

COMPARATIVE STUDIES IN RACE AND ETHNICITY (CSRE)

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

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

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

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

The Interdepartmental Program in Comparative Studies in Race and Ethnicity (CSRE) is an interdisciplinary program offering students the opportunity to investigate the significance of race and ethnicity in all areas of human life. The program's mission is to educate students to be leaders and produce knowledge for race and justice.

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

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

Learning Outcomes (Undergraduate)

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

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

Undergraduate Program in Comparative Studies in Race and Ethnicity

Majors: Core Curriculum

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

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

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

Students who declare any of the five majors participate in a common curriculum consisting of at least two core courses, one of which must be CSRE 196C Introduction to Comparative Studies in Race and Ethnicity, a methodologies course, and a senior seminar. In addition, students must complete the Interdisciplinary Breadth Requirement, which requires students take one 3-5 unit course in the Social Sciences and one 3-5 unit course in the Arts & Humanities that explore race and ethnicity. These requirements illustrate how different disciplines approach the study and interpretation of race and ethnicity and provide a foundation for the student's interdisciplinary program of study.

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

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

Minors

Students who wish to minor in the study areas must complete a minimum of 30 units of letter-graded work, except where letter grades are not offered, from the approved course list, one of which must be CSRE 196C Introduction to Comparative Studies in Race and Ethnicity, and a second that is either a comparative-core course or major-core course relevant to the area of study. Proposals for the minor must be approved by the director of each study area.

Directed Reading and Research

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

Courses that fulfill directed reading and research requirements:

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

Senior Seminar

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

Special Programs

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

Murray House

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

Director: Jeanne Tsai (Psychology)

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

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

Requirements

1. A minimum grade of 'C-' is required for a student to count a class towards the Core, Major-Core Foundational, and Methods requirements. Additional units toward the major require a minimum 'D-' passing grade.
2. Comparative and Major-Core courses must be taken for the maximum units offered (4 or more) and for letter grade. Methods courses must be taken for a minimum of 3 units and for letter grade.
3. All majors, minors, and interdisciplinary honors students in the CSRE Family of Programs must take Introduction to Comparative Studies in Race and Ethnicity (CSRE 196C).
4. Students may count 2 classes with the Satisfactory/No Credit (SNC) grading basis toward Additional Units.
 - Courses in which Credit/No Credit (CR/NC) is the only grading basis option may always be counted toward the major.
5. All majors are required to take at least one Community Engaged Learning course which must be CSRE, race, and/or ethnicity related.
 - Students may petition courses from outside departments to count, so long as they meet the race and/or ethnicity related requirement.
6. Students may petition up to 5 units of Internship for Public Service (CSRE 198) to count toward the major or minor when the work completed relates directly to race, ethnicity, or area of study. CSRE 198, however, may be repeated multiple times for University credit and the 180 units required to graduate.
7. Students may petition up to 5 units of Directed Reading classes (CSRE 200W) to count toward the major or minor. CSRE related courses offered only as Directed Reading (such as Muwékma House Seminar or ASB Prep courses) may be counted without a petition.
 - a. Students must inform the student services coordinator and the Director of CSRE that they intend to petition a Directed Reading class to count toward their major before taking the class, and submit a petition for the class while they are in it.
 - b. A syllabus with a series of readings, including themes, set by the instructor and the student must be submitted with the petition.
 - c. The Directed Reading must include assignments that go beyond the readings, such as response papers, a final paper, and/or creative project.
 - d. Units earned must align with the University's Unit of Credit (<http://exploreddegrees.stanford.edu/academicpoliciesandstatements/#registrationandstudyliststext>) policy, i.e., 1 unit being equal to 3 hours/week of work. Meetings with the instructor of the Directed Reading may count up to one hour per unit of work per week.

- e. In general, students are discouraged from using Directed Reading units toward their major unit requirement. Petitions are evaluated and approved by the Program Director on a case-by-case basis.
8. Students may major in two CSRE programs; see the "Multiple Majors (<http://exploreddegrees.stanford.edu/undergraduatedegreesandprograms/#themajortext>)" section of this bulletin for University rules concerning multiple majors. Such students may not double count courses between programs, with the exception of the course used to fulfill the Methodology requirement. In order to fulfill the WIM requirement, students write two papers during Autumn Quarter of the senior year, enrolling in both CSRE 200X and CSRE 201X.

Core Curriculum in Asian American Studies

Asian American majors must take the 15-unit CSRE core curriculum including Introduction to Comparative Studies in Race and Ethnicity (CSRE 196C), an additional comparative-core course, and a senior seminar taken in Autumn Quarter of the senior year. One major-core course that focuses on a non-Asian ethnic group may be counted toward the 15-unit core requirement.

		Units
ANTHRO 32	Theories in Race and Ethnicity: A Comparative Perspective	5
CSRE 32	Theories in Race and Ethnicity: A Comparative Perspective	5
CSRE 148	Comparative Ethnic Conflict	4
CSRE 149	The Laboring of Diaspora & Border Literary Cultures	3-5
CSRE 196C	Introduction to Comparative Studies in Race and Ethnicity	5
CSRE 200X	CSRE Senior Seminar	5
CSRE 245	Understanding Racial and Ethnic Identity Development	3-5
CSRE 246	Constructing Race and Religion in America	4-5
CSRE 255D	Racial Identity in the American Imagination	4-5
CSRE 389A	Race, Ethnicity, and Language: Racial, Ethnic, and Linguistic Formations	3-5
HISTORY 64	Racial and Ethnic Diversity in Modern America	4-5
JEWISHST 106	Reflection on the Other: The Jew and the Arab in Literature	3-5
PSYCH 75	Introduction to Cultural Psychology	5

1. Major-Core Course

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

		Units
ASNAMST 155D		3-5
ASNAMST 186B	Asian American Art: 1850-Present	4

2. Area Study

Majors must complete an additional 35 units of course work from an approved list. One course must have an international dimension, preferably a focus on Asia. The remaining courses must have an Asian American focus and primarily be selected from social science and humanities departments.

3. Language Study (optional)

Students may obtain credit for their study of a related Asian language towards their degree. If students take 15 or more units of an

advanced, second-year Asian language relevant to Asian American Studies, they may apply 5 of those units toward their Asian American Studies degree.

4. Research/Methodology Requirement

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

5. Interdisciplinary Breadth Requirement

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

6. International Dimension

Students in Asian American Studies are required to take one 3-5 unit course that explores issues of race and ethnicity in the context of a nation outside of the United States.

7. Community Engaged Learning Requirement

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

8. Senior Paper or Honors Thesis

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

Chicana/o-Latina/o Studies

Director: Guadalupe Valdés (Education)

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

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

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

1. A minimum grade of 'C-' is required for a student to count a class towards the Core, Major-Core Foundational, and Methods requirements. Additional units toward the major require a minimum 'D-' passing grade.
2. Comparative and Major-Core courses must be taken for the maximum units offered (4 or more) and for letter grade. Methods courses must be taken for a minimum of 3 units and for letter grade.

3. All majors, minors, and interdisciplinary honors students in the CSRE Family of Programs must take Introduction to Comparative Studies in Race and Ethnicity (CSRE 196C).
4. Students may count 2 classes with the Satisfactory/No Credit (SNC) grading basis toward Additional Units.
 - Courses in which Credit/No Credit (CR/NC) is the only grading basis option may always be counted toward the major.
5. All majors are required to take at least one Community Engaged Learning course which must be CSRE, race, and/or ethnicity related.
 - Students may petition courses from outside departments to count, so long as they meet the race and/or ethnicity related requirement.
6. Students may petition up to 5 units of Internship for Public Service (CSRE 198) to count toward the major or minor when the work completed relates directly to race, ethnicity, or area of study. CSRE 198, however, may be repeated multiple times for University credit and the 180 units required to graduate.
7. Students may petition up to 5 units of Directed Reading classes (CSRE 200W) to count toward the major or minor. CSRE related courses offered only as Directed Reading (such as Muwékma House Seminar or ASB Prep courses) may be counted without a petition.
 - a. Students must inform the student services coordinator and the Director of CSRE that they intend to petition a Directed Reading class to count toward their major before taking the class, and submit a petition for the class while they are in it.
 - b. A syllabus with a series of readings, including themes, set by the instructor and the student must be submitted with the petition.
 - c. The Directed Reading must include assignments that go beyond the readings, such as response papers, a final paper, and/or creative project.
 - d. Units earned must align with the University's Unit of Credit (<http://exploreddegrees.stanford.edu/academicpoliciesandstatements/#registrationandstudylisttext>) policy, i.e., 1 unit being equal to 3 hours/week of work. Meetings with the instructor of the Directed Reading may count up to one hour per unit of work per week.
 - e. In general, students are discouraged from using Directed Reading units toward their major unit requirement. Petitions are evaluated and approved by the Program Director on a case-by-case basis.
8. Students may major in two CSRE programs; see the "Multiple Majors (<http://exploreddegrees.stanford.edu/undergraduatedegreesandprograms/#themajortext>)" section of this bulletin for University rules concerning multiple majors. Such students may not double count courses between programs, with the exception of the course used to fulfill the Methodology requirement. In order to fulfill the WIM requirement, students write two papers during Autumn Quarter of the senior year, enrolling in both CSRE 200X and CSRE 201X.

1. Core Curriculum

Chicana/o-Latina/o Studies majors must take the 15-unit CSRE core curriculum including Introduction to Comparative Studies in Race and Ethnicity (CSRE 196C), an additional comparative-core course, and a senior seminar taken in Autumn Quarter of the senior year. One major-core course that focuses on a non-Latino origin group may be counted toward the 15-unit core requirement.

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

CSRE 196C	Introduction to Comparative Studies in Race and Ethnicity	5
CSRE 200X	CSRE Senior Seminar	5
CSRE 245	Understanding Racial and Ethnic Identity Development	3-5
CSRE 246	Constructing Race and Religion in America	4-5
CSRE 255D	Racial Identity in the American Imagination	4-5
CSRE 389A	Race, Ethnicity, and Language: Racial, Ethnic, and Linguistic Formations	3-5
HISTORY 64	Racial and Ethnic Diversity in Modern America	4-5
JEWISHST 106	Reflection on the Other: The Jew and the Arab in Literature	3-5
PSYCH 75	Introduction to Cultural Psychology	5

2. Major-Core Courses

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

		Units
CHILATST 180E	Introduction to Chicana/Latinx Studies	5

3. Area Study

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

4. Language Study (optional)

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

5. Research/Methodology Requirement

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

6. Interdisciplinary Breadth Requirement

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

7. Community Engaged Learning Requirement

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

8. Senior Paper or Honors Thesis

All Chicana/o-Latina/o Studies majors complete a culminating research paper under the supervision of a faculty adviser. Honors students take CSRE 200X CSRE Senior Seminar, which fulfills the program's WIM requirement, and also enroll in CSRE 200Y CSRE

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

Comparative Studies in Race and Ethnicity

Director: Jennifer DeVere Brody (Theater & Performance Studies)

Comparative Studies in Race and Ethnicity does not focus on a particular ethnic group. Rather, a student in consultation with the adviser designs a curriculum in relation to a subplan area of focus (p. 9) that compares various ethnic groups or explores topics that cut across group experiences in the United States and elsewhere in the world. For example, students may compare groups within the U.S., or compare groups in the U.S. to ethnic groups elsewhere, or study the diaspora of a single group or the sovereignty of indigenous peoples within and across different national contexts. Students in this major are able to take advantage of courses in over 22 fields offered by the affiliated faculty of CSRE.

