; the rise and fall of the apartheid state; the politics of post-apartheid transformation; and the AIDS crisis.
Same as: AFRICAAM 147, HISTORY 147

CSRE 174S. When Half is Whole: Developing Synergistic Identities and Mestiza Consciousness. 5 Units.
This is an exploration of the ways in which individuals construct whole selves in societies that fragment, label, and bind us in categories and boxes. We examine identities that overcome the destructive dichotomies of ¿us¿ vs. ¿them, ¿ crossing borders of race, ethnicity, culture, nation, sex, and gender. Our focus is on the development of hybrid and synergistic forms of identity and mestiza consciousness in which the whole is greater than the sum of its parts.
Same as: ASNAMST 174S
CSRE 176B. The Social Life of Neighborhoods. 3-5 Units.
How do neighborhoods come to be? How and why do they change?
What is the role of power, money, race, immigration, segregation, culture,
government, and other forces? In this course, students will interrogate
these questions using literatures from sociology, geography, and political
science, along with archival, observational, interview, and cartographic
(GIS) methods. Students will work in small groups to create content (e.g.,
images, audio, and video) for a self-guided neighborhood tour, which
will be added to a mobile app and/or website.
Same as: AFRICAAM 76B, SOC 176, SOC 276, URBANST 179

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

CSRE 177E. Well-Being in Immigrant Children & Youth: A Service
Learning Course. 4 Units.
This is an interdisciplinary course that will examine the dramatic
demographic changes in American society that are challenging the
institutions of our country, from health care and education to business
and politics. This demographic transformation is occurring first in
children and youth, and understanding how social institutions are
responding to the needs of immigrant children and youth to support their
well-being is the goal of this course.
Same as: CHILATST 177A, EDUC 177A, HUMBIO 29A

CSRE 177F. Well-Being in Immigrant Children & Youth: A Service Learning
Course. 4 Units.
This is an interdisciplinary course that will examine the dramatic
demographic changes in American society that are challenging the
institutions of our country, from health care and education to business
and politics. This demographic transformation is occurring first in
children and youth, and understanding how social institutions are
responding to the needs of immigrant children and youth to support their
well-being is the goal of this course.
Same as: CHILATST 177B, EDUC 177B

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

CSRE 177I. Workshop with Young Jean Lee. 2-4 Units.
Instructor Young Jean Lee is a playwright and director who will have two
plays premiring on Broadway in 2018-2019. In this workshop, students
will help to collaboratively perform, direct, and rewrite the script of one of
these plays, which is about the intersection of class and race. The class
will involve acting for students who want to act, directing for students
who want to direct, and writing for students who want to write. The
current character breakdown is as follows: 2 black women, 1 Asian-
American woman, 1 Colombian woman, 1 Mexican-American man, 2 black
men, 2 white women, 2 white men.
Same as: TAPS 177W, TAPS 277W

CSRE 178. Ethics and Politics of Public Service. 3-5 Units.
Ethical and political questions in public service work, including
volunteering, service learning, humanitarian assistance, and public
service professions such as medicine and teaching. Motives and
outcomes in service work. Connections between service work and justice.
Is mandatory service an oxymoron? History of public service in the U.S.
Issues in crosscultural service work. Integration with the Haas Center for
Public Service to connect service activities and public service aspirations
with academic experiences at Stanford.
Same as: ETHICSOC 133, PHIL 175A, PHIL 275A, POLisci 133, PUBLPOL
103D, URBANST 122

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

CSRE 178P. The Science and Practice of Effective Advocacy. 3-5 Units.
How can purposeful collective action change government policy,
business practices and cultural norms? This course will teach students
about the components of successful change campaigns and help
develop the practical skills to carry out such efforts. The concepts taught
will be relevant to both issue advocacy and electoral campaigns, and be
evidence-based, drawing on lessons from social psychology, political
science, communications, community organizing and social movements.
The course will meet twice-a-week for 90 minutes, and class time will
combine engaged learning exercises, discussions and lectures. There
will be a midterm and final. Students will be able to take the course for 3
or 5 units. Students who take the course for 5 units will participate in an
advocacy project with an outside organization during the quarter, attend
a related section meeting and write reflections. For 5 unit students, the
section meeting is on Tuesdays, from 3:00 to 4:00 p.m.
Same as: PUBLPOL 178, URBANST 178

CSRE 179A. Crime and Punishment in America. 4-5 Units.
This course provides a comprehensive introduction to the way crime
has been defined and punished in the United States. Recent social
movements such as the Movement for Black Lives have drawn attention
to the problem of mass incarceration and officer-involved shootings of
people of color. These movements have underscored the centrality of
the criminal justice system in defining citizenship, race, and democracy
in America. How did our country get here? This course provides a social
scientific perspective on America's past and present approach to crime
and punishment. Readings and discussions focus on racism in policing,
court processing, and incarceration; the social construction of crime and
violence; punishment among the privileged; the collateral consequences
of punishment in poor communities of color; and normative debates
about social justice, racial justice, and reforming the criminal justice
system. Students will learn to gather their own knowledge and contribute
to normative debates through a field report assignment and an op-ed
writing assignment.
Same as: AFRICAAM 179A, SOC 179A, SOC 279A

CSRE 179W. Du Bois and Democracy. 4 Units.
In this course, we will work together to develop a detailed and
comprehensive understanding of the political philosophy of W. E. B.
Du Bois, giving special attention to the development of his democratic
theory. We will do so by reading a number of key texts by Du Bois as well
as contemporary scholarship from philosophy and cognate fields.
Same as: ETHICSOC 179W, PHIL 179W, PHIL 279W
CSRE 17N. Race and Politics: Perspectives on the 2016 Presidential Election. 3 Units.
This course is intended as a seminar-based exploration of the complex ways that race has informed political behavior and attitudes during the 2016 Presidential election. The class is designed to introduce freshman to sociological ways of understanding the social world, and the rigors of college thinking more broadly. As a group we will explore the mechanisms through which race informs political behavior, while also paying close attention to the ways that politics also informs our understanding of race. The course treats race as multifaceted construct, with multiple (and often times conflicting) influences on political behavior. The course stresses the constructed nature of both race and politics. The course will be split into 3 parts. In the first part we will explore the relationship between racial identity and political behavior at the individual level. The second part of the course will examine how ideas about racial groups shape political attitudes and behaviors, as well as policy outcomes. The third part of the course will explore hownarrace is used to mobilize political and economic actors.
Same as: AFRICAAM 17N, SOC 17N

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

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

CSRE 180E. Introduction to Chicana/Latina Studies. 5 Units.
This course draws on intersectional and interdisciplinary approaches to introduce students to the range of issues, experiences, and methodologies that form the foundation of Latina/o/x studies. By considering the relationship between the creation of “Latina” and “American” identities, students will critically reconsider the borders that constitute the U.S. as a political and cultural formation. The course balances depth and breadth in its study of the variety of perspectives and experiences that come to be associated with U.S. Latinxs. Thus, we will analyze the histories of predominant U.S. Latinx sub-groups, such as Mexicans/Chicanxs and Puerto Ricans, while also incorporating considerations of the ways in which broader populations with ties to Central America, South America, and the Caribbean play crucial roles in constituting U.S. Latinx identities. Topics include the U.S./Mexico border and the borderlands, (im)migration and diaspora, literary and cultural traditions, music and expressive practices, labor and structural inequality, social movements, Latinx urbanism, gender and sexuality, political and economic shifts, and inter- and intra-group relations.
Sources include a range of social science and humanities scholarship.
This course will meet at Sequoia High School. Transportation will be provided.
Same as: CHILATST 180E, EDUC 179E

CSRE 180S. The Black Music 1980s: Turntables, Beat Machines and DJ Scholarship. 3 Units.
This course focuses on the regional rhythms and aesthetic trends of Black popular music of the Americas in the 1980s, a period of Black cultural production largely ignored by the academy. Students will investigate how technology, economic shifts, AIDs, and the War on Drugs impacted communities who produced, created, and danced to music in the face of hostile political terrain. Students will develop and employ careful listening practices that encompass the study of sampling, digging through crates of vinyl, analyzing album cover art, and closely reading liner notes. The musical forms we will cover range from New Jack Swing to Quiet Storm Music to Synthesizer Soul. Figures we will study include nontraditional scholars and practitioners, artists, activists, music journalists, and cultural critics. Finally, students will map the digital movement of music, people, and ideas through post-human platforms such as computer-based home recording studios, portable sound systems, beat-making equipment, keytabs, turntables, and sampling machines.
Same as: AFRICAAM 180S

