AFRICAN AND AFRICAN AMERICAN STUDIES

Undergraduate Program in African and African American Studies

The Program in African and African American Studies (AAAS), established in 1969, was the first ethnic studies program developed at Stanford University and the first African and African American Studies program at a private institution in the U.S. The AAAS program provides an interdisciplinary introduction to the study of peoples of African descent as a central component of American culture, offering a course of study that promotes research across disciplinary and departmental boundaries as well as providing research training and community service learning opportunities for undergraduates. It has developed an extensive network of Stanford scholars who work in race studies specific to AAAS and in concert with the Center for Comparative Studies in Race and Ethnicity. AAAS encourages an interdisciplinary program of study drawn from fields including anthropology, art, art history, economics, education, drama, history, languages, linguistics, literature, music, philosophy, political science, psychology, religion, and sociology. The program emphasizes rigorous and creative scholarship and research, and fosters close academic advising with a faculty adviser, the AAAS Associate Director, and the Director.

AAAS is an interdisciplinary program (IDP) affiliated with the Center for Comparative Studies in Race and Ethnicity (http://exploredegrees.stanford.edu/schoolofhumanitiesandsciences/ comparativestudiesinaraceandethnicitycsre) (CCSRE) and offers a major independent of it. CCSRE offers additional majors in Asian American Studies, Chicana/o Studies, Comparative Studies in Race and Ethnicity, and Native American Studies.

The Interdisciplinary Program in African and African American Studies (AAAS) provides students the opportunity to structure a major or minor with a core curriculum designed to develop a comparative and multidisciplinary understanding of the experiences and communities on the continent of Africa and African Americans within a broader global, diasporic dialogue. Additionally, majors or minors can focus their coursework in one of eleven thematic concentrations.

The directors of the program and the advisory board constitute the AAAS curriculum committee, the policy making body for the interdisciplinary program.

Mission Statement for the Undergraduate Program in African and African American Studies

The mission of the undergraduate program in African and African American Studies is to provide students with an interdisciplinary introduction to the study of people of African descent as a central component of American culture. Courses in the major promote research across disciplinary and departmental boundaries as well as provide students with research training and community service learning opportunities. Courses of study are drawn from anthropology, art, art history, economics, education, drama, history, languages, linguistics, literature, music, philosophy, political science, psychology, religion, and sociology among others. The program provides an intellectual background for students considering graduate school or professional careers.

Learning Outcomes (Undergraduate)
The department expects undergraduate majors in the program to be able to demonstrate the following learning outcomes. These learning outcomes are used in evaluating students and the program’s undergraduate program. Students are expected to demonstrate:

1. an interdisciplinary understanding of scholarship related to the African diaspora and Africa, drawing on interdisciplinary course work and each student’s individualized concentration.
2. the ability to identify and critically assess different disciplinary, methodological, and interpretive approaches to the study of African Americans, Africans, and/or people of the African diaspora.
3. an understanding of comparative approaches to race.
4. skills in disciplinary methods necessary for their study.
5. the ability to express their interpretive and analytical arguments in clear, effective prose.

Bachelor of Arts in African and African American Studies

Core Curriculum

All core courses taken for the major must be taken for a letter grade.

Requirements

Majors must complete a total of 60 units, consisting of the following:

1. One of two required courses:
   a. AFRICAAM 43 Introduction to English III: Introduction to African American Literature (3-5 units), or
   b. AFRICAAM 105 Introduction to African and African American Studies (5 units)
2. One Social Science course from AAAS approved core course list. (https://explorecourses.stanford.edu/search?page=0&catalog=&q=AAAS%3A&filter-coursestatus-Active=on&view=catalog&academicYear=&collapse=) (5 units)
3. One Humanities course from AAAS approved core course list. (https://explorecourses.stanford.edu/search?page=0&catalog=&q=AAAS%3A&filter-coursestatus-Active=on&view=catalog&academicYear=&collapse=) (5 units)
5. AFRICAAM 200X Honors Thesis and Senior Thesis Seminar - WIM. (5 units)
6. 35 units of AAAS core (https://explorecourses.stanford.edu/search?page=0&catalog=&q=AAAS%3A&filter-coursestatus-Active=on&view=catalog&academicYear=&collapse=) and related (https://explorecourses.stanford.edu/search?page=0&catalog=&q=AAAS%3A&filter-coursestatus-Active=on&view=catalog&academicYear=&collapse=) courses
   - At least 10 of the 35 units must be core courses (https://explorecourses.stanford.edu/search?page=0&catalog=&q=AAAS%3A&filter-coursestatus-Active=on&view=catalog&academicYear=&collapse=), which are defined as courses that are primarily focused on Africa (https://explorecourses.stanford.edu/search?page=0&catalog=&q=AAAS%3A&filter-coursestatus-Active=on&view=catalog&academicYear=&collapse=), or African American Studies, the Caribbean (https://explorecourses.stanford.edu/search?page=0&catalog=&q=AAAS%3A&filter-coursestatus-Active=on&view=catalog&academicYear=&collapse=), or

Students also work closely with a faculty adviser, the AAAS associate director, and the AAAS director in developing a coherent thematic emphasis within their major that reflects their scholarly interests in the field.