Bachelor of Arts in Comparative Studies in Race and Ethnicity

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

- A minimum grade of 'C-' is required for a student to count a class towards the Core, Major-Core Foundational, and Methods requirements. Additional units toward the major require a minimum 'D-' passing grade.
- Comparative and Major-Core courses must be taken for the maximum units offered (4 or more) and for letter grade. Methods courses must be taken for a minimum of 3 units and for letter grade.
- All majors, minors, and interdisciplinary honors students in the CSRE Family of Programs must take Introduction to Comparative Studies in Race and Ethnicity (CSRE 196C).
- Students may count 2 classes with the Satisfactory/No Credit (SNC) grading basis toward Additional Units.
 - Courses in which Credit/No Credit (CR/NC) is the only grading basis option may always be counted toward the major.
- All majors are required to take at least one Community Engaged Learning course which must be CSRE, race, and/or ethnicity related.
 - Students may petition courses from outside departments to count, so long as they meet the race and/or ethnicity related requirement.
- Students may petition up to 5 units of Internship for Public Service (CSRE 198) to count toward the major or minor when the work completed relates directly to race, ethnicity, or area of study. CSRE 198, however, may be repeated multiple times for University credit and the 180 units required to graduate.
- Students may petition up to 5 units of Directed Reading classes (CSRE 200W) to count toward the major or minor. CSRE related courses offered only as Directed Reading (such as Muwekma House Seminar or ASB Prep courses) may be counted without a petition.
 - Students must inform the student services coordinator and the Director of CSRE that they intend to petition a Directed Reading class to count toward their major before taking the class, and submit a petition for the class while they are in it.
 - A syllabus with a series of readings, including themes, set by the instructor and the student must be submitted with the petition.
 - The Directed Reading must include assignments that go beyond the readings, such as response papers, a final paper, and/or creative project.
- Units earned must align with the University's Unit of Credit (<http://exploreddegrees.stanford.edu/academicpoliciesandstatements/#registrationandstudyliststext>) policy, i.e., 1 unit being equal to 3 hours/week of work. Meetings with the instructor of the Directed Reading may count up to one hour per unit of work per week.
 - In general, students are discouraged from using Directed Reading units toward their major unit requirement. Petitions are evaluated and approved by the Program Director on a case-by-case basis.
- Students may major in two CSRE programs; see the "Multiple Majors (<http://exploreddegrees.stanford.edu/undergraduatedegreesandprograms/#themajortext>)" section of this bulletin for University rules concerning multiple majors. Such students may not double count courses between programs, with the exception of the course used to fulfill the Methodology requirement. In order to fulfill the WIM requirement, students write two papers during Autumn Quarter of the senior year, enrolling in both CSRE 200X and CSRE 201X.

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

- Majors may petition to have up to 8 units of special language or advanced (i.e., at least at the second year level) reading and writing language courses count toward their degree. The courses may not be crosslisted with CSRE subjects (e.g., some advanced language courses).
 - Students must take a full year of a language course in order to be able to submit a petition.
 - Students may count a maximum of 5 units of a language toward the major.
 - Students may submit an additional petition to count up to 3 units of a second special language or advanced language course toward the major, but the student must also have taken the sequence associated with the second language for a full-year.
- Subplans (p. 9) within the CSRE major should follow the general guideline of having approximately 20-25 units (typically 4 to 6 classes) that are related to the study and exploration of the students' chosen issue area of focus.
- EDUC 199A Undergraduate Honors Seminar counts as a WIM course for CSRE students doing honors in Education.
- Core Curriculum**

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

		Units
ANTHRO 32	Theories in Race and Ethnicity: A Comparative Perspective	5
CSRE 32	Theories in Race and Ethnicity: A Comparative Perspective	5
CSRE 148	Comparative Ethnic Conflict	4
CSRE 149	The Laboring of Diaspora & Border Literary Cultures	3-5
CSRE 196C	Introduction to Comparative Studies in Race and Ethnicity	5
CSRE 200X	CSRE Senior Seminar	5
CSRE 245	Understanding Racial and Ethnic Identity Development	3-5
CSRE 246	Constructing Race and Religion in America	4-5
CSRE 255D	Racial Identity in the American Imagination	4-5

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

bulletin for program information, opportunities, and additional course descriptions.

Bachelor of Arts in Jewish Studies

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

1. A minimum grade of 'C-' is required for a student to count a class towards the Core, Major-Core Foundational, and Methods requirements. Additional units toward the major require a minimum 'D-' passing grade.
2. Comparative and Major-Core courses must be taken for the maximum units offered (4 or more) and for letter grade. Methods courses must be taken for a minimum of 3 units and for letter grade.
3. All majors, minors, and interdisciplinary honors students in the CSRE Family of Programs must take Introduction to Comparative Studies in Race and Ethnicity (CSRE 196C).
4. Students may count 2 classes with the Satisfactory/No Credit (SNC) grading basis toward Additional Units.
 - Courses in which Credit/No Credit (CR/NC) is the only grading basis option may always be counted toward the major.
5. All majors are required to take at least one Community Engaged Learning course which must be CSRE, race, and/or ethnicity related.
 - Students may petition courses from outside departments to count, so long as they meet the race and/or ethnicity related requirement.
6. Students may petition up to 5 units of Internship for Public Service (CSRE 198) to count toward the major or minor when the work completed relates directly to race, ethnicity, or area of study. CSRE 198, however, may be repeated multiple times for University credit and the 180 units required to graduate.
7. Students may petition up to 5 units of Directed Reading classes (CSRE 200W) to count toward the major or minor. CSRE related courses offered only as Directed Reading (such as Muwékma House Seminar or ASB Prep courses) may be counted without a petition.
 - a. Students must inform the student services coordinator and the Director of CSRE that they intend to petition a Directed Reading class to count toward their major before taking the class, and submit a petition for the class while they are in it.
 - b. A syllabus with a series of readings, including themes, set by the instructor and the student must be submitted with the petition.
 - c. The Directed Reading must include assignments that go beyond the readings, such as response papers, a final paper, and/or creative project.
 - d. Units earned must align with the University's Unit of Credit (<http://exploreddegrees.stanford.edu/academicpoliciesandstatements/#registrationandstudyliststext>) policy, i.e., 1 unit being equal to 3 hours/week of work. Meetings with the instructor of the Directed Reading may count up to one hour per unit of work per week.
 - e. In general, students are discouraged from using Directed Reading units toward their major unit requirement. Petitions are evaluated and approved by the Program Director on a case-by-case basis.
8. Students may major in two CSRE programs; see the "Multiple Majors (<http://exploreddegrees.stanford.edu/undergraduatedegreesandprograms/#themajortext>)" section of this bulletin for University rules concerning multiple majors. Such students may not double count courses between programs, with the exception of the course used to fulfill the Methodology requirement. In order to fulfill the WIM requirement, students write two papers during Autumn Quarter of the senior year, enrolling in both CSRE 200X and CSRE 201X.

1. Core Curriculum

Jewish Studies majors must take the 15-unit CSRE core curriculum including Introduction to Comparative Studies in Race and Ethnicity

5. Subplan

Comparative Studies majors complete another 30-36 units of course work toward the major, with approximately 20-25 units relevant to the subplan (p. 9) they have chosen. See the Subplans (p. 9) tab above.

6. Research/Methodology Requirement

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

7. Interdisciplinary Breadth Requirement

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

8. Community Engaged Learning Requirement

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

9. Senior Paper or Honors Thesis

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

Jewish Studies

Director: Charlotte Fonrobert (Religious Studies)

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

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

(CSRE 196C), an additional comparative-core course, and a senior seminar taken in Autumn Quarter of the senior year.

		Units
ANTHRO 32	Theories in Race and Ethnicity: A Comparative Perspective	5
CSRE 32	Theories in Race and Ethnicity: A Comparative Perspective	5
CSRE 148	Comparative Ethnic Conflict	4
CSRE 149	The Laboring of Diaspora & Border Literary Cultures	3-5
CSRE 196C	Introduction to Comparative Studies in Race and Ethnicity	5
CSRE 200X	CSRE Senior Seminar	5
CSRE 245	Understanding Racial and Ethnic Identity Development	3-5
CSRE 246	Constructing Race and Religion in America	4-5
CSRE 255D	Racial Identity in the American Imagination	4-5
CSRE 389A	Race, Ethnicity, and Language: Racial, Ethnic, and Linguistic Formations	3-5
HISTORY 64	Racial and Ethnic Diversity in Modern America	4-5
JEWISHST 106	Reflection on the Other: The Jew and the Arab in Literature	3-5
PSYCH 75	Introduction to Cultural Psychology	5

2. Major-Core Courses

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

	Units
JEWISHST 183	4-5
JEWISHST 185B	4-5

3. Area Study

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

4. Language

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

5. Research/Methodology Requirement

Majors are required to complete 3-5 units of coursework focused on research methods relevant to their disciplinary approach as a student in Jewish Studies. Students select the methodology course(s) in consultation with their faculty adviser.

6. Interdisciplinary Breadth Requirement

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

7. Community Engaged Learning Requirement

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

8. Senior Paper or Honors Thesis

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

Native American Studies

Director: Teresa LaFromboise (Education)

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

The purpose of the Native American Studies major and minor is to introduce students to approaches in the academic study of Native American people, history, and culture. Students who major in Native American Studies have the opportunity of doing advanced work in related fields, including literature, sociology, education, and law. All courses in the program promote the discussion of how academic knowledge about Native Americans relates to the historical and contemporary experiences of Native American people and communities.