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

CSRE 183. Re-Imagining American Borders. 5 Units.
In this third volatile and violent year of the Trump presidency, American borders of all kinds seem to be dangerously tight. This is seen in the literal horror of immigrant detention centers filled with hungry, sick children taken from parents, ongoing mass incarceration and police attacks on young black and brown men and gendered violence targeting trans Americans and pro-choice movements. Additionally urban and rural antagonisms and constant social media anger with a kind of newly brutal linguistic framing are all underscoring a vision of an America of intractable difference. The hopeful transformation from the 2018 elections, which is having enormous reverberations in the present 2020 presidential campaigns, is interestingly also based in a discourse of difference. This course investigates sources of these borders and most crucially how novelists, filmmakers, poets, visual artists and essayists perceive racial, ethnic, gender, religious, sexual orientation and class borders in this country as they may re-imagine difference possibly via Vijay Prashad’s polyculturalism or Gloria Anzaldúa’s borderlands. Texts include those of Ta-Nehisi Coates, Boots Riley, Dee Rees, Ryan Coogler, Nelly Rosario, Janice Lobo Sapigao, Layli Long Soldier, Naomi Shihab Nye, Edwidge Danticat, Sherman Alexie, Shaijia Patel, Kara Walker, and the podcast Ear Hustle, narratives created and produced from inside San Quentin, along with Shane Bauer’s undercover expose of an American prison. Course guests will include actors and writers from the acclaimed web series, The North Pole, showing parts of the new second season of biting, humorous stories of gentrification, racism and immigration issues in West Oakland. And the Bay Area founder of the only women-run, inclusive mosque in the US, Rabi’a Keeble, will speak with us about an American Islam with a Muslim community that embraces difference. Course work includes active discussion, journal entries, one comparative analytical essay and a creative final project with analytical paper examining personal or community identities.
Same as: AMSTUD 183, FEMGEN 183
CSRE 184E. Race, Gender, and Literary Digital Humanities. 5 Units.
This course will introduce students to the ways that the practices of literary text mining can help us to understand, study, and shape our understanding of identity. Each week, we will spend one class discussing critical works by theorists like Toni Morrison, and Linda Martin Alcoff and digital scholars like Roopika Risam and Ted Underwood; we will then spend the second class of the week learning and practicing digital methods in programs like Python and Gephi. Students do not need any programming knowledge to take this class.
Same as: ENGLISH 184D

CSRE 185B. Jews in the Contemporary World: The Jewish Present and Past in Film, Television and Popular Culture. 4-5 Units.
(Same as HISTORY 85B.) This course explores the full expanse of Jewish life today and in the recent past. The inner workings of religious faith, the content of Jewish identify shorn of belief, the interchange between Jewish powerlessness and influence, the myth and reality of Jewish genius, the continued pertinence of antisemitism, the rhythms of Jewish economic life, all these will be examined in weekly lectures, classroom discussion, and with the use of a widely diverse range of readings, films, and other material. Explored in depth will the ideas and practices of Zionism, the content of contemporary secularism and religious Orthodoxy, the impact of Holocaust, the continued crisis facing Israel and the Palestinians. Who is to be considered Jewish, in any event, especially since so many of the best known (Spinoza, Freud, Marx) have had little if anything to do with Jewish life with their relationships to it indifferent, even hostile?
Same as: HISTORY 85B, HISTORY 385C, JEWISHST 185B, REES 185B, SLAVIS 183

CSRE 185C. Racial Inequality across the Lifespan. 3 Units.
Imagine two children, one Black and one White, born on the same day and in the same country. By adulthood, these two will likely have had two remarkably different social experiences (e.g., the Black child will have received less education, income, health, and years to live). Why?
Students in this course will tackle this complicated question from a psychological perspective. Together, we will examine how thinking, feeling, and behaving in ways that perpetuate stereotypes, prejudice, and discrimination contribute to racial inequality across the lifespan.
The course will be conducted as a seminar, such that much of what you learn will be through group discussions, activities, and readings. A critical component of this class will be to practice writing about psychological research and social issues for the general audience. That is, students will write weekly opinion pieces that address and explain a particular area of inequality to a non-scientific audience.
Same as: AFRICAAM 185, PSYCH 185

CSRE 185S. Detroit: Race, Capital, and Urban History. 3 Units.
This course is an introduction to the urban history of Detroit and a mobilization of that history as a lens through which to study intersections of race, capital, and urban space in the American city. Readings will deal with a set of themes and concepts that open onto explorations of both the specificity of Detroit and larger American urban dynamics. The course will provide students with a background in urban studies and, more specifically, with concepts, terms, and language with which to understand and explore relations between race, capitalism, property, and development in urban space; the spatialization of inequality and exclusion; the refraction of urban life and experience by race, ethnicity, and class; the decline in and renewal of U.S. cities; and modes of contesting and expanding the right to the city. Most broadly, the course will offer students tools to critically interpret narratives of the American city, U.S. urban policy, and projects attempting to engage, respond to, or solve urban problems.
Same as: URBANST 185

CSRE 186. The Psychology of Racial Inequality. 3 Units.
Our topic is the psychology of racial inequality - thinking, feeling, and behaving in ways that contribute to racial stereotyping, prejudice, and discrimination, and how these processes in turn maintain and perpetuate inequality between racial groups. We will examine how these processes unfold at both the individual and the institutional levels. Throughout this course, you will familiarize yourself with the psychological perspectives, methods, and findings that help explain racial inequality, and we will explore ways to promote racial equality. The course will be conducted as a seminar, but most of what you learn will be through the readings and discussions. That is, this course is minimally didactic; the goal is to have you engage thoughtfully with the issues and readings spurred in part by sharing perspectives, confusions, and insights through writing and discussion. Each student will facilitate at least one class session by providing an introductory framework for the readings (~10-minute presentation with handouts that outlines the concepts, issues, and controversies). Together, we will broaden our knowledge base on the subject and explain, from a psychological perspective, the pervasiveness of racial inequality. Prerequisites: PSYCH 1 and PSYCH 10.
Same as: AFRICAAM 286, PSYCH 186, PSYCH 286

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

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

CSRE 189. Race and Immigration. 3-4 Units.
In the contemporary United States, supposedly race-neutral immigration laws have racially-unequal consequences. Immigrants from Mexico, Central America, and the Middle East are central to ongoing debates about who’s includable, and who’s excludable, from American society. These present-day dynamics mirror the historical forms of exclusion imposed on immigrants from places as diverse as China, Eastern Europe, Ireland, Italy, Japan, and much of Africa. These groups’ varied experiences of exclusion underscore the long-time encoding of race into U.S. immigration policy and practice. Readings and discussions center on how immigration law has become racialized in its construction and in its enforcement over the last 150 years. Undergraduates are encouraged to enroll in the course for three units. Graduate students are encouraged to enroll in the course for four units. Those enrolling in the course for four units will be expected to complete additional reading and writing assignments that are aligned with their status as either undergraduate or graduate students.
Same as: SOC 189, SOC 289
CSRE 193. Jacob Lawrence's Twentieth Century: African American Art and Culture. 5 Units.
This course explores African American art and culture through the lens of the Cantor Arts Center's rich holdings of work by Jacob Lawrence (1917-2000). Our approach will combine close looking with attention to Lawrence's cultural, political, and social contexts. Using Lawrence as starting point, we also will consider the work of African American artists such as Charles Alston, Norman Lewis, Aaron Douglas, Betye Saar, and Kara Walker in relation to historical events including the Harlem Renaissance, the Great Depression, World War II, and the Civil Rights Movement. Key themes include the interactions of art, music, and film; the history of radical black thought; as well as issues of curatorial display and conservation.
Same as: ARTHIST 193

CSRE 194KT. Topics in Writing & Rhetoric: The Last Hopi On Earth: The Rhetoric of Entertainment Inequity. 4 Units.
While #OscarsSoWhite brought attention to the Academy's overwhelmingly White, male membership, the underbelly of the entertainment industry itself is rife with inequitable hiring of not only on-camera and on-stage performers but also directors, writers, and others behind the scenes. While there are several organizations from Racebending.com to the Geena Davis Institute on Gender in Media that seek to usher in more equitable representation, push back against the Industry's disparate employment practices has been documented for more than fifty years with what many argue is not proportionally positive movement. White males still garner almost half of all theatrical and television roles and represent more than 80% of episodic directors while entertainment hubs Los Angeles and New York City are more than 50% people of color and female. What will it take to attain equity in the entertainment industry? Why does it matter? In this course, students will examine rhetorical issues in promoting, defending, and opposing entertainment industry practices - writing and speaking across genres in persuasive response - and ultimately develop a collaborative 5-year strategic plan to usher in equity.

This course is part of the PWR advanced elective track in Social and Racial Justice (SRJ). Prerequisite: first two levels of the writing requirement or equivalent transfer credit. For video course description, see https://undergrad.stanford.edu/programs/pwr/courses/advanced-courses/last-hopi-earth-rhetoric-entertainment-inequity.

Same as: PWR 194KT

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

Prerequisite: first two levels of the writing requirement or equivalent transfer credit. For topics, see https://undergrad.stanford.edu/programs/pwr/courses/advanced-pwr-courses.

Same as: PWR 194SS

CSRE 195. U.S. Latinx Art. 4 Units.
This course surveys artworks made by Latina/o/x artists who live and work in the United States, including Chicanos, Nuyoricans, and others of Latin American and Caribbean descent. Students will study the diversity that comprises the U.S. Latinx demographic while considering artists' relationships to issues of race, ethnicity, gender, and sexuality. They will also explore national debates, such as immigration and national security, that affect artists and their work. Special attention will be paid to cross-cultural and cross-racial exchanges between artists.