**Thematic Emphasis**

AAAS majors select a thematic emphasis. Selecting an emphasis allows students to customize their curriculum and synthesize coursework taken across various departments and programs into a coherent focus. Emphases offered include (but are not limited to):

- Africa (https://explorecourses.stanford.edu/search?q=AAAS%3A%3africa&view=catalog&page=0&academicYear=&collapse=&filter-coursestatus-Active=on)
- African Americans
- Class
- Diaspora (https://explorecourses.stanford.edu/search?q=AAAS%3A%3adiaspora&view=catalog&page=0&academicYear=&collapse=&filter-coursestatus-Active=on)
- Education (https://explorecourses.stanford.edu/search?q=AAAS%3A%3aeducation&view=catalog&page=0&academicYear=&collapse=&filter-coursestatus-Active=on)
- Gender (https://explorecourses.stanford.edu/search?q=AAAS%3A%3agender&view=catalog&page=0&academicYear=&collapse=&filter-coursestatus-Active=on)
- Historical Period (https://explorecourses.stanford.edu/search?q=AAAS%3A%3ahistorical_period&view=catalog&page=0&academicYear=&collapse=&filter-coursestatus-Active=on)
- Identities, Diversity, and Aesthetics (IDA) (https://explorecourses.stanford.edu/search?q=AAAS%3A%3aidida&view=catalog&page=0&academicYear=&collapse=&filter-coursestatus-Active=on)
- Linguistics (https://explorecourses.stanford.edu/search?q=AAAS%3A%3alinguistics&view=catalog&page=0&academicYear=&collapse=&filter-coursestatus-Active=on)
- Mixed Race (https://explorecourses.stanford.edu/search?q=AAAS%3A%3amixed_race&view=catalog&page=0&academicYear=&collapse=&filter-coursestatus-Active=on)
- Theory (https://explorecourses.stanford.edu/search?q=AAAS%3A%3athought&view=catalog&page=0&academicYear=&collapse=&filter-coursestatus-Active=on)

**Core Courses**

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<td>The Egyptians</td>
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<td>History of South Africa</td>
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<tr>
<td>AFRICAAM 48Q</td>
<td>South Africa: Contested Transitions</td>
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<td>AFRICAAM 50B</td>
<td>Nineteenth Century America</td>
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<td>AFRICAAM 64C</td>
<td>From Freedom to Freedom Now!: African American History, 1865-1965</td>
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<td>Introduction to African and African American Studies</td>
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<td>Education, Race, and Inequality in African American History, 1880-1990</td>
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<td>Great Works of the African American Tradition</td>
<td>5</td>
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<td>AFRICAAM 147</td>
<td>History of South Africa</td>
<td>5</td>
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<tr>
<td>AFRICAAM 156</td>
<td>Performing History: Race, Politics, and Staging the Plays of August Wilson</td>
<td>4</td>
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<td>AFRICAAM 159</td>
<td>James Baldwin &amp; Twentieth Century Literature</td>
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<td>AFRICAAM 181Q</td>
<td>Alternative Viewpoints: Black Independent Film</td>
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<td>Black Life and Death in the Neoliberal Era</td>
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<td>Independent Study</td>
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<td>Understanding Racial and Ethnic Identity Development</td>
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<td>AFRICAAM 262D</td>
<td>African American Poetics</td>
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<td>AFRICAAM 267E</td>
<td>Martin Luther King, Jr. - His Life, Ideas, and Legacy</td>
<td>4-5</td>
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<td>AFRICAST 109</td>
<td>Running While Others Walk: African Perspectives on Development</td>
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<td>AFRICAST 111</td>
<td>Education for All? The Global and Local in Public Policy Making in Africa</td>
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<td>AFRICAST 112</td>
<td>AIDS, Literacy, and Land: Foreign Aid and Development in Africa</td>
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<td>AFRICAST 127</td>
<td>African Art and Politics, c. 1900 - Present</td>
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<td>Designing Research-Based Interventions to Solve Global Health Problems</td>
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<td>Conflict and Reconciliation in Africa: International Intervention</td>
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<td>AFRICAST 141A</td>
<td>Science, Technology, and Medicine in Africa</td>
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<td>Challenging the Status Quo: Social Entrepreneurs Advancing Democracy, Development and Justice</td>
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<td>AIDS in Africa</td>
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<td>Independent Study or Directed Reading</td>
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<td>AFRICAST 212</td>
<td>AIDS, Literacy, and Land: Foreign Aid and Development in Africa</td>
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<td>Mixed Race Literature in the U.S. and South Africa</td>
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<td>African American Literature and the Retreat of Jim Crow</td>
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<td>African American Poetics</td>
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ARTHIST 178  Ethnicity and Dissent in United States Art and Literature 4
HISTORY 45B  Africa in the Twentieth Century 3
HISTORY 47  History of South Africa 3
HISTORY 48Q  South Africa: Contested Transitions 4
HISTORY 145B  Africa in the 20th Century 5
HISTORY 245G  Law and Colonialism in Africa 4-5
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LINGUIST 152  Sociolinguistics and Pidgin Creole Studies 2-4
LINGUIST 252  Sociolinguistics and Pidgin Creole Studies 2-4
POLISCI 146A  African Politics 4-5
SOC 149  The Urban Underclass 4