Bachelor of Arts in Native American Studies

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

1. A minimum grade of 'C-' is required for a student to count a class towards the Core, Major-Core Foundational, and Methods requirements. Additional units toward the major require a minimum 'D-' passing grade.
2. Comparative and Major-Core courses must be taken for the maximum units offered (4 or more) and for letter grade. Methods courses must be taken for a minimum of 3 units and for letter grade.
3. All majors, minors, and interdisciplinary honors students in the CSRE Family of Programs must take Introduction to Comparative Studies in Race and Ethnicity (CSRE 196C).
4. Students may count 2 classes with the Satisfactory/No Credit (SNC) grading basis toward Additional Units.
 - Courses in which Credit/No Credit (CR/NC) is the only grading basis option may always be counted toward the major.
5. All majors are required to take at least one Community Engaged Learning course which must be CSRE, race, and/or ethnicity related.

- Students may petition courses from outside departments to count, so long as they meet the race and/or ethnicity related requirement.
6. Students may petition up to 5 units of Internship for Public Service (CSRE 198) to count toward the major or minor when the work completed relates directly to race, ethnicity, or area of study. CSRE 198, however, may be repeated multiple times for University credit and the 180 units required to graduate.
 7. Students may petition up to 5 units of Directed Reading classes (CSRE 200W) to count toward the major or minor. CSRE related courses offered only as Directed Reading (such as Muwékma House Seminar or ASB Prep courses) may be counted without a petition.
 - a. Students must inform the student services coordinator and the Director of CSRE that they intend to petition a Directed Reading class to count toward their major before taking the class, and submit a petition for the class while they are in it.
 - b. A syllabus with a series of readings, including themes, set by the instructor and the student must be submitted with the petition.
 - c. The Directed Reading must include assignments that go beyond the readings, such as response papers, a final paper, and/or creative project.
 - d. Units earned must align with the University's Unit of Credit (<http://exploreddegrees.stanford.edu/academicpoliciesandstatements/#registrationandstudyliststext>) policy, i.e., 1 unit being equal to 3 hours/week of work. Meetings with the instructor of the Directed Reading may count up to one hour per unit of work per week.
 - e. In general, students are discouraged from using Directed Reading units toward their major unit requirement. Petitions are evaluated and approved by the Program Director on a case-by-case basis.
 8. Students may major in two CSRE programs; see the "Multiple Majors (<http://exploreddegrees.stanford.edu/undergraduatedegreesandprograms/#themajortext>)" section of this bulletin for University rules concerning multiple majors. Such students may not double count courses between programs, with the exception of the course used to fulfill the Methodology requirement. In order to fulfill the WIM requirement, students write two papers during Autumn Quarter of the senior year, enrolling in both CSRE 200X and CSRE 201X.

1. Core Curriculum

Native American Studies majors must take the 15-unit CSRE core curriculum, including Introduction to Comparative Studies in Race and Ethnicity (CSRE 196C), an additional comparative-core course, and a senior seminar taken in Autumn Quarter of the senior year. One major-core course that focuses on a non-Native American group may be counted toward the 15-unit core requirement.

		Units
ANTHRO 32	Theories in Race and Ethnicity: A Comparative Perspective	5
CSRE 32	Theories in Race and Ethnicity: A Comparative Perspective	5
CSRE 148	Comparative Ethnic Conflict	4
CSRE 149	The Laboring of Diaspora & Border Literary Cultures	3-5
CSRE 196C	Introduction to Comparative Studies in Race and Ethnicity	5
CSRE 200X	CSRE Senior Seminar	5
CSRE 245	Understanding Racial and Ethnic Identity Development	3-5
CSRE 246	Constructing Race and Religion in America	4-5
CSRE 255D	Racial Identity in the American Imagination	4-5

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

2. Major-Core Courses

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

Units

Select one of the following:

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

3. Area Study

Majors complete an additional 38-41 units of course work that satisfy three categories in their area of study: Native American focus, Interdisciplinary Breadth Requirement, and a methodology/research course.

4. Language Study (optional)

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

5. Research/Methodology Requirement

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

6. Interdisciplinary Breadth Requirement

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

7. Community Engaged Learning Requirement

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

8. Senior Paper or Honors Thesis

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

Students must complete their theses with a minimum grade of 'B+' to receive honors in CSRE.

Overview

Officially declared subplans are available only to students majoring in Comparative Studies in Race & Ethnicity (CSRE).

All CSRE majors must complete the CSRE core, methods and interdisciplinary breadth requirements. An additional number of courses, 4-6 courses or 20-25 units, must also be taken to comprise an area of focus. Those courses should be chosen in consultation with the student services staff member, the Associate Director or Director, and submitted as part of the declaration proposal.

CSRE majors are required to declare a formal subplan, and may have the opportunity to design an individualized thematic focus if their interests are not already covered by the existing subplans. Subplans are noted on student transcripts and diplomas; individually designed thematic foci will appear as "Self-Designed" on the transcript and diploma. The following are the formal subplans:

Subplan in Education & Inequality

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

The concentration is declared on Axess; it appears on the transcript and diploma. Students interested in the Education & Inequality subplan should contact the CSRE undergraduate program office.

The Education & Inequality subplan requires 20-25 units of focused coursework. For CSRE majors, this focused coursework is in addition to the core course requirements for the major, including CSRE 200X CSRE Senior Seminar (WIM), taken Autumn Quarter of the senior year, the methodology requirement, and the interdisciplinary breadth requirement. One major-core course may be counted toward the 15 unit core requirement. In addition to the core curriculum, students complete a Research/Methodology requirement (3-5 units). The remaining 30-36 units of course work should be the subplan relevant courses and additional units.

Students may find the following courses useful in fulfilling requirements in the Education & Inequality subplan:

		Units
AFRICAAM 112	Urban Education	3-5
AFRICAST 111	Education for All? The Global and Local in Public Policy Making in Africa	3-5
CHILATST 131	Raza Youth in Urban Schools: Mis-educating Chicana/o/x and Latina/o/x Communities	3-5
CSRE 11W	Service-Learning Workshop on Issues of Education Equity	1
CSRE 103B	Race, Ethnicity, and Linguistic Diversity in Classrooms: Sociocultural Theory and Practices	3-5
CSRE 121X	Hip Hop, Youth Identities, and the Politics of Language	3-4
CSRE 216X	Education, Race, and Inequality in African American History, 1880-1990	3-5
CSRE 233A	Counseling Theories and Interventions from a Multicultural Perspective	3-5

CSRE 245	Understanding Racial and Ethnic Identity Development	3-5
EDUC 100B	EAST House Seminar: Current Issues and Debates in Education	1
EDUC 110	Sociology of Education: The Social Organization of Schools	4
EDUC 120C	Education and Society	4-5
EDUC 149	Theory and Issues in the Study of Bilingualism	3-5
EDUC 165	History of Higher Education in the U.S.	3-5
EDUC 197	Gender and Education in Global and Comparative Perspectives	4
EDUC 277	Education of Immigrant Students: Psychological Perspectives	4
HISTORY 158C	History of Higher Education in the U.S.	3-5
LINGUIST 65	African American Vernacular English	3-5
SOC 132	Sociology of Education: The Social Organization of Schools	4

Subplan in Environmental Justice

The Environmental Justice subplan allows students to expand their awareness of the environment's significance to various racial and ethnic groups. What is the relationship between certain societies and groups and the environment? What far reaching impacts can the environment have on segments of the population? Water, air, and food are vital necessities impacted by political, economic, and social decisions and actions. Explore the inequalities that affect low-income and communities of color, and work toward just environments for all.

The Environmental Justice subplan requires requires 20-25 units of focused coursework. For CSRE majors, this focused coursework is in addition to the core course requirements for the major, including CSRE 200X CSRE Senior Seminar (WIM), taken Autumn Quarter of the senior year, the methodology requirement, and the interdisciplinary breadth requirement. One major-core course may be counted toward the 15 unit core requirement. In addition to the core curriculum, students complete a Research/Methodology requirement (3-5 units). The remaining 30-36 units of course work should be the subplan relevant courses and additional units.

This subplan is declared on Axess, and appears on the transcript or diploma. Students interested in the Environmental Justice subplan should contact the CSRE undergraduate program office.

Students may find the following courses useful in fulfilling requirements for the Environmental Justice subplan:

		Units
ANTHRO 90C	Theory of Ecological and Environmental Anthropology	5
ANTHRO 118	Heritage, Environment, and Sovereignty in Hawaii	4
ANTHRO 140C	Mobilizing Nature	3
ANTHRO 166	Political Ecology of Tropical Land Use: Conservation, Natural Resource Extraction, and Agribusiness	3-5
BIO 30	Ecology for Everyone	4
CSRE 125E	Shades of Green: Redesigning and Rethinking the Environmental Justice Movements	3-5
CSRE 132E	Topics in Writing & Rhetoric: Introduction to Environmental Justice: Race, Class, Gender and Place	4
EARTHSYS 136	The Ethics of Stewardship	2-3

ECON 155	Environmental Economics and Policy	5
NATIVEAM 111B	Muwekma: Landscape Archaeology and the Narratives of California Natives	3-5

Subplan in Health & Wellness

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

The subplan is declared on Axess, and appears on the transcript and diploma. Students interested in the Health & Wellness subplan should contact the CSRE undergraduate program office.

The Health & Wellness subplan requires 20-25 units of focused coursework. For CSRE majors, this focused coursework is in addition to the core course requirements for the major, including CSRE 200X CSRE Senior Seminar (WIM), taken Autumn Quarter of the senior year, the methodology requirement, and the interdisciplinary breadth requirement. One major-core course may be counted toward the 15 unit core requirement. In addition to the core curriculum, students complete a Research/Methodology requirement (3-5 units). The remaining 30-36 units of course work should be the subplan relevant courses and additional units.