Same as: ARTHIST 194, CHILATST 195

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

Same as: ENGLISH 172D, PSYCH 155, SOC 146, TAPS 165

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

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

Same as: CHILATST 198

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

Same as: AFRICAAM 199X, ANTHRO 189X, FEMGEN 199X
CSRE 19N. Everyone Eats: Food, Religion and Culture. 3 Units.
Food is one of the most essential aspects of the human experience. The decisions and choices we make about food define who we have been, who we are now, and who we want to become. In this seminar we will study how food habits have shaped religious traditions, and vice versa, how religious traditions have shaped food ways. Some traditions are centered around food regimens such as the dietary laws, derived from biblical law that shapes Jewish and Christian tradition very differently. Indeed, many religious and ethical thinkers, as well as anthropologists, have interpreted the meanings of the dietary laws very differently. Further, in many religious traditions the killing of animals and consumption of meat is deeply fraught. We will explore the history of food practices and their contemporary impact; the connections between food, religion, and identity; the meanings that religious thinkers and anthropologists have attributed to food habits; as well as the creative translations of religious traditions into contemporary food ethics by various social movements and groups, predominantly in the U.S.
Same as: JEWISHST 19N, RELIGST 19N

CSRE 1A. My Journey: Conversations on Race and Ethnicity. 1 Unit.
This course meets once a week for one hour, over lunch (provided). Students will meet with CSRE faculty who will share their work, their life stories, their reasons for believing that race and ethnicity are of central concern to all members of our society. Diverse fields will be represented: sociology, history, literature, psychology and others.

CSRE 1T. The Public Life of Science and Technology. 4 Units.
The course focuses on key social, cultural, and values issues raised by contemporary scientific and technological developments. The STS interdisciplinary lens helps students develop and apply skills in three areas: (a) Historical analysis of contemporary global affairs (e.g., spread of technologies; responses to climate change); (b) Bioethical reasoning around health issues (e.g., disease management; privacy rights); and (c) The sociological study of knowledge (e.g., intellectual property, science publishing). A discussion section is required and will be assigned the first week of class.
Same as: STS 1

CSRE 1V. A History of Race. 1-3 Unit.
This course will survey the idea of race and its history. We will focus our attention on the construction of the idea of race, and we will trace the ways in which this concept has changed over time. The course will start with a panel discussion on definitions of race in history, and as presented in different academic disciplines today. This discussion will be followed by two lectures tracing histories of race from Antiquity to the twentieth century. The last session will be a roundtable on the continuing role of race in the United States today. Covered topics will include explicit and implicit bias, institutionalized racism, race and criminal justice, equal justice initiatives and protests, racial stratification. The roles of politics, economics, science, religion, and nationalism, as well as the relationships between race, gender, and class will also be discussed. Course must be taken for 3 units to count toward WAYS requirement. This course will meet 5 times, starting MONDAY January 14th, and ending the last day of class Monday, February 25th.

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

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

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

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

CSRE 200Z. CSRE Senior Honors Research. 1-5 Unit.

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

CSRE 201D. Public Art Interventions in Social & Cultural Spaces. 4-5 Units.
This team-taught course brings long-time artists, organizers, and researchers to present a range of strategies for creating public art and cultural productions in various social and cultural spaces. Our exploration of public art engages ideas about social space and public discourse. An approach that finds parallels in the art history lexicon of community-based; social sculpture, and place-making to name a few of the movements. We will explore the history of community engaged art making in different academic disciplines today. Covered topics will include explicit and implicit bias, institutionalized racism, race and criminal justice, equal justice initiatives and protests, racial stratification. The roles of politics, economics, science, religion, and nationalism, as well as the relationships between race, gender, and class will also be discussed. Course must be taken for 3 units to count toward WAYS requirement. This course will meet 5 times, starting MONDAY January 14th, and ending the last day of class Monday, February 25th.

CSRE 201X. Senior Seminar: For students with a second CSRE Family major. 5 Units.
Required for students working to fulfill WIM requirements for a second CSRE Family of Programs major; including those who opt to write honors theses in other departments and programs. Research and the writing of the senior honors thesis or senior paper under the supervision of a faculty project adviser. The process of research including conceptualization, development of prospectus, development of theses, research, analysis, and writing.

CSRE 202N. What counts as "race," and why?. 4 Units.
Preference to freshmen. Seminar discussion of how various institutions in U.S. society employ racial categories, and how race is studied and conceptualized across disciplines. Course introduces perspectives from demography, history, law, genetics, sociology, psychology, and medicine. Students will read original social science research, learn to collect and analyze data from in-depth interviews, and use library resources to conduct legal/archival case studies.
Same as: SOC 20N
CSRE 21. African American Vernacular English. 3-5 Units.
Vocabulary, pronunciation and grammatical features of the systematic and vibrant vernacular English [AAVE] spoken by African Americans in the US, its historical relation to British dialects, and to English creoles spoken on the S. Carolina Sea Islands (Gullah), in the Caribbean, and in W. Africa. The course will also explore the role of AAVE in the Living Arts of African Americans, as exemplified by writers, preachers, comedians and actors, singers, toasters and rappers, and its connections with challenges that AAVE speakers face in the classroom and courtroom. Service Learning Course [certified by Haas Center]. Units: 3-5 units. Most students should register for 4 units. Students willing and able to tutor an AAVE speaking child in East Palo Alto and write an additional paper about the experience may register for 5 units, but should consult the instructor first. Students who, for exceptional reasons, need a reduced course load, may request a reduction to 3 units, but more of their course grade will come from exams, and they will be excluded from group participation in the popular AAVE Happenin at the end of the course.
Same as: AFRICAAM 21, LINGUIST 65, LINGUIST 265

CSRE 212. Biology, Culture and Social Justice in Latin America: Perspectives from Forensic Anthropology. 5 Units.
As forensic anthropologists, we are routinely asked to make identifications of unknown human remains and provide courtroom testimony. Latin America has become a nexus for social justice work, as we respond to the humanitarian crisis along the U.S.-Mexico Border. To improve identification methods of the undocumented dead, we must understand the diversity in Latinx people and adopt best scientific practices. This course provides a cross-disciplinary, bio-cultural approach to Latin American variation and training in applied methods of forensic anthropology. Explore how tools of biological and cultural anthropology are used jointly in human rights investigation and social justice advancement. Discover the breadth of Latinx diversity and how historical, geographic, and socio-cultural factors shape this variation. Gain hands-on experience in case analysis, using skeletal, genetic, and recovery context information to estimate key parameters of identity. Use case studies to contextualize this work through an intersectional lens that attends to the living families and the applicable historical, geopolitical and socio-cultural conditions.
Same as: CHILATST 212

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

CSRE 217. Expanding Engineering Limits: Culture, Diversity, and Equity. 1 Unit.
This course investigates how culture and diversity shape who becomes an engineer, what problems get solved, and the quality of designs, technology, and products. As a course community, we consider how cultural beliefs about race, ethnicity, gender, sexuality, abilities, socioeconomic status, and other intersectional aspects of identity interact with beliefs about engineering, influence diversity in the field, and affect equity in engineering education and practice. We also explore how engineering cultures and environments respond to and change with individual and institutional agency. The course involves weekly presentations by scholars and engineers, readings, short writing assignments, and discussions. Class attendance is required. In Winter 2020, this course is offered only for one unit (and thus does not meet the WAY-ED (University-wide) or TIS (School of Engineering) requirements for undergraduates).
Same as: CSRE 117, ENGR 117, ENGR 217, FEMGEN 117, FEMGEN 217

CSRE 218. Islam, Race and Revolution: A Pan-American Approach. 3-5 Units.
Taking a pan-American approach to the study of religious traditions, this upper-level course traces the history of the critical intersection between race, religion and revolution among Muslims from the turn of the nineteenth century until the present day. Moving from the Atlantic Revolutions of the late eighteenth and early nineteenth centuries, to the United States, to the decolonizing Third World, and then finally to the contemporary Middle East, this class will emphasize that Islam and race together have been used by many groups in order to challenge existing power structures, agitate for change, and more than occasionally, transform the social, cultural and governmental structures comprising their worlds. Moreover, although this class is concentrated upon religious formations in the Americas, students will explore global events throughout the Muslim world in order to examine how global politics contribute to religious formations, solidarities and identities. At the conclusion of this course, students will be expected to write a 10-15 page research paper, and a topic will be chosen in consultation with the instructor. Students will also be expected to write weekly reflection papers, which will serve to facilitate class discussion. Undergraduates register for 200-level for 5 units. Graduate students register for 300-level for 3-5 units.
Same as: AMSTUD 218, RELIGST 218, RELIGST 318

CSRE 21N. How to Make a Racist. 3 Units.
How does a child, born without beliefs or expectations about race, grow up to be racist? To address this complicated question, this seminar will introduce you to some of the psychological theories on the development of racial stereotyping, prejudice, and discrimination. Together, these theories highlight how cognitive, social, and motivational factors contribute to racist thinking. We will engage thoughtfully and critically with each topic through reflection and discussion. Occasionally, I will supplement the discussion and class activities with a brief lecture, in order to highlight the central issues, concepts, and relevant findings. We will share our own experiences, perspectives, and insights, and together, we will explore how racist thinking takes root. Come to class with an open mind, a willingness to be vulnerable, and a desire to learn from and with your peers. Students with diverse opinions and perspectives are encouraged to enroll.
Same as: AFRICAAM 121N, PSYCH 21N

CSRE 22. Lockdown America: Race and Incarceration in the Land of the Free. 3-5 Units.
This course is about prisons, jails, and the place they hold in American life, drawing heavily from the instructor's experiences of fieldwork in prisons and jails in the San Francisco Bay Area. Prisons and Jails are commonly imagined as isolated places, behind high walls, wire fences, and metal doors. The story ends as the 'bad guy' is sent to prison, after all. The reality is far from this; what happens in and around prison and jails impacts American society, culture, economics, geography, and daily life in myriad ways. This course undertakes to undo many of the myths and misconceptions about incarceration and place the prison back in the American landscape. Using a wide variety of sources of data (news articles, blog posts, essays, academic articles and book chapters, podcasts and documentaries) and prioritizing the voices of incarcerated and formerly incarcerated people, this course encourages students to critically interrogate the terms used to describe and justify mass incarceration. Particular attention will be payed to the role of racial inequality in the perpetuation of incarceration, and the role of incarceration in the perpetuation of racial inequality. As such, there will be no week 'on race' but race will be a constant and consistent element of every week of this course. This course is also designed to improve participants' writing and will involve multiple opportunities for directed feedback to develop participants' prose style and argumentation.