Directed Reading and Research

Directed reading and research allows students to focus on a special topic of interest. In organizing a reading or research plan, the student consults with the director of the major and one or more faculty members specializing in the area or discipline.

Courses that fulfill directed reading and research requirements:

<table>
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<tr>
<th>Course</th>
<th>Units</th>
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<tr>
<td>AFRICAAM 190</td>
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<td>AFRICAAM 199</td>
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</table>

Senior Seminar

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

Honors Program for Majors in African and African American Studies

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

The honors program begins with a proposal describing the project that is approved by the faculty adviser and AAAS directors. Students are required to identify both a faculty adviser and a second reader for the thesis project. The faculty adviser for the honors thesis must be an academic council faculty member and affiliated faculty of the student’s major.

Honors students must enroll in AFRICAAM 200X Honors Thesis and Senior Thesis Seminar which fulfills the program’s WIM requirement, during Autumn Quarter of the senior year and may take up to an additional 10 units of honors work (AFRICAAM 200Y Honors Thesis and Senior Thesis Research and AFRICAAM 200Z Honors Thesis and Senior Thesis Research) to be distributed across Winter and Spring quarters of the senior year to continue their access to peer and faculty support as they write their theses. Students must complete their theses with a grade of ‘B+’ to receive honors in AAAS.

In May of the senior year, honors students are afforded an opportunity to present their research formally. Prizes for best undergraduate honors thesis are awarded annually by the Program in African and African American Studies.

Thematic Emphasis

AAAS majors select a thematic emphasis. Selecting an emphasis allows students to customize their curriculum and synthesize course work taken across various departments and programs into a coherent focus. Emphases offered include; for faster navigation click on the links to the right:

Thematic Emphasis in Africa

Students in the African and African American Studies major can choose a concentration in Africa. The Thematic Emphasis in Africa concentration is designed to investigate how individual African states’ domestic and foreign policy, law, history, culture, and society are formed within conversations, debates, policies and studies. Issues of immigration, citizenship, empire and expansion, defense, diplomacy, human rights, public welfare, social justice and law, educational rights and other topics are explored.

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

Students may find the following courses useful in fulfilling requirements in the Africa concentration:

<table>
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<tr>
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### Thematic Concentration in African Americans

Students in the African and African American Studies major can choose a concentration in African Americans. The Thematic Concentration in African Americans concentration is designed to explore the historical and contemporary experiences of African Americans. Attention is paid to the interactions between the social, economic, cultural, historical, linguistic, genetic, geopolitical, ecological, and biomedical factors that shape and have shaped African American society.