Students may find the following courses useful in fulfilling requirements in the Health & Wellness subplan:

		Units
ANTHRO 82	Medical Anthropology	5
ANTHRO 138	Medical Ethics in a Global World: Examining Race, Difference and Power in the Research Enterprise	5
ANTHRO 185A	Race and Biomedicine	3-5
CSRE 41A	Genes and Identity	3
CSRE 138	Medical Ethics in a Global World: Examining Race, Difference and Power in the Research Enterprise	5
EDUC 340	Psychology and American Indian/Alaska Native Mental Health	3-5
HRP 212	Cross Cultural Medicine	3
HUMBIO 120	Health Care in America: An Introduction to U.S. Health Policy	4
HUMBIO 121E	Ethnicity and Medicine	1-3
HUMBIO 122S	Social Class, Race, Ethnicity, and Health	4
HUMBIO 128	Community Health Psychology	4
MED 159A	Service-Learning in Migrant Health	2
MED 159B	Service-Learning in Migrant Health	2
NATIVEAM 240	Psychology and American Indian/Alaska Native Mental Health	3-5
PEDS 150	Social and Environmental Determinants of Health	3
PEDS 222	Beyond Health Care: the effects of social policies on health	3
PEDS 250	Social and Environmental Determinants of Health	3
PSYCH 101	Community Health Psychology	4
PWR 194DH	Topics in Writing and Rhetoric: Empathy, Ethics, and Compassion Meditation	4
AFRICAAM 28	Health Impact of Sexual Assault and Relationship Abuse across the Lifecourse	1-3
ANTHRO 82	Medical Anthropology	5

CHILATST 111	Curander@s, remedios y espiritualidad: Chican@/Latin@ healing practices	3-5
CSRE 41A	Genes and Identity	3
CSRE 94	Topics in Writing and Rhetoric: Empathy, Ethics, and Compassion Meditation	4
CSRE 138	Medical Ethics in a Global World: Examining Race, Difference and Power in the Research Enterprise	5
CSRE 144	Transforming Self and Systems: Crossing Borders of Race, Nation, Gender, Sexuality, and Class	5
HRP 89Q	Introduction to Cross Cultural Issues in Medicine	3
HRP 212	Cross Cultural Medicine	3
HUMBIO 120	Health Care in America: An Introduction to U.S. Health Policy	4
HUMBIO 121E	Ethnicity and Medicine	1-3
HUMBIO 122M	Challenges of Human Migration: Health and Health Care of Migrants and Autochthonous Populations	3
HUMBIO 122S	Social Class, Race, Ethnicity, and Health	4
HUMBIO 124C	Global Child Health	3-5
HUMBIO 128	Community Health Psychology	4
LIFE 145	Trauma, healing, and empowerment	3
NATIVEAM 240	Psychology and American Indian/Alaska Native Mental Health	3-5
PEDS 150	Social and Environmental Determinants of Health	3
PEDS 222	Beyond Health Care: the effects of social policies on health	3
RELIGST 265	Creating the Universe: Buddhist Science, Ritual and Art	5
SOC 152	The Social Determinants of Health	4

Subplan in Identity Diversity Aesthetics (IDA)

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

The subplan is declared in Axess, and appears on the transcript and diploma. Students interested in IDA should contact the CSRE undergraduate program office.

The IDA subplan requires 20-25 units of focused coursework. For CSRE majors, this focused coursework is in addition to the core course requirements for the major, including CSRE 200X CSRE Senior Seminar (WIM), taken Autumn Quarter of the senior year, the methodology requirement, and the interdisciplinary breadth requirement. One major-core course may be counted toward the 15 unit core requirement. In addition to the core curriculum, students complete a Research/Methodology requirement (3-5 units). The remaining 30-36 units of course work should be the subplan relevant courses and additional units. IDA thematic courses may focus on artistic practice and performance, art history, creative writing, community arts, art and social change, writing for performance, critical studies in art and performance, and critical arts theory.

Additionally, IDA subplan students must complete a creative senior project during CSRE 200X. Possible senior projects include a stage production, a set of recorded music, an anthology of creative writing, a curated or solo exhibition, or a community arts workshop. Students who elect to write an honors thesis may incorporate their project as the basis for their thesis.

Students may find the following courses useful in fulfilling requirements in the Identity Diversity Aesthetics (IDA) subplan:

		Units			Units
AFRICAAM 3E	Michelle Obama in American Culture	1	AMSTUD 51Q	Comparative Fictions of Ethnicity	4
AFRICAAM 5I	Hamilton: An American Musical	1	AMSTUD 91A	ASIAN-AMERICAN AUTOBIOGRAPHY/W	3-5
AFRICAAM 10A	Introduction to Identity, Diversity, and Aesthetics: Arts, Culture, and Pedagogy	1	AMSTUD 101	Black & White Race Relations in American Fiction & Film	3-5
AFRICAAM 21	African American Vernacular English	3-5	AMSTUD 117	Race, Gender, and Sexuality in Contemporary American Film	3-5
AFRICAAM 36	REPRESENT! Covering Race, Culture, and Identity In The Arts through Writing, Media, and Transmedia.	5	AMSTUD 151	Migration and Diaspora in American Art, 1800-Present	4
AFRICAAM 37	Chocolate Heads Performance Project: Dance & Intercultural Performance Creation	2	AMSTUD 152K	Mixed-Race Politics and Culture	5
AFRICAAM 43	Introduction to English III: Introduction to African American Literature	3-5	AMSTUD 186D	Asian American Art: 1850-Present	4
AFRICAAM 45	Dance Improv StratLab: Freestyle Improvisation from Contemporary to Hip Hop & Beyond	1-2	AMSTUD 255D	Racial Identity in the American Imagination	4-5
AFRICAAM 71	Introduction to Capoeira: An African Brazilian Art Form	1	AMSTUD 261	Personal Narratives in Feminist, Gender, and Sexuality Studies	4-5
AFRICAAM 94	Public Space in Iran: Murals, Graffiti, Performance	3-4	ANTHRO 120F	Buying Black: Economic Sovereignty, Race, and Entrepreneurship in the USA	4-5
AFRICAAM 101	Black & White Race Relations in American Fiction & Film	3-5	ANTHRO 320A	Race, Ethnicity, and Language: Racial, Ethnic, and Linguistic Formations	3-5
AFRICAAM 117J	Race, Gender, and Sexuality in Contemporary American Film	3-5	ARTHIST 118A	Public Space in Iran: Murals, Graffiti, Performance	3-4
AFRICAAM 128	Roots Modern Experience - Mixed Level	1	ARTHIST 151	Migration and Diaspora in American Art, 1800-Present	4
AFRICAAM 154G	Black Magic: Ethnicity, Race, and Identity in Performance Cultures	3-4	ARTHIST 186B	Asian American Art: 1850-Present	4
AFRICAAM 156	Performing History: Race, Politics, and Staging the Plays of August Wilson	4	ARTHIST 193	Jacob Lawrence's Twentieth Century: African American Art and Culture	5
AFRICAAM 159	James Baldwin & Twentieth Century Literature	5	ARTHIST 211	The California Missions: Art History and Reconciliation	5
AFRICAAM 160J	Conjure Art 101: Performances of Ritual, Spirituality and Decolonial Black Feminist Magic	2	ARTHIST 221E	Peripheral Dreams: The Art and Literature of Miró, Dalí, and other Surrealists in Catalonia	3-5
AFRICAAM 165G	Afro-German Art Forms	3-5	ARTHIST 246N	Pacific Dreams: Art in California	3
AFRICAAM 188	Who We Be: Art, Images & Race in Post-Civil Rights America	2-4	ARTHIST 351	Migration and Diaspora in American Art, 1800-Present	4
AFRICAAM 194	Topics in Writing & Rhetoric: Contemporary Black Rhetorics: Black Twitter and Black Digital Cultures	4	ARTSINST 50	Arts in Context: The Process of Cultural Production	1-2
AFRICAAM 194A	Topics in Writing & Rhetoric: Freedom's Mixtape: DJing Contemporary African American Rhetorics	4	ARTSINST 182	Activating Urban Spaces: Materializing Hidden Narratives in the Urban Environment	3-4
AFRICAAM 200N	Funkentelechy: Technologies, Social Justice and Black Vernacular Cultures	5	ARTSTUDI 146B	Art of Reclamation	2
AFRICAAM 226	Mixed-Race Politics and Culture	5	ARTSTUDI 270	Advanced Photography Seminar	1-5
AFRICAAM 255	Racial Identity in the American Imagination	4-5	ASNAMST 31N	Behind the Big Drums: Exploring Taiko	3
AFRICAAM 258	Black Feminist Theater and Theory	4	ASNAMST 91A	ASIAN-AMERICAN AUTOBIOGRAPHY/W	3-5
AMSTUD 3E	Michelle Obama in American Culture	1	ASNAMST 117D	Race, Gender, and Sexuality in Contemporary American Film	3-5
AMSTUD 5I	Hamilton: An American Musical	1	ASNAMST 144	Transforming Self and Systems: Crossing Borders of Race, Nation, Gender, Sexuality, and Class	5
AMSTUD 12A	Introduction to English III: Introduction to African American Literature	3-5	ASNAMST 151D	Migration and Diaspora in American Art, 1800-Present	4
			ASNAMST 157	An Introduction to Asian American Literature: The Short Story	3
			ASNAMST 174S	When Half is Whole: Developing Synergistic Identities and Mestiza Consciousness	5
			ASNAMST 186B	Asian American Art: 1850-Present	4
			CHILATST 21	Visual Storytelling in Community: The Casa Zapata Mural Archive & History Project	3
			CHILATST 109	GENTE: An incubator for transforming national narratives	5
			CHILATST 179	Chicano & Chicana Theater: Politics In Performance	4
			COMPLIT 51Q	Comparative Fictions of Ethnicity	4