Same as: AMSTUD 218, RELIGST 218, RELIGST 318
CSRE 220. Public Policy Institute. 1-2 Unit.
**This course meets and concludes prior to Autumn Quarter. If you were not a student in this year’s PPI, please DO NOT ENROLL.**
Public Policy Institute serves to: provide students with information and perspectives on important public policy issues that have particular relevance to matters of race and ethnicity in American society, past and present; expose students to faculty and other professionals working on public policy-related issues; and provide insight into the legislative process of public policy making at the state and local levels. Students are expected to conduct research necessary to write a policy brief on a particular issue, and make a presentation based on the policy brief. A field trip to Sacramento introduces students to policymakers and current policy matters of importance to marginalized communities in California.

CSRE 221D.rafting Challenging Conversations in a Conflicted World. 3 Units.
In moments of divisive, time-sensitive conflict and disagreement, interdependent community groups that are we-us oriented often struggle to maintain cohesive relationships. In this interactive, project-based course, participants will dive into the art of designing new products, services, or experiences for conflict. Throughout the course, participants can expect to unpack the fundamentals of design thinking and components of strong listening, leadership, and effective cultural competency. Individual one-on-one conversations as well as indigenous forms of group-interviewing, known as Peacemaking and Ho’oponopono, will be also explored. At the end of the course, students can expect to have created a low-resolution prototype based on qualitative research that answers the question: How might we lead with community-centered approaches, rather than with independent, divisive reactions in moments of conflict?

Same as: NATIVEAM 221

CSRE 222. The Political Psychology of Intolerance. 5 Units.
This seminar explores the political psychology of intolerance. It focuses on two problems in particular race in America and the challenge of Muslim inclusion in Western Europe. It concentrates on primary research. The readings consist of both classic and contemporary (including ongoing) studies of prejudice and politics.

Same as: POLISCI 222

CSRE 223. Building Creative Cultures in Organizations. 4-5 Units.
**We will be visiting partner organizations off campus on Wednesdays during class. Therefore, we would strongly encourage students to plan their schedules including extra travel time to and from Stanford. All organizations should be within a 30 minute drive to campus.**nn**To apply for the class, submit an application:** https://docs.google.com/forms/d/e/1FAIpQLSeGrvVae_2PKT7xyRfh轩OsA8K8tI7Fsx2zEmcTlmMgI6LrlxA/
viewformnn**For more information, check out the course website:** https://dschool.stanford.edu/classes/building-creative-culture-in-organizations

Students will spend half of their class time at the d.school and half of their class time at organizations across Silicon Valley, ranging from startups to large enterprises. Through empathy interviews with employees you will learn to identify facilitators and barriers that organizations face when they transition to human-centered and design thinking culture. You will design and test interventions that will help them enhance their creative culture. The course is highly experiential and interdisciplinary. Come ready to unpack the biggest challenges of creative teams, explore interesting companies, connect with engaging thought leaders, and reflect on the future of work.

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

Same as: AMSTUD 226, POLISCI 226, POLISCI 326

CSRE 226X. Curating Experience: Representation in and beyond Museums. 2-4 Units.
In an age when some 50% of museum visitors only “visit” museums online and when digital technologies have broken open archival access, anyone can be a curator, a critic, an historian, an archivist. In this context, how do museums create experiences that teach visitors about who they are and about the world around them? What are the politics of representation that shape learning in these environments? Using an experimental instructional approach, students will reconsider and redefine what it means to curate experience. (This course must be taken for a minimum of 3 units to satisfy a Ways requirement.)

Same as: AMSTUD 226X, EDUC 226

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

CSRE 229. Racial Justice Through Law. 3 Units.
Racial inequality pervades American life. Race related controversies arise with depressing regularity. This, more than half a century after the Supreme Court’s landmark decision in Brown v Board of Education, after landmark federal civil rights legislation, and at a time when many Americans profess to be colorblind. This course will examine why and how racial injustice persists, and the role of law in furthering or impeding the cause of racial justice. These questions will be explored across a variety of settings, including criminal justice, college admissions, political participation, primary/secondary education, employment, housing, hate speech, and the formation of family relationships. The class will employ a discussion based approach in which student participation is essential. Elements used in grading: Exam, class participation. Open to Junior and Senior undergraduates. Meets along with LAW 229.
CSRE 23. Race and the War on Drugs: Long Roots and Other Futures. 3-5 Units.

Current discussions of the war on drugs reference Richard Nixon's 1971 declaration as a starting point. This class will encourage students instead to see the war on drugs beyond seemingly self-evident margins and imaginaries. In this course, we will explore the racialized and gendered history of coca and cocaine in the Americas, and follow the war on drugs as it targets different aspects of drug production and consumption within and beyond the borders of the United States. In examining how drugs and drug policies have been used as tools of discrimination and exploitation from colonialism through to present systems of mass incarceration, we will analyze racialization as it is constructed and experienced through time and imposed onto nations and bodies. Readings and discussion will emphasize Black and Latinx feminist theories, critical race theory, and decoloniality, drawing on anthropological and interdisciplinary scholarship while incorporating other forms of writing (prose, fiction, poetry) and media (graphic novels, visual art, film clips, documentaries). Students will learn to interrogate the longstanding racialized and gendered roots of the drug war and explore critical calls toward other futures.

Same as: ANTHRO 238

CSRE 230. Law, Bias, & Algorithms. 3 Units.

Human decision making is increasingly being displaced by predictive algorithms. Judges sentence defendants based on statistical risk scores; regulators take enforcement actions based on predicted violations; advertisers target materials based on demographic attributes; and employers evaluate applicants and employees based on machine-learned models. A predominant concern with the rise of such algorithmic decision making is that it may replicate or exacerbate human bias. Algorithms might discriminate, for instance, based on race or gender. This course surveys the legal and ethical principles for assessing the equity of algorithms, describes techniques for designing fair systems, and considers how antidiscrimination law and the design of algorithms may need to evolve to account for machine bias. Concepts will be developed in part through guided in-class coding exercises. Admission is by consent of instructor and is limited to 20 students. Grading is based on response papers, class participation, and a final project. Prerequisite: CS 106A or equivalent knowledge of coding.

Same as: CS 209, MS&E 330, SOC 279

CSRE 233A. Counseling Theories and Interventions from a Multicultural Perspective. 3-5 Units.

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

Same as: AFRICAAM 233A, EDUC 233A

CSRE 243. Writing Across Languages and Cultures: Research in Writing and Writing Instruction. 3-5 Units.

Theoretical perspectives that have dominated the literature on writing research. Reports, articles, and chapters on writing research, theory, and instruction; current and historical perspectives in writing research and research findings relating to teaching and learning in this area.

Same as: EDUC 145, EDUC 243

CSRE 245. Understanding Racial and Ethnic Identity Development. 3-5 Units.

This seminar will explore the impact and relative salience of racial/ethnic identity on select issues including: discrimination, social justice, mental health and academic performance. Theoretical perspectives on identity development will be reviewed, along with research on other social identity variables, such as social class, gender and regional identifications. New areas within this field such as the complexity of multiracial identity status and intersectional invisibility will also be discussed. Though the class will be rooted in psychology and psychological models of identity formation, no prior exposure to psychology is assumed and other disciplines—including cultural studies, feminist studies, and literature—will be incorporated into the course materials.

Same as: AFRICAAM 245, EDUC 245, PSYCH 245A

CSRE 246. Constructing Race and Religion in America. 4-5 Units.

This seminar focuses on the interrelationships between social constructions of race, and social interpretations of religion in America. How have assumptions about race shaped religious worldviews? How have religious beliefs shaped racial attitudes? How have ideas about religion and race contributed to notions of what it means to be “American”? We will look at primary and secondary sources, and at the historical development of ideas and practices over time.

Same as: AFRICAAM 236, AMSTUD 246, HISTORY 256G, HISTORY 356G, RELIGST 246, RELIGST 346

CSRE 248X. Language, Literacy, and Culture. 3-4 Units.