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

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

<table>
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<tr>
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<tr>
<td>AFRICAAM 18B</td>
<td>Jazz History: Bebop to Present, 1940-1960</td>
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<td>AFRICAAM 20A</td>
<td>Jazz Theory</td>
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<td>African American Vernacular English</td>
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<tr>
<td>AFRICAAM 31</td>
<td>RealTalk: Intimate Discussions about the African Diaspora</td>
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<td>Introduction to English III: Introduction to African American Literature</td>
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<td>Nineteenth Century America</td>
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<tr>
<td>AFRICAAM 64C</td>
<td>From Freedom to Freedom Now!: African American History, 1865-1965</td>
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<tr>
<td>AFRICAAM 75E</td>
<td>Black Cinema</td>
<td>2</td>
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<tr>
<td>AFRICAAM 105</td>
<td>Introduction to African and African American Studies</td>
<td>5</td>
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<td>AFRICAAM 116</td>
<td>Education, Race, and Inequality in African American History, 1880-1990</td>
<td>3-5</td>
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<tr>
<td>AFRICAAM 121X</td>
<td>Hip Hop, Youth Identities, and the Politics of Language</td>
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<td>Great Works of the African American Tradition</td>
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<td>The Voting Rights Act</td>
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<td>AFRICAAM 150B</td>
<td>Nineteenth Century America</td>
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<td>AFRICAAM 154</td>
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<td>Performing History: Race, Politics, and Staging the Plays of August Wilson</td>
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<td>Black Queer Theory</td>
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<td>Independent Study</td>
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<td>Honors Thesis and Senior Thesis Research</td>
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<td>Mixed-Race Politics and Culture</td>
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<td>AFRICAAM 245</td>
<td>Understanding Racial and Ethnic Identity Development</td>
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<td>AFRICAAM 262D</td>
<td>African American Poetics</td>
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<tr>
<td>AFRICAAM 267E</td>
<td>Martin Luther King, Jr. - His Life, Ideas, and Legacy</td>
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<td>Black &amp; White Race Relations in American Fiction &amp; Film</td>
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<td>AMSTUD 121X</td>
<td>Hip Hop, Youth Identities, and the Politics of Language 3-4</td>
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<td>AMSTUD 201</td>
<td>History of Education in the United States 3-5</td>
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<tr>
<td>AMSTUD 214</td>
<td>The American 1960s: Thought, Protest, and Culture 5</td>
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<tr>
<td>AMSTUD 226</td>
<td>Race and Racism in American Politics 5</td>
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<td>AMSTUD 255D</td>
<td>Racial Identity in the American Imagination 4-5</td>
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<td>AMSTUD 261E</td>
<td>Mixed Race Literature in the U.S. and South Africa 5</td>
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<td>AMSTUD 262C</td>
<td>African American Literature and the Retreat of Jim Crow 5</td>
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<td>AMSTUD 262D</td>
<td>African American Poetics 5</td>
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<td>ANTHRO 32</td>
<td>Theories in Race and Ethnicity: A Comparative Perspective 5</td>
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<tr>
<td>ARTHIST 178</td>
<td>Ethnicity and Dissent in United States Art and Literature 4</td>
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<td>DANCE 45</td>
<td>Dance Improv StratLab: Freestyle Improvisation from Contemporary to Hip Hop &amp; Beyond 1-2</td>
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<td>Psychological Well-Being On Campus: Perspectives Of The Black Diaspora 1</td>
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<td>Education, Race, and Inequality in African American History, 1880-1990 3-5</td>
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<td>Mark Twain and American Culture 4</td>
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<td>Service-Learning Workshop on Issues of Education Equity 1</td>
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<tr>
<td>HISTORY 50A</td>
<td>Colonial and Revolutionary America 3</td>
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<td>HISTORY 50B</td>
<td>Nineteenth Century America 3</td>
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<td>HISTORY 50C</td>
<td>The United States in the Twentieth Century 3</td>
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<td>Sounds of the Century: Popular Music and the United States in the 20th Century 5</td>
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<td>HISTORY 150B</td>
<td>Nineteenth Century America 5</td>
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<tr>
<td>HISTORY 150C</td>
<td>The United States in the Twentieth Century 5</td>
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<tr>
<td>HISTORY 167A</td>
<td>Martin Luther King, Jr. and the Global Freedom Struggle 3-5</td>
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<td>HISTORY 255E</td>
<td>Education, Race, and Inequality in African American History, 1880-1990 3-5</td>
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<td>HISTORY 267E</td>
<td>Martin Luther King, Jr. - His Life, Ideas, and Legacy 4-5</td>
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<td>Ethnicity and Medicine 1-3</td>
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<td>Social Class, Race, Ethnicity, and Health 4</td>
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<td>African American Vernacular English 3-5</td>
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<td>POLISCI 125V</td>
<td>The Voting Rights Act 5</td>
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<td>POLISCI 226</td>
<td>Race and Racism in American Politics 5</td>
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<td>Growing Up in America 3</td>
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<tr>
<td>PSYCH 183</td>
<td>SPARQ Lab 2-3</td>
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<tr>
<td>PSYCH 215</td>
<td>Mind, Culture, and Society 3</td>
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<td>SOC 45Q</td>
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<td>Race and Ethnic Relations in the USA 4</td>
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<tr>
<td>SOC 149</td>
<td>The Urban Underclass 4</td>
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<td>TAPS 176S</td>
<td>Finding Meaning in Life’s Struggles: Narrative Ways of Healing 5</td>
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<tr>
<td>URBANST 112</td>
<td>The Urban Underclass 4</td>
</tr>
</tbody>
</table>

### Thematic Concentration in Class

Students in the African and African American Studies major can choose a concentration in Class. The Thematic Concentration in Class concentration is designed to explore the cultural, social, legal, and political construction of racial and ethnic differences in African and/or African American history, while examining the historical specificity of markets, money, property, and labor relations and explores the interdependence between the economy and politics, society, and culture.