COMPLIT 55N	Batman, Hamilton, Díaz, and Other Wondrous Lives	3-5	CSRE 154D	Black Magic: Ethnicity, Race, and Identity in Performance Cultures	3-4
COMPLIT 133A	Literature and Society in Africa and the Caribbean	4	CSRE 156T	Performing History: Race, Politics, and Staging the Plays of August Wilson	4
COMPLIT 149	The Laboring of Diaspora & Border Literary Cultures	3-5	CSRE 157A	Performing Arabs and Others in Theory and Practice	4
COMPLIT 310	Introduction to Comparative Queer Literary Studies	3-5	CSRE 160J	Conjure Art 101: Performances of Ritual, Spirituality and Decolonial Black Feminist Magic	2
COMPLIT 348	US-Mexico Border Fictions: Writing La Frontera, Tearing Down the Wall	3-5	CSRE 160M	Introduction to Representations of the Middle East in Dance, Performance, & Popular Culture	3-4
CSRE 3E	Michelle Obama in American Culture	1	CSRE 165I	Afro-German Art Forms	3-5
CSRE 5I	Hamilton: An American Musical	1	CSRE 174S	When Half is Whole: Developing Synergistic Identities and Mestiza Consciousness	5
CSRE 10A	Introduction to Identity, Diversity, and Aesthetics: Arts, Culture, and Pedagogy	1	CSRE 188Q	Imagining Women: Writers in Print and in Person	4-5
CSRE 10AY	Pacific Standard Time LA/LA creative projects in a Celebration Beyond Borders	1-2	CSRE 194KT	Topics in Writing & Rhetoric: The Last Hopi On Earth: The Rhetoric of Entertainment Inequity	4
CSRE 21	African American Vernacular English	3-5	CSRE 201B	Making Meaning: Art, Culture & Social Change	3
CSRE 41	Black & White Race Relations in American Fiction & Film	3-5	CSRE 201D	Public Art Interventions in Social & Cultural Spaces	4-5
CSRE 44	Living Free: Embodying Healing and Creativity in The Era of Racial Justice Movements	1-4	CSRE 221D	Crafting Challenging Conversations in a Conflicted World	3
CSRE 47Q	Heartfulness: Mindfulness, Compassion, and Responsibility	3	CSRE 255D	Racial Identity in the American Imagination	4-5
CSRE 51Q	Comparative Fictions of Ethnicity	4	CSRE 258	Black Feminist Theater and Theory	4
CSRE 55N	Batman, Hamilton, Díaz, and Other Wondrous Lives	3-5	CSRE 385	Race, Ethnicity, and Language: Pedagogical Possibilities	3-4
CSRE 61	Introduction to Dance Studies: Dancing Across Stages, Clubs, Screens, and Borders	3-4	CSRE 389A	Race, Ethnicity, and Language: Racial, Ethnic, and Linguistic Formations	3-5
CSRE 78	Art + Community: Division, Resilience & Reconciliation	1-5	DANCE 1	Introduction to Contemporary Dance & Movement: Liquid Flow	1
CSRE 82G	Making Palestine Visible	3-5	DANCE 2	Introduction to Dance & Movement: Afro Flows	1
CSRE 91D	ASIAN-AMERICAN AUTOBIOGRAPHY/W	3-5	DANCE 30	Chocolate Heads Performance Project: Dance & Intercultural Performance Creation	2
CSRE 95I	Revolutionary Practices: Space and Public Discourse in Iran	4	DANCE 45	Dance Improv StratLab: Freestyle Improvisation from Contemporary to Hip Hop & Beyond	1-2
CSRE 111	The California Missions: Art History and Reconciliation	5	DANCE 71	Introduction to Capoeira: An African Brazilian Art Form	1
CSRE 117D	Race, Gender, and Sexuality in Contemporary American Film	3-5	DANCE 102	Musical Theater Dance Styles	1
CSRE 118D	Musics and Appropriation Throughout the World	3	DANCE 106I	Stanford Dance Community: Inter-Style Choreography Workshop	1-2
CSRE 120F	Buying Black: Economic Sovereignty, Race, and Entrepreneurship in the USA	4-5	DANCE 128	Roots Modern Experience - Mixed Level	1
CSRE 121X	Hip Hop, Youth Identities, and the Politics of Language	3-4	DANCE 153D	Creative Research for Artists	1-2
CSRE 122E	Art in the Streets: Identity in Murals, Site-specific works, and Interventions in Public Spaces	4	DANCE 160J	Conjure Art 101: Performances of Ritual, Spirituality and Decolonial Black Feminist Magic	2
CSRE 123A	American Indians and the Cinema	5	DANCE 160M	Introduction to Representations of the Middle East in Dance, Performance, & Popular Culture	3-4
CSRE 127A	Can't Stop Won't Stop: A History Of The Hip-Hop Arts	2-4	DANCE 161D	Introduction to Dance Studies: Dancing Across Stages, Clubs, Screens, and Borders	3-4
CSRE 141E	Counterstory in Literature and Education	3	EARTHSYS 95	Liberation Through Land: Organic Gardening and Racial Justice	2
CSRE 144	Transforming Self and Systems: Crossing Borders of Race, Nation, Gender, Sexuality, and Class	5	EDUC 141	Counterstory in Literature and Education	3
CSRE 149	The Laboring of Diaspora & Border Literary Cultures	3-5	EDUC 341	Counterstory in Literature and Education	3
CSRE 151D	Migration and Diaspora in American Art, 1800-Present	4	EDUC 389A	Race, Ethnicity, and Language: Racial, Ethnic, and Linguistic Formations	3-5
CSRE 153D	Creative Research for Artists	1-2			

EDUC 389C	Race, Ethnicity, and Language: Pedagogical Possibilities	3-4	ILAC 149	The Laboring of Diaspora & Border Literary Cultures	3-5
ENGLISH 12A	Introduction to English III: Introduction to African American Literature	3-5	ILAC 281E	Peripheral Dreams: The Art and Literature of Miró, Dalí, and other Surrealists in Catalonia	3-5
ENGLISH 91A	ASIAN-AMERICAN AUTOBIOGRAPHY/W	3-5	ILAC 348	US-Mexico Border Fictions: Writing La Frontera, Tearing Down the Wall	3-5
ENGLISH 92AP	Arab and Arab-American Poetry	5	LIFE 124	Counterstory in Literature and Education	3
ENGLISH 152G	Harlem Renaissance	3-5	LINGUIST 65	African American Vernacular English	3-5
ENGLISH 152K	Mixed-Race Politics and Culture	5	LINGUIST 253	Race, Ethnicity, and Language: Racial, Ethnic, and Linguistic Formations	3-5
ENGLISH 159	James Baldwin & Twentieth Century Literature	5	MUSIC 4SI	Interactive Introduction to North American Taiko	1
ENGLISH 287G	A Woman's Life: 20th- (and 21st-) Century Memoirs by Women	5	MUSIC 14N	Women Making Music	3
ENGLISH 306	Theorizing Hybridity: Whiteness	3-5	MUSIC 31N	Behind the Big Drums: Exploring Taiko	3
FEMGEN 3E	Michelle Obama in American Culture	1	MUSIC 37N	Ki ho'alu: The New Renaissance of a Hawaiian Musical Tradition	3
FEMGEN 12SI	Beyond the Athlete: Intersection of Diversity, Storytelling, and Athletics	1-2	MUSIC 50	Arts in Context: The Process of Cultural Production	1-2
FEMGEN 13N	Women Making Music	3	MUSIC 184E	Musical Theater Dance Styles	1
FEMGEN 21T	StoryCraft: Sexuality, Intimacy & Relationships	2	NATIVEAM 211	The California Missions: Art History and Reconciliation	5
FEMGEN 97	Bow Down: Queer Hip-Hop Pedagogy	3	NATIVEAM 221	Crafting Challenging Conversations in a Conflicted World	3
FEMGEN 113X	Feminist Poetry in the U.S., 1973-2017	3-5	PWR 1WI	Writing & Rhetoric 1: By Any Means Necessary: The Rhetoric of Black Radical Movements	4
FEMGEN 117F	Race, Gender, and Sexuality in Contemporary American Film	3-5	PWR 2JC	Writing & Rhetoric 2: Walk(s) of Shame: The Rhetoric of Respectability	4
FEMGEN 133	Transgender Performance and Performativity	4	PWR 194AB	Topics in Writing & Rhetoric: Freedom's Mixtape: DJing Contemporary African American Rhetorics	4
FEMGEN 144X	Transforming Self and Systems: Crossing Borders of Race, Nation, Gender, Sexuality, and Class	5	PWR 194ABA	Topics in Writing & Rhetoric: Contemporary Black Rhetorics: Prince	2-3
FEMGEN 154G	Black Magic: Ethnicity, Race, and Identity in Performance Cultures	3-4	PWR 194AJ	Topics in Writing & Rhetoric: Contemporary Black Rhetorics: Black Twitter and Black Digital Cultures	4
FEMGEN 159	James Baldwin & Twentieth Century Literature	5	PWR 194KT	Topics in Writing & Rhetoric: The Last Hopi On Earth: The Rhetoric of Entertainment Inequity	4
FEMGEN 160M	Introduction to Representations of the Middle East in Dance, Performance, & Popular Culture	3-4	STS 200N	Funkentelechy: Technologies, Social Justice and Black Vernacular Cultures	5
FEMGEN 205	Songs of Love and War: Gender, Crusade, Politics	3-5	TAPS 20N	Prisons and Performance	3
FEMGEN 258X	Black Feminist Theater and Theory	4	TAPS 21T	StoryCraft: Sexuality, Intimacy & Relationships	2
FEMGEN 261	Personal Narratives in Feminist, Gender, and Sexuality Studies	4-5	TAPS 50	Arts in Context: The Process of Cultural Production	1-2
FEMGEN 314	Performing Identities	4	TAPS 133T	Transgender Performance and Performativity	4
FEMGEN 361	Personal Narratives in Feminist, Gender, and Sexuality Studies	4-5	TAPS 154G	Black Magic: Ethnicity, Race, and Identity in Performance Cultures	3-4
FILMSTUD 100C	History of World Cinema III, 1960-Present	4	TAPS 156	Performing History: Race, Politics, and Staging the Plays of August Wilson	4
FILMSTUD 132A	Indian Cinema	5	TAPS 157P	Performing Arabs and Others in Theory and Practice	4
FILMSTUD 213	Theories of Melodrama	5	TAPS 160M	Introduction to Representations of the Middle East in Dance, Performance, & Popular Culture	3-4
FILMSTUD 300C	History of World Cinema III, 1960-Present	4	TAPS 161D	Introduction to Dance Studies: Dancing Across Stages, Clubs, Screens, and Borders	3-4
FILMSTUD 332A	Indian Cinema	5	TAPS 257P	Performing Arabs and Others in Theory and Practice	4
FILMSTUD 413	Theories of Melodrama	5			
FRENCH 205	Songs of Love and War: Gender, Crusade, Politics	3-5			
GERMAN 165	Afro-German Art Forms	3-5			
GLOBAL 145	Revolutionary Practices: Space and Public Discourse in Iran	4			
HISTORY 3E	Michelle Obama in American Culture	1			
HISTORY 3G	Hamilton: An American Musical	1			
HISTORY 82G	Making Palestine Visible	3-5			
HISTORY 182G	Making Palestine Visible	3-5			
HISTORY 255D	Racial Identity in the American Imagination	4-5			
HISTORY 355D	Racial Identity in the American Imagination	4-5			

TAPS 258	Black Feminist Theater and Theory	4
TAPS 314	Performing Identities	4
TAPS 356	Performing History: Race, Politics, and Staging the Plays of August Wilson	4
URBANST 182	Activating Urban Spaces: Materializing Hidden Narratives in the Urban Environment	3-4
WELLNESS 180	The Flourishing Activist: Mindfully Being the Revolution	1-2

Subplan in Politics, Policy & Equity

The Politics, Policy & Equity subplan is designed for students who wish to focus on the ways that political institutions, public policy, non-profits and social movements shape and are shaped by race and ethnicity. This subplan allows students the opportunity to examine the ramifications that politics and policy have on society through the lens of race and ethnicity.

The subplan is declared on Axess, and appears on the transcript and diploma. Students interested in the Politics, Policy & Equity subplan should contact the CSRE undergraduate program office.

The Politics, Policy & Equity subplan requires 20-25 units of focused coursework. For CSRE majors, this focused coursework is in addition to the core course requirements for the major, including CSRE 200X CSRE Senior Seminar (WIM), taken Autumn Quarter of the senior year, the methodology requirement, and the interdisciplinary breadth requirement. One major-core course may be counted toward the 15 unit core requirement. In addition to the core curriculum, students complete a Research/Methodology requirement (3-5 units). The remaining 30-36 units of course work should be the subplan relevant courses and additional units.