This field-based Cardinal Course will provide a unique opportunity to combine theory and practice in the study of language, literacy, and culture in educational settings. It is a collaborative partnership between Stanford (through the Haas Center for Public Service) and the Boys and Girls Club of the Peninsula. Stanford students will work directly with children enrolled in the Boys and Girls Club after-school program at a youth center in Redwood City.

Same as: EDUC 248

CSRE 249. The Algerian Wars. 3-5 Units.

From Algiers the White to Algiers the Red, Algiers, the Mecca of the Revolutionaries in the words of Amilcar Cabral, this course offers to study the Algerian Wars since the French conquest of Algeria (1830-) to the Algerian civil war of the 1990s. We will revisit the ways in which the war has been narrated in literature and cinema, popular culture, and political discourse. A special focus will be given to the Algerian War of Independence (1954-1962). The course considers the racial representations of the war in the media, the continuing legacies surrounding the conflict in France, Africa, and the United States, from Che Guevara to the Black Panthers. A key focus will be the transmission of collective memory through transnational lenses, and analyses of commemorative events and movies. nReadings from James Baldwin, Assia Djebar, Albert Camus, Frantz Fanon, Mouloud Feraoun. Movies include "The Battle of Algiers," "Days of Glory," and "Viva Laldjérie." nTaught in English.

Same as: FRENCH 249, HISTORY 239G, JEWISHST 249

CSRE 250J. Baldwin and Hansberry: The Myriad Meanings of Love. 4 Units.

This course looks at major dramatic works by James Baldwin and Lorraine Hansberry. Both of these queer black writers had prophetic things to say about the world-historical significance of major dramas on the 20th Century including civil rights, revolution, gender, colonialism, racism, sexism, war, nationalism and as well as aesthetics and politics.

Same as: AFRICAAM 250J, AMSTUD 250J, FEMGEN 250J, TAPS 250J
CSRE 252C. The Old South: Culture, Society, and Slavery. 5 Units.
This course explores the political, social, and cultural history of the antebellum American South, with an emphasis on the history of African-American slavery. Topics include race and race making, slave community and resistance, gender and reproduction, class and immigration, commodity capitalism, technology, disease and climate, indigenous Southerners, white southern honor culture, the Civil War, and the region's place in national mythmaking and memory.
Same as: AFRICAAM 252C, HISTORY 252C

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

CSRE 258. Black Feminist Theater and Theory. 4 Units.
From the rave reviews garnered by Angelina Weld Grimke's lynching play, Rachel to recent work by Lynn Nottage on Rwanda, black women playwrights have addressed key issues in modern culture and politics. We will analyze and perform work written by black women in the U.S., Britain and the Caribbean in the 20th and 21st centuries. Topics include: sexuality, surrealism, colonialism, freedom, violence, colorism, love, history, community and more. Playwrights include: Angelina Grimke, Loti, Lorriane Hansberry, Winsome Pinnock, Adrienne Kennedy, Suzan-Lori Parks, Ntozake Shange, Pearl Cleage, Sarah Jones, Anna DeVeare Smith, Alice Childress, Lydia Diamond and Zora Neale Hurston. 
Same as: AFRICAAM 258, FEMGEN 258X, TAPS 258

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

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

CSRE 264. History of Prisons and Immigration Detention. 4-5 Units.
This course will explore the history of the growing prison and immigration detention systems in the United States. They will pay particular attention to how they developed and how they affect different populations.
Same as: AMSTUD 264, HISTORY 264, HISTORY 364

CSRE 271. Speaking for Others. 2-4 Units.
Graduate seminar. In this course, we will work together to develop a detailed and comprehensive understanding of the concept(s) of political representation. We will do so by examining a number of historical and contemporary theories of political representation developed within philosophy and cognate fields. 2 unit option only for Phil PhDs beyond the second year.
Same as: PHIL 371W

CSRE 27SI. Revolution and the Filipina Diaspora: Exploring Global Activism in Local Communities. 1-2 Unit.
This course aims to provide students with an opportunity to not only learn about current issues in the local Filipino American community, but also develop their own plans to take action on social justice issues. Through mediums of art and reflection, we will explore themes of diaspora and liberation by focusing on the Filipino experience and the local and vocal histories of activism in the Bay Area. We will be connecting local histories to the current global narrative while also connecting our past to our own identity formation as activists and community leaders. In doing so, we hope to explore the implications of local activism within the greater context of global organizing. The course will expose students to local community leaders and ways in which they can support and plug in to local initiatives.
Same as: ASNAMST 127SI

CSRE 285. Texts and Contexts: French-English Translation. 3-5 Units.
This course introduces students to the ways in which translation has shaped the image of France and the Francophone world. What texts and concepts were translated, how, where, and to what effect? Students will work on a translation project throughout the quarter and translate texts from French to English and English to French. Topics may include the role of translation in the development of cultures; the political dimension of translation, translation in the context of migration, and the socio-cultural frameworks that shape translations. Case studies: Camus, Fanon, Glissant, de Beauvoir, Meddeb, Duras. Prior knowledge of French language required.
Same as: COMPLIT 285, FRENCH 185, FRENCH 285

CSRE 285SI. What is Whiteness? Historical and Contemporary Definitions of Whiteness and Social Identity in the U.S. 1-2 Unit.
This course will explore one central question: What does it means to be White, and how has that changed over time and place? From Abigail Fisher to Kreayshawn to the Tsarnaev brothers, we will use narratives and experiences of Whiteness to illuminate historical and contemporary understandings of what it means to be White in 2013. Through this class, students will share their own encounters with Whiteness, and will develop tools and strategies for navigating privileged identities and engaging within Stanford's diverse student community.
Same as: PHIL 371W

CSRE 291. Gentrification and Schools: Urban Structure and the Remaking of Cities. 3-4 Units.
This course is designed to help students develop a more sophisticated understanding of educational inequality in the contemporary U.S. city. This course will survey existing literature about the intersection of gentrification and urban schooling, focusing on policies and practices that gave rise to the current urban condition, theory and research about urban redevelopment, collateral consequences for schools and communities, and how these issues relate to the structure and governance of urban schools as well as to the geography of opportunity more broadly.
Same as: EDUC 390, URBANST 141A
CSRE 292. Education for Liberation: A History of African American Education, 1800 to the Present. 3-5 Units.
This course examines discourses around education and freedom in African American educational thought from the 19th century to the present, using both primary sources and the works of current historians. The course pays particular attention to how the educational philosophies of different African American thinkers reflected their conceptions of what shape freedom might take in the American context, and the tension between educational outlooks that sought inclusion or integration versus those that prized self-determination. We will also be attentive to the ways in which age, gender, geography, class, and color worked to influence the pursuit and achievement of various African American educational visions. This will be a 3-5 credit course and meet as a seminar open both to graduate students and advanced undergraduates.
Same as: EDUC 392

CSRE 293I. Migration is Beautiful: Histories, Realities, and Policies of Immigrant Justice. 1 Unit.
In the current political landscape, many political stakeholders have endorsed anti-immigrant policies using inflammatory rhetoric that has disturbed American attitudes toward immigration. This course challenges the underlying assumptions of this discourse. We will begin by analyzing the history of immigration policy and politics in the United States. We will discuss specific issues related to border control, detention, and law enforcement and then delve into the intersections of immigration, criminal justice, health, and education policies. Throughout, we will emphasize the importance of using empirical data and personal narratives when analyzing and participating in the contemporary discourse on immigration-related issues.

CSRE 302. Decolonizing the Indigenous Classroom. 3-5 Units.
Using Indigenous and decolonizing perspectives on education, this interdisciplinary course will examine interaction and language in cross-cultural educational situations, including language, literacy and interethnographic communication as they relate to Indigenous American classrooms. Special attention will be paid to implications of social, cultural, and linguistic diversity for educational practice, along with various strategies for bridging intercultural differences between schools and Native communities.
Same as: CSRE 116, EDUC 186, EDUC 286, NATIVEAM 116

CSRE 303N. The Science of Diverse Communities. 3 Units.
This course is an exploration. Most generally, its aim is to identify distinguishing features of good diverse communities and articulate them well enough to offer principles or guidelines for how to design and manage such communities - all with a particular focus on educational communities like schools, universities, academic disciplines, etc., but with the hope that such principles might generalize to other kinds of organizations and the broader society. The readings range from those on the origins of human communities and social identities to those on intergroup trust building. They also aim to embed our discussions in the major diversity issues of the day, or example, what's in the news about campus life. nnnThus the course has a practical purpose: to develop testable ideas for improving the comfort level, fairness and goodness-for-all of identity diverse communities—especially in educational settings. nnnThe course also has a basic science purpose: to explore the psychological significance of community. Is there a psychological need for community? Is there something about a need for community that can't be reduced to other needs, for example, for a gender, racial or sexual-orientation identity? How strong is the need for community against other needs? What kinds of human groupings can satisfy it? In meeting this need, can membership in one community substitute for membership in others? What do people need from communities in order to thrive in them? Do strong diverse communities dampen intergroup biases? Can strong community loyalty mitigate identity tensions within communities? nnnSuch questions, the hope is, will help us develop a more systematic understanding of the challenges and opportunities inherent in diverse human communities.
Same as: EDUC 30N, PSYCH 30N, SOC 179N