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

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

<table>
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<tr>
<th>Course</th>
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<td>From Freedom to Freedom Now!: African American History, 1865-1965 3</td>
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<tr>
<td>AFRICAAM 154</td>
<td>Black Feminist Theory 5</td>
</tr>
<tr>
<td>AFRICAAM 156</td>
<td>Performing History: Race, Politics, and Staging the Plays of August Wilson 4</td>
</tr>
<tr>
<td>AFRICAAM 195</td>
<td>Independent Study 3-5</td>
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<tr>
<td>AFRICAAM 199</td>
<td>Honors Project 1-5</td>
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<tr>
<td>AFRICAAM 200X</td>
<td>Honors Thesis and Senior Thesis Seminar 5</td>
</tr>
<tr>
<td>AFRICAAM 226</td>
<td>Mixed-Race Politics and Culture 5</td>
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<tr>
<td>AFRICAAM 245</td>
<td>Understanding Racial and Ethnic Identity Development 3-5</td>
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<tr>
<td>AFRICAAM 255</td>
<td>Racial Identity in the American Imagination 4-5</td>
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<tr>
<td>AFRICAST 111</td>
<td>Education for All? The Global and Local in Public Policy Making in Africa 3-5</td>
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<td>AFRICAST 211</td>
<td>Education for All? The Global and Local in Public Policy Making in Africa 3-5</td>
</tr>
<tr>
<td>ANTHRO 145</td>
<td>Race and Power 5</td>
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<tr>
<td>ANTHRO 245</td>
<td>Race and Power 5</td>
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<td>ARTHIST 178</td>
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<td>EDUC 232</td>
<td>Culture, Learning, and Poverty 2-3</td>
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<td>EDUC 245</td>
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<td>HISTORY 47</td>
<td>History of South Africa 3</td>
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<td>HISTORY 50A</td>
<td>Colonial and Revolutionary America 3</td>
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<td>HISTORY 248S</td>
<td>Colonial States and African Societies, Part I 4-5</td>
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<td>HUMBIO 122S</td>
<td>Social Class, Race, Ethnicity, and Health 4</td>
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<tr>
<td>HUMBIO 242A</td>
<td>Why is Africa Poor? 5</td>
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<tr>
<td>PSYCH 29N</td>
<td>Growing Up in America 3</td>
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<td>PSYCH 183</td>
<td>SPARQ Lab 2-3</td>
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<td>SOC 45Q</td>
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<tr>
<td>SOC 135</td>
<td>Poverty, Inequality, and Social Policy in the United States 4</td>
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<tr>
<td>SOC 140</td>
<td>Introduction to Social Stratification 3</td>
</tr>
<tr>
<td>SOC 148</td>
<td>Comparative Ethnic Conflict 4</td>
</tr>
</tbody>
</table>
Students in the African and African American Studies major can choose a concentration in Education. The Thematic Concentration in Education concentration is designed to explore the history, policy, and practice in education to understand how issues of race, ethnicity, socioeconomic status, culture, and language shape educational opportunity. The goal of the concentration is to develop an understanding of the core issues facing educators and policy makers so that students may learn how they can contribute to the social and political discourse surrounding issues of education and opportunity policy.

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

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

### Thematic Concentration in Diaspora

Students in the African and African American Studies major can choose a concentration in the Diaspora. The Thematic Concentration in Diaspora concentration is designed to explore the exchanges among peoples and cultures from the continent of Africa and their global impact through symbolic, aesthetic and empirical exchanges (i.e. trade, travel, exploration, and migration). This concentration will also examine comparisons, connections and genealogical relations among geographically dispersed cases in order to consider past and present African identities in their global contexts.

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

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

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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tr>
<td>AFRICAST 212</td>
<td>African Art and Politics, c. 1900 - Present</td>
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<td>AFRICAST 211</td>
<td>Science, Technology, and Medicine in Africa</td>
<td>4</td>
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<td>AFRICAST 141A</td>
<td>Ethnography of Africa</td>
<td>5</td>
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<td>ANTHRO 239</td>
<td>African and African American Studies</td>
<td>3-5</td>
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<tr>
<td>AMSTUD 864</td>
<td>History of Education in the United States</td>
<td>3-5</td>
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<tr>
<td>AMSTUD 226</td>
<td>Race and Racism in American Politics</td>
<td>5</td>
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<td>AMSTUD 121A</td>
<td>Hip Hop, Youth Identities, and the Politics of Language</td>
<td>3-4</td>
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<tr>
<td>EDUC 12SC</td>
<td>Hip Hop as a Universal Language</td>
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<tr>
<td>EDUC 103B</td>
<td>Race, Ethnicity, and Linguistic Diversity in Classrooms: Sociocultural Theory and Practices</td>
<td>3-5</td>
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</table>

### Thematic Concentration in Education

Students in the African and African American Studies major can choose a concentration in Education. The Thematic Concentration in Education concentration is designed to explore the history, policy, and practice in education to understand how issues of race, ethnicity, socioeconomic status, culture, and language shape educational opportunity. The goal of the concentration is to develop an understanding of the core issues facing educators and policy makers so that students may learn how they can contribute to the social and political discourse surrounding issues of education and opportunity policy.