Students may find the following courses useful in fulfilling requirements in the Politics, Policy & Equity subplan:

		Units
AMSTUD 183	Re- Imagining American Borders	5
COMPLIT 149	The Laboring of Diaspora & Border Literary Cultures	3-5
CSRE 14N	Growing Up Bilingual	3
CSRE 45Q	Understanding Race and Ethnicity in American Society	4
CSRE 108	Introduction to Feminist, Gender, and Sexuality Studies	4-5
CSRE 127A	Can't Stop Won't Stop: A History Of The Hip-Hop Arts	2-4
CSRE 149	The Laboring of Diaspora & Border Literary Cultures	3-5
CSRE 150	Race and Political Sociology	3
CSRE 164	Immigration and the Changing United States	4
CSRE 201B	Making Meaning: Art, Culture & Social Change	3
EDUC 114N	Growing Up Bilingual	3
EDUC 201	History of Education in the United States	3-5
HISTORY 50B	Nineteenth Century America	3
HISTORY 150C	The United States in the Twentieth Century	5
HISTORY 166B	Immigration Debates in America, Past and Present	3-5
POLISCI 120B	Campaigns, Voting, Media, and Elections	4-5
POLISCI 327	Minority Behavior and Representation	5

SOC 135	Poverty, Inequality, and Social Policy in the United States	3-4
SOC 140	Introduction to Social Stratification	3
SOC 150	Race and Political Sociology	3
SOC 155	The Changing American Family	4
SOC 164	Immigration and the Changing United States	4
ANTHRO 132	Religion and Politics in the Muslim World	5
ASNAMST 110	The Development of the Southeast Asian American Communities: A comparative analysis	3
CHILATST 125S	Chicano/Latino Politics	5
CSRE 1V	A History of Race	1-3
CSRE 109B	Native Nation Building	3
CSRE 133J	WELFARE, WORK AND POVERTY.	3
CSRE 141S	Immigration and Multiculturalism	5
CSRE 141X	Activism and Intersectionality	3-4
CSRE 147A	Race and Ethnicity Around the World	4
CSRE 152K	Mixed-Race Politics and Culture	5
CSRE 154T	The Politics of Algorithms	4-5
CSRE 252C	The Old South: Culture, Society, and Slavery	5
ETHICSOC 136R	Introduction to Global Justice	4
HISTORY 50B	Nineteenth Century America	3
HISTORY 150C	The United States in the Twentieth Century	5
POLISCI 120B	Campaigns, Voting, Media, and Elections	4-5
SOC 103A	WELFARE, WORK AND POVERTY.	3
SOC 118	Social Movements and Collective Action	4
SOC 135	Poverty, Inequality, and Social Policy in the United States	3-4
SOC 218	Social Movements and Collective Action	4

Subplan in Race, Gender & Sexuality

The Race, Gender & Sexuality subplan is designed for students who wish to explore the intersections between race, ethnicity, gender and sexuality. This subplan gives students the tools to analyze intersecting aspects of race, gender and sexuality. Students will examine the construction of power systems to better contextualize how certain identities become privileged over others. Students who select this subplan can use courses from a range of departments and programs to come away with a better understanding of how these three kinds of categories shape each other. Drawing from contributions of women of color feminism and queer of color studies, this concentration challenges normative constructions of 'race' and 'ethnicity' by equipping students with analytical tools from feminist theory, queer theory, post-colonial theory, critical race theory, and other critical methods.

The subplan is declared on Axess, and appears on the transcript or diploma. Students interested in Race, Gender & Sexuality should contact the CSRE undergraduate program office.

The Race, Gender & Sexuality subplan requires 20-25 units of focused coursework. For CSRE majors, this focused coursework is in addition to the core course requirements for the major, including CSRE 200X CSRE Senior Seminar (WIM), taken Autumn Quarter of the senior year, the methodology requirement, and the interdisciplinary breadth requirement. One major-core course may be counted toward the 15 unit core requirement. In addition to the core curriculum, students complete a Research/Methodology requirement (3-5 units). The remaining 30-36 units of course work should be the subplan relevant courses and additional units.

Students may find the following courses useful in fulfilling requirements in the Race, Gender & Sexuality subplan:

		Units
AFRICAAM 121X	Hip Hop, Youth Identities, and the Politics of Language	3-4
AMSTUD 106	Spectacular Trials: Sex, Race and Violence in Modern American Culture	5
ARTHIST 176	Feminism and Contemporary Art	4
COMPLIT 110	Introduction to Comparative Queer Literary Studies	3-5
CSRE 28SI	What is Whiteness? Historical and Contemporary Definitions of White Racial Identity in the U.S.	1-2
CSRE 108	Introduction to Feminist, Gender, and Sexuality Studies	4-5
CSRE 133B	Covering Islam: On What We Learn to See, Think and Hear about Islam & Muslims	3-5
CSRE 168	New Citizenship: Grassroots Movements for Social Justice in the U.S.	5
CSRE 183	Re- Imagining American Borders	5
CSRE 192E	Sexual Violence in America	4-5
CSRE 255D	Racial Identity in the American Imagination	4-5
FEMGEN 103	Feminist and Queer Theories and Methods Across the Disciplines	2-5
FEMGEN 188Q	Imagining Women: Writers in Print and in Person	4-5
HISTORY 257C	LGBT/Queer Life in the United States	4-5
LINGUIST 156	Language and Gender	4
NATIVEAM 103S	Gender in Native American Societies	5
AFRICAAM 28	Health Impact of Sexual Assault and Relationship Abuse across the Lifecourse	1-3
CHINA 115	Sex, Gender, and Power in Modern China	3-5
COMPLIT 110	Introduction to Comparative Queer Literary Studies	3-5
CSRE 103S	Gender in Native American Societies	5
CSRE 108	Introduction to Feminist, Gender, and Sexuality Studies	4-5
CSRE 117	Expanding Engineering Limits: Culture, Diversity, and Equity	1-3
CSRE 141X	Activism and Intersectionality	3-4
CSRE 174S	When Half is Whole: Developing Synergistic Identities and Mestiza Consciousness	5
CSRE 188Q	Imagining Women: Writers in Print and in Person	4-5
CSRE 192E	Sexual Violence in America	4-5
FEMGEN 20Q	Making of the Modern Woman: Robots, Aliens, & the Feminine in Science Fiction	3
FEMGEN 135	Body Politics	1-2
LATINAM 248	Racial and Gender Inequalities in Latin America	3-5
SOC 155	The Changing American Family	4

Subplan in Race, Space & Belonging

The Race, Space & Belonging subplan allows students to examine issues of immigration, citizenship, empire and expansion, gentrification, segregation, urban, suburban, and rural spaces, human rights, public welfare, social justice and law. Students can take courses from a range of departments and programs to delve deeper into the ways in which race and ethnicity intertwine with access to space, nations, and resources.

The subplan is declared on Axess, and appears on the transcript or diploma. Students interested in the Race, Space & Belonging subplan should contact the CSRE undergraduate program office.

The Race, Space & Belonging subplan requires 20-25 units of focused coursework. For CSRE majors, this focused coursework is in addition to the core course requirements for the major, including CSRE 200X CSRE Senior Seminar (WIM), taken Autumn Quarter of the senior year, the methodology requirement, and the interdisciplinary breadth requirement. One major-core course may be counted toward the 15 unit core requirement. In addition to the core curriculum, students complete a Research/Methodology requirement (3-5 units). The remaining 30-36 units of course work should be the subplan relevant courses and additional units.

Students may find the following courses useful in fulfilling requirements in the Race, Space & Belonging subplan:

		Units
CSRE 260	California's Minority-Majority Cities	4-5
PEDS 250	Social and Environmental Determinants of Health	3
SOC 135	Poverty, Inequality, and Social Policy in the United States	3-4
SOC 155	The Changing American Family	4
URBANST 112	The Urban Underclass	4
URBANST 114	Urban Culture in Global Perspective	5
URBANST 162	Managing Local Governments	4
URBANST 185	Detroit: Race, Capital, and Urban History	3
ANTHRO 27N	Ethnicity and Violence: Anthropological Perspectives	3-5
ANTHRO 42	Megacities	5
ASNAMST 110	The Development of the Southeast Asian American Communities: A comparative analysis	3
CSRE 14N	Growing Up Bilingual	3
CSRE 30Q	The Big Shift	4
CSRE 45Q	Understanding Race and Ethnicity in American Society	4
CSRE 141	Gentrification	5
CSRE 141S	Immigration and Multiculturalism	5
CSRE 147A	Race and Ethnicity Around the World	4
CSRE 149	The Laboring of Diaspora & Border Literary Cultures	3-5
CSRE 151D	Migration and Diaspora in American Art, 1800-Present	4
CSRE 156	The Changing American City	4
CSRE 164	Immigration and the Changing United States	4
CSRE 166B	Immigration Debates in America, Past and Present	3-5
CSRE 183	Re- Imagining American Borders	5
CSRE 252C	The Old South: Culture, Society, and Slavery	5
HISTORY 50B	Nineteenth Century America	3
HISTORY 200C	Doing the History of Race and Ethnicity	5
HUMBIO 122M	Challenges of Human Migration: Health and Health Care of Migrants and Autochthonous Populations	3
NATIVEAM 16	Native Americans in the 21st Century: Encounters, Identity, and Sovereignty in Contemporary America	5
OSPCPTWN 79	Creative Cityness in the Global South	3

POLISCI 141A	Immigration and Multiculturalism	5
SOC 152	The Social Determinants of Health	4
SOC 349	Race, Space, and Stratification	4

Subplan in Technology & Media

Technology's impact on society is large and the technology itself changes rapidly. From type, photographs, film and radio, to social media, artificial intelligence and algorithms, students in this subplan will look at the relationship between technology, media, race and ethnicity and the role technology played and continues to play in our society. What lenses can the study of race and ethnicity provide to engineering, computer science, and other STEM disciplines? How can technology be harnessed to actualize a more just and equitable world?

The concentration is declared on Axess, and it appears on the transcript and diploma. Students interested in the Technology & Media subplan should contact the CSRE undergraduate program office.

The Technology & Media subplan requires 20-25 units of focused coursework. For CSRE majors, this focused coursework is in addition to the core course requirements for the major, including CSRE 200X CSRE Senior Seminar (WIM), taken Autumn Quarter of the senior year, the methodology requirement, and the interdisciplinary breadth requirement. One major-core course may be counted toward the 15 unit core requirement. In addition to the core curriculum, students complete a Research/Methodology requirement (3-5 units). The remaining 30-36 units of course work should be the subplan relevant courses and additional units.