CSRE 300Q. The Big Shift. 4 Units.
Is the middle class shrinking? How do people who live at the extremes of American society— the super rich, the working poor and those who live on the margins, imagine and experience “the good life”? How do we understand phenomena such as gang cultures, addiction and the realignment of white consciousness? This class uses the methods and modes of ethnographic study in an examination of American culture. Ethnographic materials range from an examination of the new American wealth boom of the last 20 years (Richistan by Robert Frank) to the extreme and deadly world of the invisible underclass of homeless addicts on the streets of San Francisco (Righteous Dopefiend by Phillipe Bourgois and Jeff Schonberg). The experiences of Hispanic immigrants and the struggle to escape gang life in Los Angeles are highlighted in the story of Homeboy Industries a job creation program initiated by a priest working in LA’s most deadly neighborhoods (G-Dog and the Homeboys by Celeste Fremon). Finally in Searching for Whitopia: an improbable journey into the heart of White America, Rich Benjamin explores the creation on ethnic enclaves (whitopias) as fear over immigration and the shrinking white majority redefine race consciousness in the 21st century. Each of these narratives provides a window into the various ways in which Americans approach the subjects of wealth and the good life, poverty and the underclass, and the reconstruction of class, race, and gender in American society. Students will not be required to have any previous knowledge, just curiosity and an open mind.
Same as: ANTHRO 31Q

CSRE 303SI. Housing Justice and Stratification in the Bay Area. 1 Unit.
This is a survey course on relevant topics to local housing justice concerns, including current debates in housing policy and the role of various sectors in shaping the local housing market. This course will prepare participants to both personally engage in service learning and critically engage with actors in housing policy over spring break. nnnTo begin, we will explore paradigms of critical community engagement and develop a decolonized framework about the history of the local land. With these underlying philosophies in mind, we will dive into the politics behind ongoing gentrification, the rise of the city and the decline of suburbs in the Bay Area. From there, we will analyze housing policies which have strongly influenced the local housing situation, including national policies such as the Fair Housing Act and East Palo Alto affordability measures. Finally, the course will focus on the role of different actors and sectors in affecting change. We will examine possible obligations local technology companies and real estate developers might have in shaping the region’s housing market. Finally, we will study the notion of housing as a human right and ask whether achieving housing justice would require a formally declared right to affordable and fair housing.

CSRE 312SI. Food + Race. 1 Unit.
If we are what we eat, Food + Race is a class that explores what we eat and how we talk about it. In this student-initiated course, we will look at popular culture and discourse as a gateway to issues like just labor practices and equitable access, cultural authenticity, family histories of immigration, appropriation and consumerism, and global colonial domination. From The Great British Bake Off to Korean tacos in L.A., we'll ask ¿What does food really mean¿ and ¿What does food really mean to us¿.
CSRE 32. Theories in Race and Ethnicity: A Comparative Perspective. 5 Units.

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

Same as: ANTHRO 32


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

Same as: AFRICAAM 32, AMSTUD 32, EDUC 432, TAPS 32

CSRE 32SI. Whiteness. 1-2 Unit.

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

CSRE 33SI. Examining Access for FLI Students in Higher Education. 1 Unit.

Stanford's past two presidents have steadfastly declared Stanford as a vehicle of upwards mobility and to correct inequalities. Essentially, this means providing sufficient access to students who often are most in need: first-generation and/or low-income (FLI) students. However, what exactly is access? How can we understand different kinds of access in order to improve the holistic quality of education students receive? To answer these questions, we will define access and the forces which shape it, such as economic systems, intersectionality, and the educational pipeline. Next, to better prepare ourselves as advocates for educational improvement, we will examine the historical trend of access at colleges as case studies (Stanford, Berkeley, Foothills, and Brown). Finally, we will ask how accessibility influences how students fare after leaving the educational system. Ultimately, we will gain analytical and heuristic techniques to pinpoint and advocate for improvements to educational access for FLI students.

CSRE 34SI. The Chicago Gap: Bridging Latinx Youth Education. 1 Unit.

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

CSRE 350G. Performing Race, Gender, and Sexuality. 4 Units.

In this theory and practice-based course, students will examine performances by and scholarly texts about artists who critically and mindfully engage race, gender, and sexuality. Students will cultivate their skills as artist-scholars through written assignments and the creation of performances in response to the assigned material. Attendance and written reflection about a live performance event on campus are required. Students will also learn various meditation practices as tools for making and critiquing performance, in both our seminar discussions and performance workshops. We will approach mindfulness as method and theory in our own practice, as well as in relation to the works studied. We will also consider the ethics and current debates concerning the mindfulness industry. Examples of artists studied include James Luna, Nao Bustamante, Renee Cox, William Pope.L, Cassils, boychild, Curious, Adrian Piper, Xandra Ibarra, Valérie Reding, Guillermo Gomez-Peña, and Ana Mendieta.

Same as: ARTSINST 150G, CSRE 150G, FEMGEN 150G, LIFE 150G, TAPS 150G

CSRE 357. Edward Said, or Scholar vs Empire. 3-4 Units.

How can an intellectual fight forces far larger than a single individual? How can solidarity be an antidote to racism? Why is there no distinction between the local and the global? What is the scholar's role in an alienating political climate? Why are criticism and humanism necessary partners? The author of Orientalism and world-changing frameworks such as Travelling Theory, Permission To Narrate, and Contrapuntal Reading, as well as remarkable texts, such as On Late Style and Representations of the Intellectual, teaches us how criticism can blunt instruments of empire. In this course, students observe the journey of one scholar as he writes between worlds against imperialist supremacy and colonial logic. They'll move from Exile to Indigeneity, Silence to Music, Centers to Margins, Victimhood to Dignity, West to East, Peace to Terror, Theory to Practice, Politics to Knowledge, Religiosity to Secularism, Statehood to Fragmentation, and back.

Same as: GLOBAL 157, TAPS 157S, TAPS 357S

CSRE 35SI. An Introduction to Labor Organizing on Campus. 1-2 Unit.

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

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

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

CSRE 389A. Race, Ethnicity, and Language: Racial, Ethnic, and Linguistic Formations. 3-5 Units.
Language, as a cultural resource for shaping our identities, is central to the concepts of race and ethnicity. This seminar explores the linguistic construction of race and ethnicity across a wide variety of cultural contexts and communities. We begin with an examination of the concepts of race and ethnicity and what it means to be “doing race,” both as scholarship and as part of our everyday lives. Throughout the course, we will take a comparative perspective and highlight how different racial/ethnic formations (Asian, Black, Latino, Native American, White, etc.) participate in similar, yet different, ways of drawing racial and ethnic distinctions. The seminar will draw heavily on scholarship in (linguistic) anthropology, sociolinguistics and education. We will explore how we talk and don’t talk about race, how we both position ourselves and are positioned by others, how the way we talk can have real consequences on the trajectory of our lives, and how, despite this, we all participate in maintaining racial and ethnic hierarchies and inequality more generally, particularly in schools. Same as: ANTHRO 320A, EDUC 389A, LINGUIST 253

How can art facilitate a culture that values women, mothers, transfolks, caregivers, girls? How can black, indigenous, and people of color frameworks help us reckon with oppressive systems that threaten safety and survival for marginalized people and the lands that sustain us? Can these questions reveal the brilliant and inventive forms of survival that preceed and transcend harmful systems toward a world of possibility? Each week, this course will call on artists, scholars, and organizers of color who clarify the urgency and interconnection of issues from patriarchal violence to environmental degradation; criminalization to legacies of settler colonialism. These same thinkers will also speak to the imaginative, everyday knowledge and creative healing practices that our forebears have used for millennia to give vision and rise to true transformation. Same as: AFRICAAM 39, FEMGEN 39, NATIVEAM 39

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

CSRE 3P. America: Unequal. 4 Units.
It was never imagined “when the U.S. was founded” that the rich would be so rich and the poor so poor. It was never imagined “when the U.S. was founded” that opportunities to get ahead would depend so profoundly on one’s family circumstances and other starting conditions. How could this have happened in the “land of opportunity”? What are the effects of such profound inequality? And what, if anything, should be done about it? Same as: PUBLPOL 113, SOC 3
CSRE 41A. Genes and Identity. 4 Units.
In recent decades genes have increasingly become endowed with the cultural power to explain many aspects of human life: physical traits, diseases, behaviors, ancestral histories, and identity. In this course we will explore a deepening societal intrigue with genetic accounts of personal identity and political meaning. Students will engage with varied interdisciplinary sources that range from legal cases to scientific articles, medical ethics guidelines, films, and anthropological works (ethnographies). We will explore several case studies where the use of DNA markers (as proof of heritage, disease risk, or legal standing) has spawned cultural movements that are biosocial in nature. Throughout this course we will look at how new social movements are organized around gene-based definitions of personhood, health, and legal truth. Several examples include political analyses of citizenship and belonging. On this count we will discuss issues of African ancestry testing as evidence in slavery reparations cases, revisit debates on whether Black Freedman should be allowed into the Cherokee and Seminole Nations, and hear arguments on whether people with genetic links to Jewish groups should have a right of return to Israel. We will also examine the ways genetic knowledge may shape different health politics at the individual and societal level. On this count we will do close readings of how personal genomics testing companies operate, we will investigate how health disparities funding as well as orphan disease research take on new valences when re-framed in genetic terms, and we will see how new articulations of global health priorities are emerging through genetic research in places like Africa. Finally we will explore social implications of forensic uses of DNA. Here we will examine civil liberties concerns about genetic familial searching in forensic databases that disproportionately target specific minority groups as criminal suspects, and inquire into the use of DNA to generate digital mugshots of suspects that re-introduce genetic concepts of race.