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

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<td>AFRICAM 31</td>
<td>RealTalk: Intimate Discussions about the African Diaspora</td>
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<td>AFRICAM 32</td>
<td>The 5th Element: Hip Hop Knowledge, Pedagogy, and Social Justice</td>
<td>1-5</td>
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<tr>
<td>AFRICAM 106</td>
<td>Race, Ethnicity, and Linguistic Diversity in Classrooms: Sociocultural Theory and Practices</td>
<td>3-5</td>
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<tr>
<td>AFRICAM 112</td>
<td>Urban Education</td>
<td>3-5</td>
</tr>
<tr>
<td>AFRICAM 116</td>
<td>Education, Race, and Inequality in African American History, 1880-1990</td>
<td>3-5</td>
</tr>
<tr>
<td>AFRICAM 130</td>
<td>Community-based Research As Tool for Social Change: Discourses of Equity in Communities &amp; Classrooms</td>
<td>3-5</td>
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<tr>
<td>AFRICAM 165</td>
<td>Identity and Academic Achievement</td>
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<td>AFRICAM 195</td>
<td>Independent Study</td>
<td>3-5</td>
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<td>AFRICAM 199</td>
<td>Honors Project</td>
<td>1-5</td>
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<td>AFRICAM 200X</td>
<td>Honors Thesis and Senior Thesis Seminar</td>
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<tr>
<td>AFRICAM 116</td>
<td>Education, Race, and Inequality in African American History, 1880-1990</td>
<td>3-5</td>
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<tr>
<td>AFRICAM 200Y</td>
<td>Honors Thesis and Senior Thesis Research</td>
<td>3-5</td>
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<td>AFRICAM 200Z</td>
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<td>3-5</td>
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<td>AFRICAM 233A</td>
<td>Counseling Theories and Interventions from a Multicultural Perspective</td>
<td>3-5</td>
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<td>AFRICAM 267E</td>
<td>Martin Luther King, Jr. - His Life, Ideas, and Legacy</td>
<td>4-5</td>
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<td>AFRICAST 111</td>
<td>Education for All? The Global and Local in Public Policy Making in Africa</td>
<td>3-5</td>
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<td>AFRICAST 112</td>
<td>AIDS, Literacy, and Land: Foreign Aid and Development in Africa</td>
<td>3-5</td>
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<tr>
<td>AFRICAST 135</td>
<td>Designing Research-Based Interventions to Solve Global Health Problems</td>
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<td>AFRICAST 141A</td>
<td>Science, Technology, and Medicine in Africa</td>
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<td>AFRICAST 212</td>
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<td>AMSTUD 121A</td>
<td>Hip Hop, Youth Identities, and the Politics of Language</td>
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<td>Race, Ethnicity, and Linguistic Diversity in Classrooms: Sociocultural Theory and Practices</td>
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EDUC 110  Sociology of Education: The Social Organization of Schools  4
EDUC 165  History of Higher Education in the U.S.  3-5
EDUC 193C  Psychological Well-Being On Campus: Perspectives Of The Black Diaspora  1
EDUC 201  History of Education in the United States  3-5
EDUC 216  Education, Race, and Inequality in African American History, 1880-1990  3-5
EDUC 232  Culture, Learning, and Poverty  2-3
EDUC 243  Writing Across Languages and Cultures: Research in Writing and Writing Instruction  3-5
EDUC 245  Understanding Racial and Ethnic Identity Development  3-5
EDUC 322  Community-based Research As Tool for Social Change:Discourses of Equity in Communities & Classrooms  3-5
HISTORY 11W  Service-Learning Workshop on Issues of Education Equity  1
HISTORY 64  Racial and Ethnic Diversity in Modern America  4-5
HISTORY 255E  Education, Race, and Inequality in African American History, 1880-1990  3-5
LINGUIST 65  African American Vernacular English  3-5
LINGUIST 152  Sociolinguistics and Pidgin Creole Studies  2-4
LINGUIST 252  Sociolinguistics and Pidgin Creole Studies  2-4
LINGUIST 265  African American Vernacular English  3-5
SOC 132  Sociology of Education: The Social Organization of Schools  4
SOC 135  Poverty, Inequality, and Social Policy in the United States  4
AFRICAAM 245  Understanding Racial and Ethnic Identity Development  3-5
AFRICAAM 255  Racial Identity in the American Imagination  4-5
AMSTUD 178  Ethnicity and Dissent in United States Art and Literature  4
AMSTUD 201  History of Education in the United States  3-5
ANTHRO 135H  Conversations in CSRE: Case Studies in the Stanford Community  1-2
ANTHRO 135I  CSRE House Seminar: Race and Ethnicity at Stanford  1-2
ANTHRO 187A  The Anthropology of Race, Nature, and Animality  5
ARTHIST 162  Race, Gender, and Sexuality in Contemporary Art  4
ARTHIST 178  Ethnicity and Dissent in United States Art and Literature  4
CSRE 144  Transforming Self and Systems: Crossing Borders of Race, Nation, Gender, Sexuality, and Class  5
EDUC 245  Understanding Racial and Ethnic Identity Development  3-5
FEMGEN 154  Black Feminist Theory  5
HISTORY 74S  Sounds of the Century: Popular Music and the United States in the 20th Century  5
HISTORY 145B  Africa in the 20th Century  5
HISTORY 255D  Racial Identity in the American Imagination  4-5
LINGUIST 156  Language and Gender  3-5
PSYCH 183  SPARQ Lab  2-3
SOC 140  Introduction to Social Stratification  3
SOC 142  Sociology of Gender  3