Students may find the following courses useful in fulfilling requirements in the Technology & Media subplan:

AFRICAAM 194	Topics in Writing & Rhetoric: Contemporary Black Rhetorics: Black Twitter and Black Digital Cultures	4
AFRICAAM 200N	Funkentelechy: Technologies, Social Justice and Black Vernacular Cultures	5
CHILATST 140	Migration in 21st Century Latin American Film	3-5
CS 106S	Coding for Social Good	1
CSRE 117	Expanding Engineering Limits: Culture, Diversity, and Equity	1-3
CSRE 154T	The Politics of Algorithms	4-5
FEMGEN 20Q	Making of the Modern Woman: Robots, Aliens, & the Feminine in Science Fiction	3
HISTORY 1C	Global History: The Modern Age	3-5
HISTORY 40	World History of Science	3
HISTORY 194G	Humanities Core: Technology and Media in Modern Japan	3-5
HISTORY 294J	Science, Power, and Knowledge: East Asia to 1900	3-5
INTLPOL 221	Politics of Data: Algorithmic Culture, Big Data, and Information Waste	3-4
MS&E 330	Law, Bias, & Algorithms	3
PUBLPOL 147	Ending Poverty with Technology	5
PUBLPOL 148	Ending Poverty with Technology: A Practicum.	5
RELIGST 265	Creating the Universe: Buddhist Science, Ritual and Art	5
SOC 154	The Politics of Algorithms	4-5

Self-Designed Subplan

Students who wish to concentrate in an issue area other than one covered by the above subplans must complete the same requirements as all other subplans. This requires 20-25 units of focused coursework. For CSRE majors, this focused coursework is in addition to the core course requirements for the major, including CSRE 200X CSRE Senior Seminar (WIM), taken Autumn Quarter of the senior year, the methodology requirement (3-5 units), and the interdisciplinary breadth requirement (6-10 units). One major-core course may be counted toward the 15 unit core requirement. The remaining 30-36 units of course work should be the Self-Designed subplan relevant courses and additional units.

A proposal for a self-designed concentration should include a list of courses, a description of how each course meets the student's educational objectives, and a statement describing the self-designed subplan and how it differs from the subplans already offered. A proposal for a self-designed subplan must be submitted in conjunction with a student's Major Declaration Proposal to be reviewed by the Undergraduate Program Director.

Students interested in designing their own subplan are strongly encouraged to meet with the Director of CSRE, the Associate Director of Academic Programs at CSRE, and/or the Student Services staff member at CSRE before the end of winter quarter of their sophomore year.

Honors Program in Comparative Studies in Race and Ethnicity

For Majors in Comparative Studies in Race and Ethnicity

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

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

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

The application for honors must be submitted by May 25 of the junior year, but students are encouraged to apply earlier. The application includes a proposal describing the project that is approved by the faculty adviser and director of the undergraduate program. Students are required to identify both a faculty adviser and a second reader for the thesis project. The faculty adviser for the honors thesis must be an academic council faculty member and affiliated faculty of the student's major.

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

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

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

For Majors in Other Departments

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

Honors certification will be open to students majoring in any field with a GPA in their chosen major of 3.5 and an overall GPA of 3.3. As a prerequisite, students apply for entry by Spring Quarter of the junior year (deadline May 25), but students are encouraged to begin earlier. During the application process, students outline a plan for course work and design an honors project in consultation with their proposed thesis adviser and the CSRE senior seminar coordinator.

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

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

Requirements:

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

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

And a second course identified as a comparative or major-core course within the CSRE Family of Programs.

Core Courses

		Units
ANTHRO 32	Theories in Race and Ethnicity: A Comparative Perspective	5
CSRE 32	Theories in Race and Ethnicity: A Comparative Perspective	5
CSRE 148	Comparative Ethnic Conflict	4
CSRE 149	The Laboring of Diaspora & Border Literary Cultures	3-5
CSRE 196C	Introduction to Comparative Studies in Race and Ethnicity	5
CSRE 200X	CSRE Senior Seminar	5
CSRE 245	Understanding Racial and Ethnic Identity Development	3-5
CSRE 246	Constructing Race and Religion in America	4-5
CSRE 255D	Racial Identity in the American Imagination	4-5

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

Major-Core Courses

		Units
AFRICAAM 43	Introduction to English III: Introduction to African American Literature	3-5
AFRICAAM 105	Introduction to African and African American Studies	5
ASNAMST 186B	Asian American Art: 1850-Present	4
CHILATST 171	Mexicans in the United States	5
CHILATST 173	Mexican Migration to the United States	3-5
CHILATST 180E	Introduction to Chicana/Latinx Studies	5
COMPLIT 134	Asian American History through Literature	5
NATIVEAM 16	Native Americans in the 21st Century: Encounters, Identity, and Sovereignty in Contemporary America	5
NATIVEAM 115	Introduction to Native American History	5
NATIVEAM 138	American Indians in Comparative Historical Perspective	4
NATIVEAM 139	American Indians in Contemporary Society	4

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

In addition, students are required to take:

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

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

Asian American Studies Minor

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

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

Comparative-Core Courses

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

Major-Core Courses

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

	Units
HISTORY 155D	3-5
ARTHIST 186B Asian American Art: 1850-Present	4

Thematic Courses

	Units
ASNAMST 295F	4-5
ASNAMST 31N Behind the Big Drums: Exploring Taiko	3
ASNAMST 91A ASIAN-AMERICAN AUTOBIOGRAPHY/W	3-5
ASNAMST 193F Psychological Well-Being on Campus: Asian American Perspectives	1
ASNAMST 157 An Introduction to Asian American Literature: The Short Story	3
ASNAMST 110 The Development of the Southeast Asian American Communities: A comparative analysis	3
ASNAMST 174S When Half is Whole: Developing Synergistic Identities and Mestiza Consciousness	5

Chicana/o-Latina/o Studies Minor

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

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

Comparative-Core Courses

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

Major-Core Courses

	Units
CHILATST 180E Introduction to Chicana/Latinx Studies	5

Thematic Courses

	Units
CHILATST 14N Growing Up Bilingual	3
CHILATST 111 Curander@s, remedios y espiritualidad: Chicana@/Latin@ healing practices	3-4
CHILATST 125S Chicano/Latino Politics	5
CHILATST 131 Raza Youth in Urban Schools: Mis-educating Chicana/o/x and Latina/o/x Communities	5
CHILATST 140 Migration in 21st Century Latin American Film	3-5
CHILATST 164 Immigration and the Changing United States	4
CHILATST 177A Well-Being in Immigrant Children & Youth: A Service Learning Course	4
CHILATST 177B Well-Being in Immigrant Children & Youth: A Service Learning Course	4
CHILATST 181 Latino Social Movements	5

CHILATST 193B Peer Counseling in the Chicano/Latino Community	1
CHILATST 201B Making Meaning: Art, Culture & Social Change	3
CHILATST 272A	5
CHILATST 272B	5
ILAC 149 The Laboring of Diaspora & Border Literary Cultures	3-5
ILAC 161 Modern Latin American Literature	3-5

Comparative Studies Minor

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

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

Comparative-Core Courses

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

Major-Core Courses

	Units
AFRICAAM 43 Introduction to English III: Introduction to African American Literature	3-5
AFRICAAM 105 Introduction to African and African American Studies	5
ASNAMST 186B Asian American Art: 1850-Present	4
CHILATST 171 Mexicans in the United States	5
CHILATST 173 Mexican Migration to the United States	3-5
CHILATST 180E Introduction to Chicana/Latinx Studies	5
COMPLIT 134 Asian American History through Literature	5
NATIVEAM 16 Native Americans in the 21st Century: Encounters, Identity, and Sovereignty in Contemporary America	5
NATIVEAM 115 Introduction to Native American History	5
NATIVEAM 138 American Indians in Comparative Historical Perspective	4
NATIVEAM 139 American Indians in Contemporary Society	4

Thematic Courses

	Units
CSRE 1A My Journey: Conversations on Race and Ethnicity	1
CSRE 1V A History of Race	1-3
CSRE 14N Growing Up Bilingual	3
CSRE 21N How to Make a Racist	3
CSRE 30Q The Big Shift	4
CSRE 32 Theories in Race and Ethnicity: A Comparative Perspective	5
CSRE 41A Genes and Identity	3
CSRE 45Q Understanding Race and Ethnicity in American Society	4
CSRE 47Q Heartfulness: Mindfulness, Compassion, and Responsibility	3

CSRE 51Q	Comparative Fictions of Ethnicity	4
CSRE 52H	I, Scientist: Diversity Improves the Scientific Practice	1
CSRE 54N		3
CSRE 55N	Batman, Hamilton, Díaz, and Other Wondrous Lives	3-5
CSRE 63N		3-4
CSRE 74	History of South Africa	3
CSRE 85B		3
CSRE 102A	Art and Social Criticism	5
CSRE 103	Intergroup Communication	3
CSRE 103B	Race, Ethnicity, and Linguistic Diversity in Classrooms: Sociocultural Theory and Practices	3-5
CSRE 103S	Gender in Native American Societies	5
CSRE 113V	Freedom in Chains: Black Slavery in the Atlantic, 1400s-1800s	3-5
CSRE 117	Expanding Engineering Limits: Culture, Diversity, and Equity	1-3
CSRE 125E	Shades of Green: Redesigning and Rethinking the Environmental Justice Movements	3-5
CSRE 129	Camus	4-5
CSRE 130	Community-based Research As Tool for Social Change:Discourses of Equity in Communities & Classrooms	3-5
CSRE 138	Medical Ethics in a Global World: Examining Race, Difference and Power in the Research Enterprise	5
CSRE 141X	Activism and Intersectionality	4
CSRE 144	Transforming Self and Systems: Crossing Borders of Race, Nation, Gender, Sexuality, and Class	5
CSRE 145H	Trauma, healing, and empowerment	3
CSRE 149	The Laboring of Diaspora & Border Literary Cultures	3-5
CSRE 150A	Race and Crime	3
CSRE 151D	Migration and Diaspora in American Art, 1800-Present	4
CSRE 152K	Mixed-Race Politics and Culture	5
CSRE 154	Anthropology of Drugs: Experience, Capitalism, Modernity	5
CSRE 154T	The Politics of Algorithms	4-5
CSRE 157P	Solidarity and Racial Justice	4-5
CSRE 162		4-5
CSRE 162A	Spirituality and Nonviolent Urban and Social Transformation	3
CSRE 165	Identity and Academic Achievement	3
CSRE 174	History of South Africa	5
CSRE 177E	Well-Being in Immigrant Children & Youth: A Service Learning Course	4
CSRE 177F	Well-Being in Immigrant Children & Youth: A Service Learning Course	4
CSRE 178	Ethics and Politics of Public Service	3-5
CSRE 180E	Introduction to Chicana/Latinx Studies	5
CSRE 183	Re- Imagining American Borders	5
CSRE 185B		4-5
CSRE 196C	Introduction to Comparative Studies in Race and Ethnicity	5
CSRE 201		5

CSRE 201B	Making Meaning: Art, Culture & Social Change	3
CSRE 217	Expanding Engineering Limits: Culture, Diversity, and Equity	1-3
CSRE 230	Law, Bias, & Algorithms	3
CSRE 249	The Algerian Wars	3-5
CSRE 260	California's Minority-Majority Cities	4-5
CSRE 295F		4-5

Jewish Studies Minor

Students who wish to minor in Jewish Studies must complete Introduction to Comparative Studies in Race and Ethnicity (CSRE 196C), one Jewish Studies major-core course, at least one quarter of the Hebrew language or another approved Jewish language, and draw remaining courses from an approved list of Jewish Studies courses. A total of 30 units of approved course work is required for the Jewish Studies minor. Proposals must be approved by the director.