Same as: AFRICAAM 41, ANTHRO 41

CSRE 41Q. Black & White Race Relations in American Fiction & Film. 3-5 Units.
Movies and the fiction that inspires them; power dynamics behind production including historical events, artistic vision, politics, and racial stereotypes. What images of black and white does Hollywood produce to forge a national identity? How do films promote equality between the races? What is lost or gained in film adaptations of books? NOTE: Students must attend the first day; admission to the class will be determined based on an in class essay.

Same as: AFRICAAM 101Q, AMSTUD 42Q

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

Same as: AFRICAAM 144

CSRE 45Q. Understanding Race and Ethnicity in American Society. 4 Units.
Preference to sophomores. Historical overview of race in America, race and violence, race and socioeconomic well-being, and the future of race relations in America. Enrollment limited to 16.

Same as: SOC 45Q

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

CSRE 500. Life and Death of Words. 4 Units.
In this course, we explore the world of words: their creation, evolution, borrowing, change, and death. Words are the key to understanding the culture and ideas of a people, and by tracing the biographies of words we are able to discern how the world was, is, and might be perceived and described. We trace how words are formed, and how they change in pronunciation, spelling, meaning, and usage over time. How does a word get into the dictionary? What do words reveal about status, class, region, and race? How is the language of men and women critiqued differently within our society? How does slang evolve? How do languages become endangered or die, and what is lost when they do? We will visit the Facebook Content Strategy Team and learn more about the role words play in shaping our online experiences. Together, the class will collect Stanford language and redesign the digital dictionary of the future. Trigger Warning: Some of the subject matter of this course is sensitive and may cause offense. Please consider this prior to enrolling in the course.

Same as: ENGLISH 50Q, FEMGEN 50Q, LINGUIST 50Q, NATIVEAM 50Q

CSRE 505. Nineteenth Century America. 3 Units.
(Same as HISTORY 150B. History majors and others taking 5 units, register in 150B.) Territorial expansion, social change, and economic transformation. The causes and consequences of the Civil War. Topics include: urbanization and the market revolution; slavery and the Old South; sectional conflict; successes and failures of Reconstruction; and late 19th-century society and culture.

Same as: AFRICAAM 50B, HISTORY 50B

CSRE 51Q. Comparative Fictions of Ethnicity. 4 Units.
We may "know" "who" we "are," but we are, after all, social creatures. How does our sense of self interact with those around us? How does literature provide a particular medium for not only self expression, but also for meditations on what goes into the construction of "the Self"? After all, don't we tell stories in response to the question, "who are you"? Besides a list of nouns and names and attributes, we give our lives flesh and blood in telling how we process the world. Our course focuses in particular on this question--Does this universal issue ("who am I") become skewed differently when we add a qualifier before it, like "ethnic"? Note: To be eligible for WAYS credit, you must take course for a Letter Grade.

Same as: AMSTUD 51Q, COMPLIT 51Q
CSRE 52D. Asian American Human Development: Cultural Perspectives on Psychology, Education and Critical Issues. 3 Units.
In this course, we will examine the critical issues in Asian American growth and development with particular attention given to current theoretical and research perspectives within a diverse society. We will consider topics related to our cultural identity, cognitive, and socio-emotional development, engaging in the ethnic discourse on Confucian history and culture, Eastern and Western thought and learning, tiger parenting, gender roles, the model minority stereotype, acculturation and bicultural identity, and mental health. This course uniquely integrates the fields of history, education, psychology, human biology, and ethnic studies as we seek to understand the underlying processes of the Asian American person as an individual and as an effective member of the larger society.
Same as: ASNAMST 52D

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

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

CSRE 55N. Batman, Hamilton, Díaz, and Other Wondrous Lives. 3-5 Units.
This seminar concerns the design and analysis of imaginary (or constructed) worlds for narratives and media such as films, comics, and literary texts. The seminar’s primary goal is to help participants understand the creation of better imaginary worlds - ultimately all our efforts should serve that higher purpose. Some of the things we will consider when taking on the analysis of a new world include: What are its primary features - spatial, cultural, biological, fantastic, cosmological? What is the world’s ethos (the guiding beliefs or ideals that characterize the world)? What are the precise strategies that are used by the artist to convey the world to us and us to the world? How are our characters connected to the world? And how are we - the viewer or reader or player - connected to the world? Note: This course must be taken for a letter grade to be eligible for WAYS credit.
Same as: COMPLIT 55N

CSRE 5C. Human Trafficking: Historical, Legal, and Medical Perspectives. 3 Units.
(Same as History 10SC.) Interdisciplinary approach to understanding the extent and complexity of the global phenomenon of human trafficking, especially for forced prostitution, labor exploitation, and organ trade, focusing on human rights violations and remedies. Provides a historical context for the development and spread of human trafficking. Analyzes the current international and domestic legal and policy frameworks to combat trafficking and evaluates their practical implementation. Examines the medical, psychological, and public health issues involved. Uses problem-based learning. Students interested in service learning should consult with the instructor and will enroll in an additional course.
Same as: EMED 5C, FEMGEN 5C, HISTORY 5C, INTNLREL 5C

CSRE 5I. Hamilton: An American Musical. 1 Unit.
"Hamilton" is one the most popular and most celebrated musicals in American history. It has received 11 Tony Awards, including best musical, and 16 Tony nominations, the most nominations in Broadway history. It won the Pulitzer Prize and a Grammy Award. The musical draws on the language and rhythms of hip-hop and R & B genres that are underrepresented in the musical theater tradition. "Hamilton" has redefined the American musical, particularly in terms of sound, casting, and storytelling. What explains the deep cultural impact and acclaim for this play? This interdisciplinary course examines Alexander Hamilton and his world as well as Hamilton: An American Musical through a series of lectures from faculty in History, Theater and Performance Studies, English, Music, and Writing and Rhetoric.
Same as: AFRICAAM 5I, AMSTUD 5I, HISTORY 3G

CSRE 61. Introduction to Dance Studies: Dancing Across Stages, Clubs, Screens, and Borders. 3-4 Units.
This introduction to dance studies course explores dance practice and performance as means for producing cultural meaning. Through theoretical and historical texts and viewing live and recorded dance, we will develop tools for analyzing dance and understanding its place in social, cultural, and political structures. This uses dance and choreography as a lens to more deeply understand a wide range of identity and cultural formations, such as gender, race, sexuality, disability, (trans)nationality, and empire. We will analyze dancing bodies that move across stages, dance clubs, film screens, and border zones. We will examine dance from diverse locales and time periods including ballet, modern and contemporary dance, contact improvisation, folkloric dance, burlesque, street dance, queer club dance, drag performance, music videos, TV dance competitions, and intermedia/new media performance. In addition to providing theoretical and methodological grounding in dance studies, this course develops performance analysis skills and hones the ability to write critically and skillfully about dance. No previous experience in dance is necessary to successfully complete the course.
Same as: DANCE 161D, FEMGEN 161D, TAPS 161D

CSRE 63N. The Feminist Critique: The History and Politics of Gender Equality. 3-4 Units.
This course explores the long history of ideas about gender and equality. Each week we read, dissect, compare, and critique a set of primary historical documents (political and literary) from around the world, moving from the 15th century to the present. We tease out changing arguments about education, the body, sexuality, violence, labor, politics, and the very meaning of gender, and we place feminist critics within national and global political contexts.
Same as: AMSTUD 63N, FEMGEN 63N, HISTORY 63N

CSRE 64. Racial and Ethnic Diversity in Modern America. 4-5 Units.
How ethnicity influenced the American experience and how prevailing attitudes about racial and ethnic groups over time have affected the historical and contemporary reality of the nation's major minority populations. Focus is on the past two centuries.
Same as: HISTORY 64
CSRE 66. Spectacular Trials: Sex, Race and Violence in Modern American Culture. 5 Units.
This course will use the phenomenon of the spectacular trial as a framework for exploring the intersections of sex, race, and violence in the formation of modern American culture. Beginning in the late nineteenth century and continuing through the 1990s, we will focus our inquiry on a number of notorious cases, some associated with familiar names: the Scottsboro Boys, Emmett Till, O.J. Simpson, others involving once-infamous actors like Joan Little and Inez Garcia, whose ordeals have receded into historical memory, considering a range of questions arising from this thematic nexus. For instance, in what ways are sexual transgressions racialized and gendered? What are the practical and theoretical ramifications of the seemingly inextricable conjuction of sex and violence in legal and popular discourse? And what insights might such spectacles afford when broached as an arena in which sexual meanings, identities, and practices are refracted and ultimately constructed? We will also examine the role of the pertinent professions in the evolution of these events, in particular how the interplay of law, medicine, psychiatry, and forensic science helped define the shifting boundaries of legality, and how print, radio, and television journalism operated not only in sensationalizing, but also in reflecting, modeling, and shaping prevailing attitudes and behaviors. Our study of this vital facet of our society will draw on a series of compelling secondary readings complemented by a diverse array of primary sources from contemporaneous pamphlets and newspaper accounts to photographs, letters, trial testimony, and psychological commentary that will enable class members to evaluate the strengths and weaknesses of different textual genres, experiment with alternative methods of fashioning historical interpretations, and contemplate the ways history might be employed to illuminate the persistent problems of racial bias, reflexive sexualization, and the packaging of trials as mass entertainment in the present day.
Same as: AMSTUD 106