### Thematic Concentration in Gender

Students in the African and African American Studies major can choose a concentration in Gender. The Thematic Concentration in Gender concentration is designed to explore the historical and contemporary experiences and histories of women or men among the cultures from the continent of Africa and the diaspora. Students also explore how these how societies organize gender roles, relations, and identities, and how these intersect with other hierarchies of power, such as class, race, nationality, ethnicity, sexuality, disability and age.

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

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

<table>
<thead>
<tr>
<th>Units</th>
<th>AFRICAAM 31</th>
<th>RealTalk: Intimate Discussions about the African Diaspora</th>
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<td>AFRICAAM 43</td>
<td>Introduction to English III: Introduction to African American Literature</td>
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<td></td>
<td>AFRICAAM 145A</td>
<td>Poetics and Politics of Caribbean Women's Literature</td>
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<td>AFRICAAM 154</td>
<td>Black Feminist Theory</td>
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<td>AFRICAAM 158</td>
<td>Black Queer Theory</td>
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<td>Honors Project</td>
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<td>AFRICAAM 255</td>
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<td>History of Education in the United States</td>
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<td>Conversations in CSRE: Case Studies in the Stanford Community</td>
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<td>ANTHRO 135I</td>
<td>CSRE House Seminar: Race and Ethnicity at Stanford</td>
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<td>CSRE 144</td>
<td>Transforming Self and Systems: Crossing Borders of Race, Nation, Gender, Sexuality, and Class</td>
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<td>HISTORY 145B</td>
<td>Africa in the 20th Century</td>
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<td>LINGUIST 156</td>
<td>Language and Gender</td>
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<td>PSYCH 183</td>
<td>SPARQ Lab</td>
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<td></td>
<td>SOC 140</td>
<td>Introduction to Social Stratification</td>
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<td></td>
<td>SOC 142</td>
<td>Sociology of Gender</td>
</tr>
</tbody>
</table>

### Thematic Concentration in Historical Period

Students in the African and African American Studies major can choose a concentration in Historical Period. The Thematic Concentration in Historical Period concentration is designed to explore African and/or African American history and politics from a multidisciplinary perspective.

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

Students may find the following courses useful in fulfilling requirements in the Historical Period concentration.

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<th>AFRICAAM 18A</th>
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<td>AFRICAAM 18B</td>
<td>Jazz History: Bebop to Present, 1940-Present</td>
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<td>AFRICAAM 30</td>
<td>The Egyptians</td>
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<td></td>
<td>AFRICAAM 50B</td>
<td>Nineteenth Century America</td>
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<tr>
<td></td>
<td>AFRICAAM 64C</td>
<td>From Freedom to Freedom Now!: African American History, 1865-1966</td>
</tr>
<tr>
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### Thematic Concentration in Identity, Diversity, and Aesthetics (IDA)

The Identity, Diversity, and Aesthetics concentration is designed to be attainable and flexible within the AAAS major. Each quarter IDA offers a range of courses taught by IDA-affiliated faculty or Artists. A concentration typically requires 15 units in IDA-approved courses, which may include the senior honors thesis.

IDA Concentration students must also complete a senior creative project. Possible senior projects could include: a stage production, an album of music, a fiction or creative non-fiction piece, or an arts workshop curriculum for a community setting. Students who elect to write an honors thesis may incorporate their project as the basis for their thesis.

The concentration is not declared on Axess; it does not appear on the transcript or diploma. Students interested in this concentration should contact the AAAS undergraduate program office and/or The Institute for Diversity in the Arts. ([https://diversityarts.stanford.edu/about/contact](https://diversityarts.stanford.edu/about/contact))

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

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<td>Peripheral Dreams: The Art and Literature of Miró, Dalí, and other Surrealists in Catalonia</td>
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<td>US-Mexico Border Fictions: Writing La Frontera, Tearing Down the Wall</td>
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<td>Behind the Big Drums: Exploring Taiko</td>
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<td>Musical Theater Dance Styles</td>
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<td>Museum Cultures: Material Representation in the Past and Present</td>
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<td>American Indian Mythology, Legend, and Lore</td>
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<td>Topics in Writing &amp; Rhetoric: Contemporary Black Rhetorics: Black Twitter and Black Digital Cultures</td>
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<td>Topics in Writing &amp; Rhetoric: The Last Hopi On Earth: The Rhetoric of Entertainment Inequality</td>
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<td>Funkentelechy: Technologies, Social Justice and Black Vernacular Cultures</td>
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<td>StoryCraft: On Sexuality</td>
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<td>Transgender Performance and Performativity</td>
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<td>Introduction to Improvisation in Dance: From Salsa to Vodun to Tap Dance</td>
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<td>Black Magic: Ethnicity, Race, and Identity in Performance Cultures</td>
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<td>Performing History: Race, Politics, and Staging the Plays of August Wilson</td>
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<td>Introduction to Representations of the Middle East in Dance, Performance, &amp; Popular Culture</td>
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<td>TAPS 161D</td>
<td>Introduction to Dance Studies: Dancing Across Stages, Clubs, Screens, and Borders</td>
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<td>TAPS 176S</td>
<td>Finding Meaning in Life's Struggles: Narrative Ways of Healing</td>
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<td>Performing Identities</td>
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<td>Activating Urban Spaces: Materializing Hidden Narratives in the Urban Environment</td>
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<td>WELLNESS 180</td>
<td>The Flourishing Activist: Mindfully Being the Revolution</td>
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**Thematic Concentration in Linguistics**

Students in the African and African American Studies major can choose a concentration in Linguistics. The Thematic Concentration in Linguistics concentration is designed to explore the relationships...
between language, race and ethnicity across a wide range of social, cultural and educational contexts.

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

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

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<td>Independent Study</td>
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<td>LINGUIST 265</td>
<td>African American Vernacular English</td>
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Thematic Concentration in Mixed Race

Students in the African & African American Studies major can choose a concentration in Mixed Race. The Thematic Concentration in Mixed Race concentration is designed to explore how African and/or African American identities were and are constituted in relation to issues of race and ethnicity. The concentration investigates how conversations, debates, and policies on mixed race identities effect domestic and foreign policy, law, history, culture, society and studies on race and ethnicity. In this concentration a number of topics (Issues of immigration, citizenship, empire and expansion, defense, diplomacy, human rights, public welfare, social justice and law, educational rights, etc) are explored from the angle of how racial and ethnic difference impacts debate and policy.

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

Students may find the following courses useful in fulfilling requirements in the Mixed Race concentration.

<table>
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<td>Curricular Public Policies for the Recognition of Afro-Brazilians and Indigenous Population</td>
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</table>
cultural, religious, and political life both within African and/or African American societies and between political communities. Students will also explore the role of identities, values and prejudices that are the product of historical processes and the interaction of different peoples.

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

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

### Minor in African and African American Studies

Students who minor in AAAS complete a minimum of 30 units of approved courses. 15 of the required units must include:

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### Thematic Concentration in Theory

Students in the African and African American Studies major can choose a concentration in Theory. The Thematic Concentration in Theory is a program designed to explore the meta-narratives and theoretical frameworks for analyzing enduring issues of...
## Related Courses

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### Advisory Committee:
H. Samy Alim (Education), Ralph Richard Banks (Law), Jan Barker-Alexander (Director, Black Community Services Center), Jennifer Brody (Drama), Bryan Anthony Brown (Education), Cheryl Brown (Program in African and American Studies), James Campbell (History), Clayborne Carson (History), Jennifer Eberhardt (Psychology), Harry Elam (Drama), Michele Elam (English), James Ferguson (Anthropology), Corey Fields (Sociology), Shelley Fisher Fishkin (English), Allysso Hobbs (History), Vaughn Rasberry (English), John R. Rickford (Linguistics), Joel Samoff (African Studies), Grant Parker (Classics), Adam Banks (Education), Jonathan Calm (Art & Art History)

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### Overseas Studies Courses in African and African American Studies

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

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

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