CSRE 68. American Prophet: The Inner Life and Global Vision of Martin Luther King, Jr. 3-5 Units.
Martin Luther King, Jr., was the 20th-century’s best-known African-American leader, but the religious roots of his charismatic leadership are far less widely known. The documents assembled and published by Stanford’s King Research and Education Institute provide the source material for this exploration of King’s pivotal role in international prominence as an articulate advocate of global peace and justice.
Same as: AFRICAAM 68D, AMSTUD 168D, HISTORY 68D, HISTORY 168D

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

CSRE 78. Art + Community: Division, Resilience & Reconciliation. 1-5 Unit.
Violence and trauma isolates and segregates us. Part of the healing process must be about coming back into community. Freedom is meaningful only insofar as it lifts all, especially those who have been done the most harm. In times of violence and polarization, art can heal and brings people together. In this course, we will explore how we make and sustain community, especially in the face of threats from within and without. We will do this especially through examining how artists and culture workers of color develop and advance practices that build mutuality, criticality, renewal, trust, and joy in the face of ongoing racial injustice and cultural inequity.
Same as: AFRICAAM 78

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

CSRE 82G. Making Palestine Visible. 3-5 Units.
Israel-Palestine is one of the most difficult subjects to talk about, in large part because we in the United States do not have much exposure to Palestinian history, culture, and politics in their own terms. This course aims to humanize Palestinians and asks why Palestinian claims to rights are illegible for much of the American public. We begin to answer this question by examining a broad sampling of history, structures of power and law, culture, and contemporary political issues.
Same as: HISTORY 82G, HISTORY 182G

CSRE 85B. Jews in the Contemporary World: The Jewish Present and Past in Film, Television and Popular Culture. 3 Units.
(Same as HISTORY 185B. History majors and others taking 5 units, register for 185B.) This course explores the full expanse of Jewish life today and in the recent past. The inner workings of religious faith, the content of Jewish identify shorn of belief, the interplay between Jewish powerlessness and influence, the myth and reality of Jewish genius, the continued pertinence of antisemitism, the rhythms of Jewish economic life, all these will be examined in weekly lectures, classroom discussion, and with the use of a widely diverse range of readings, films, and other material. Explored in depth will the ideas and practices of Zionism, the content of contemporary secularism and religious Orthodoxy, the impact Holocaust, the continued crisis facing Israel and the Palestinians. Who is to be considered Jewish, in any event, especially since so many of the best known (Spinoza, Freud, Marx) have had little if anything to do with Jewish life with their relationships to it indifferent, even hostile?
Same as: HISTORY 85B, JEWISHST 85B, REES 85B
CSRE 88. Who We Be: Art, Images & Race in Post-Civil Rights America. 2-4 Units.
Over the past half-century, the U.S. has seen profound demographic and cultural change. But racial progress still seems distant. After the death of the civil rights movement, the fervor of multiculturalism, and even the brief euphoria of a post-racial moment, we remain a nation divided. Resegregation is the norm. The culture wars flare as hot as ever.nnThis course takes a close examination of visual culture, particularly images, works, and ideas in the contemporary arts, justice movements, and popular culture, to discuss North American demographic and cultural change and cultural politics over the past half-century. From the Watts uprising to the #BlackLivesMatter movement, from multiculturalism through hip-hop to post-identity art, we will deeply explore the questions: How do Americans see race now? Do we see each other any more clearly than before?
Same as: AFRICAAM 188, ARTHIST 154B

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

CSRE 91. Exploring American Religious History. 4 Units.
This course will trace how contemporary beliefs and practices connect to historical trends in the American religious landscape.
Same as: AMSTUD 91, HISTORY 260K, RELIGIST 91

CSRE 91D. ASIAN-AMERICAN AUTOBIOGRAPHY/W. 3-5 Units.
This is a dual purpose class: a writing workshop in which you will generate autobiographical vignettes/essays as well as a reading seminar featuring prose from a wide range of contemporary Asian-American writers. Some of the many questions we will consider are: What exactly is Asian-American memoir? Are there salient subjects and tropes that define the literature? And in what ways do our writerly interactions both resistant and assimilative with a predominantly non-Asian context in turn recreate that context? We'll be working/experimenting with various modes of telling, including personal essay, the epistolary form, verse, and even fictional scenarios. NOTE: First priority to undergrads. Students must attend the first class meeting to retain their roster spot.
Same as: AMSTUD 91A, ASNamST 91A, ENGLISH 91A

CSRE 92D. Arab and Arab-American Poetry. 5 Units.
In this introductory course, students will write and read widely, exploring various aspects of poetic craft, including imagery, metaphor, line, stanza, music, rhythm, diction, and tone. The course will focus primarily on the rich and varied tradition of Arab and Arab-American poets, with a special emphasis on contemporary poets exploring the intersections of cultural identity, nationhood, race, gender, and sexuality. The first half of the course will consist of close reading a selection of poems, while the second half of the course will consist of workshopping student writing. Through peer critique, students will respond closely to the work of fellow even writers in a supportive workshop. Writers at all levels of experience and comfort with poetry are welcome. nNOTE: First priority to undergrads. Students must attend the first class meeting to retain their roster spot.
Same as: ENGLISH 92AP

CSRE 94. Topics in Writing and Rhetoric: Empathy, Ethics, and Compassion Meditation. 4 Units.
Does not fulfill NSC requirement. In this course, we’ll extend this discussion by expanding our thinking about rhetoric as a means of persuasion to consider its relation to empathy as a mode of listening to and understanding audiences and communities we identify with as well as those whose beliefs and actions can be lethal. We’ll also practice compassion meditation and empathetic rhetoric to see how these ethical stances affect us individually and investigate the ways they may and may not be scaled to address social justice more broadly. Finally, with the course readings and discussions in mind, you will explore a social justice issue and create an essay, a workshop, campaign or movement strategy, podcast, vlog, infographic, Facebook group, syllabus, etc. to help move us closer to positive change. Prerequisite: first two levels of the writing requirement or equivalent transfer credit. For topics, see https://undergrad.stanford.edu/programs/pwr/courses/advanced-pwr-courses.
Same as: PWR 194DH

CSRE 95. Liberation Through Land: Organic Gardening and Racial Justice. 2 Units.
Through field trips, practical work and readings, this course provides students with the tools to begin cultivating a relationship to land that focuses on direct engagement with sustainable gardening, from seed to harvest. The course will take place on the O’Donohue Family Stanford Educational Farm, where students will be given the opportunity to learn how to sow seeds, prepare garden beds, amend soils, build compost, and take care of plants. The history of forced farm labor in the U.S., from slavery to low-wage migrant labor, means that many people of color encounter agricultural spaces as sites of trauma and oppression. In this course we will explore the potential for revisiting a narrative of peaceful relation to land and crop that existed long before the trauma occurred, acknowledging the beautiful history of POC coexistence with land. Since this is a practical course, there will be a strong emphasis on participation. Application available at https://goo.gl/forms/cbXY3gsGdHgHBJhH; deadline to apply is September 18, 2018, at midnight. The course is co-sponsored by the Institute for Diversity in the Arts (IDA) and the Earth Systems Program.
Same as: AFRICAAM 95, EARTHSYS 95

CSRE 95I. Space, Public Discourse and Revolutionary Practices. 3-4 Units.
This course examines the mediums of public art that have been voices of social change, protest/nand expressions of community desire. It will offer a unique glimpse into Iran’s contemporary art and visual culture through the investigation of public art practices such as asgraffiti and street art, as well as older traditions of Naghali and Iranian Coffeehouse Painting. nBeginning Iranian case studies will be expanded in comparison with global examples that span projects that include Insite (San Diego/Tijuana), Project Row Houses (Houston, TX) the DMZnProject (Korea), Munster Skulpture Projects (Germany), among others. Students will also examine the infrastructural conditions of public art, such as civic, public, and private funding relationships with local communities, and the life of these projects as they move in and out of the artworld. This encompassing view anchors a legacy of Iranian cultural contributions in larger trajectories of art history, contemporary art, and community arts practice. Guest artists, curators, and researchers with site visits included. Students will propose either new public art proposals, exhibitions, or research to provoke their own ideas while engaging the ever changing state of public discourse in these case studies.
Same as: ARTHIST 118A, GLOBAL 145
CSRE 99. Housing Justice Research Lab. 1-3 Unit.
In this course, students will contribute to ongoing community-based research projects focused on housing justice in the Bay Area. Students will work directly with local community organizations working in advocacy, legal aid, and community research. Projects may include interviews, historical research, surveys, case studies, participant observation, media analysis, and writing op-eds. Students will have the opportunity to select from research projects developed by the community partners and instructors. Students that want to engage in an alternative project should consult with the instructors. Students are encouraged to enroll for multiple quarters to develop more substantial projects and deeper relationships with community partners.
Same as: URBANST 187