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

Comparative-Core Courses

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

Major-Core Courses

		Units
explorecourses:CSRE jewishst-foundational		
JEWISHST 185B		4-5

Thematic Courses

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

		Units
JEWISHST 5	Biblical Greek	3-5
JEWISHST 5B	Biblical Greek	3-5
JEWISHST 37Q	Zionism and the Novel	3
JEWISHST 38A		3
JEWISHST 145		3-5
JEWISHST 155D	Jewish American Literature	5
JEWISHST 237	Religion and Politics: A Threat to Democracy?	4-5
JEWISHST 284C	Genocide and Humanitarian Intervention	3
JEWISHST 288D		4-5

Native American Studies Minor

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

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

Comparative-Core Courses

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

Major-Core courses

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

Thematic courses

		Units
NATIVEAM 103S	Gender in Native American Societies	5
NATIVEAM 109B	Native Nation Building	3
NATIVEAM 111B	Muwekma: Landscape Archaeology and the Narratives of California Natives	3-5
NATIVEAM 115	Introduction to Native American History	5
NATIVEAM 121	Discourse of the Colonized: Native American and Indigenous Voices	5
NATIVEAM 122	Historiography & Native American Oral Traditions and Narratives	4
NATIVEAM 134		3-5
NATIVEAM 143A	American Indian Mythology, Legend, and Lore	3-5
NATIVEAM 211	The California Missions: Art History and Reconciliation	5
NATIVEAM 221	Crafting Challenging Conversations in a Conflicted World	3
NATIVEAM 240	Psychology and American Indian/Alaska Native Mental Health	3-5

Asian American Studies

Director: Jeanne Tsai (Psychology)

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

Chicana/o-Latina/o Studies

Director: Guadalupe Valdés (Education)

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

Comparative Studies in Race & Ethnicity

Director: Jennifer DeVere Brody (Theater & Performance Studies)

Core Affiliated Faculty:

- Anthropology: Duana Fullwiley, Angela Garcia, Barbara Voss, Sylvia Yanagisako
- Art & Art History: Jonathan Calm, Marci Kwon
- Comparative Literature: David Palumbo-Liu, José David Saldívar, Alexander Key
- Drama: Jennifer Brody, Harry Elam
- English: Michele Elam, Chang-rae Lee, Paula Moya, Vaughn Raspberry, Ramón Saldívar
- History: Al Camarillo, James Campbell, Gordon Chang, Allyson Hobbs, Ana Minian
- Iberian and Latin American Cultures: Lisa Surwillo, Hector Hoyos
- Linguistics: John Rickford
- Music: Stephen Sano, Charlie Kronengold
- Political Science: Lauren Davenport
- Psychology: Jennifer Eberhardt, Hazel Markus, Jeanne Tsai, Steven Roberts
- Religious Studies: Kathryn Gin Lum, Charlotte Fonrobert
- Sociology: Tomás Jiménez, Matthew Snipp, Aliya Saperstein, Jackelyn Hwang, Matthew Clair, Asad Asad
- Theater & Performance Studies: Jennifer DeVere Brody, Samer Al-Saber
- Taube Center for Jewish Studies: Vered Shemtov
- Graduate School Education: Anthony Antonio, Prudence Carter, Teresa LaFromboise, Guadalupe Valdés, Christine Min Wotipka, Ari Kelman, Jonathan Rosa, Ramón Martínez
- School of Law: Richard Banks, Richard Ford, Joan Petersilia
- Lecturers: JoEllen Anderson, Karen Biestman, Mark Gonzalez, Gina Hernandez, Vivian Huang, Melissa Michelson, Linda Prieto, Stephen Murphy-Shigematsu

Affiliated Faculty and Teaching Staff: David Abernethy (Political Science, emeritus), Samer Al-Saber (Theater & Performance Studies), Asad Asad (Sociology), Arneha Ball (Education), Lucius Barker (Political Science, emeritus), Donald Barr (Pediatrics), Bryan Brown (Education), Cheryl Brown (African and African American Studies), Martin Carnoy (Education), Clayborne Carson (History), Jeff Chang (Comparative Studies in Race and Ethnicity), Matthew Clair (Sociology), Karen Cook (Sociology), Michele Dauber (Law), Linda Darling-Hammond (Education), Carolyn Duffey (American Studies), Jennifer Eberhardt (Psychology), Ala Ebtakar (Comparative Studies in Race and Ethnicity), Paulla Ebron (Anthropology), Penny Eckert (Linguistics), James Ferguson (Anthropology), Shelley Fisher Fishkin (English), James Fishkin (Communication), Estelle Freedman (History), Susana Gallardo (Chicana/o Studies), Gabriel Garcia (Medicine), Kathryn Gin Lum (Religious Studies), Leah Gordon (Education), David Grusky (Sociology), Sean Hanretta (History), Gina Hernandez-Clarke (Comparative Studies in Race and Ethnicity), Miyako Inoue (Anthropology), Shanto Iyengar (Communication), Tomás Jiménez (Sociology), Gavin Jones (English), Terry Karl (Political Science), Pamela Karlan (Law), Matthew Kohrman (Anthropology), Jan Krawitz (Art and Art History), Jon Krosnick (Communication), Charlie Kronengold (Music), Teresa LaFromboise (Education), David Laitin (Political Science), Liisa Malkki (Anthropology), Hazel Markus (Psychology), Ramón Martínez (Education), Ruben Martínez (Comparative Studies in Race and Ethnicity), Barbaro Martinez-Ruiz (Art and Art History), Douglas McAdam (Sociology), Jisha Menon (Theater and Performance Studies), Ana Minian (History), Elisabeth Mudimbe-Boyi (French and Italian), Thomas S. Mullaney (History), Stephen Murphy-Shigematsu (Asian American Studies), Hilton Obenzinger (American Studies), Susan Olzak (Sociology), Amado Padilla (Education), Arnold Rampersad

(English), Vaughn Rasberry (English), Robert Reich (Political Science), Cecilia Ridgeway (Sociology), Richard Roberts (History), Aron Rodrigue (History), Jonathan Rosa (Education), Michael Rosenfeld (Sociology), Joel Samoff (History), Debra Satz (Philosophy), Vered Shemtov (Division of Literatures, Cultures and Languages), C. Matthew Snipp (Sociology), Paul Sniderman (Political Science), Jayashiri Srikantiah (Law), Ewart Thomas (Psychology), Jeanne L. Tsai (Psychology), Linda Uyechi (Music), Gregory Walton (Psychology), Richard White (History), Jeremy Weinstein (Political Science), Michael Wilcox (Anthropology), Bryan Wolf (Art and Art History), Sylvia Yanagisako (Anthropology), Yvonne Yarbro-Bejarano (Iberian and Latin American Cultures), Steven Zipperstein (History)

Teaching Fellows: Kyle Beckham, Maxwell Suechting

Senior Seminar Coordinator: Takuya Sawaoka

Jewish Studies

Director: Charlotte Fonrobert (Religious Studies)

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

Writer in Residence: Maya Arad

Native American Studies

Director: Teresa LaFromboise (Education)

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

Asian American Studies

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

		Units
EDUC 181	Multicultural Issues in Higher Education	4
EDUC 193F	Psychological Well-Being on Campus: Asian American Perspectives	1
HISTORY 166B	Immigration Debates in America, Past and Present	3-5
PSYCH 217	Topics and Methods Related to Culture and Emotion	3
ASNAMST 31N	Behind the Big Drums: Exploring Taiko	3
ASNAMST 110	The Development of the Southeast Asian American Communities: A comparative analysis	3
ASNAMST 155D		3-5
ASNAMST 174S	When Half is Whole: Developing Synergistic Identities and Mestiza Consciousness	5

ASNAMST 186B	Asian American Art: 1850-Present	4
ASNAMST 295F		4-5

Chicana/o-Latina/o Studies

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

		Units
EDUC 149	Theory and Issues in the Study of Bilingualism	3-5
EDUC 193B	Peer Counseling in the Chicano/Latino Community	1
EDUC 277	Education of Immigrant Students: Psychological Perspectives	4
HISTORY 166B	Immigration Debates in America, Past and Present	3-5
HISTORY 201	From Confederate Monuments to Wikipedia: The Politics of Remembering the Past	5
ILAC 193	The Cinema of Pedro Almodovar	3-5
POLISCI 327	Minority Behavior and Representation	5
RELIGST 203	Myth, Place, and Ritual in the Study of Religion	3-5
CHILATST 110	Sabias Creadoras y Activistas: Chicana/Latina Ways of Knowing	4
CHILATST 201B	Making Meaning: Art, Culture & Social Change	3

Comparative Studies in Race and Ethnicity

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

		Units
AFRICAAM 21	African American Vernacular English	3-5
AFRICAAM 37	Chocolate Heads Performance Project: Dance & Intercultural Performance Creation	2
AFRICAAM 43	Introduction to English III: Introduction to African American Literature	3-5
AFRICAAM 47	History of South Africa	3
AFRICAAM 52N	Mixed-Race Politics and Culture	3
AFRICAAM 64C	From Freedom to Freedom Now!: African American History, 1865-1965	3
AFRICAAM 105	Introduction to African and African American Studies	5
AFRICAAM 132	Social Class, Race, Ethnicity, and Health	4
AFRICAAM 147	History of South Africa	5
AFRICAAM 159	James Baldwin & Twentieth Century Literature	5
AFRICAAM 188	Who We Be: Art, Images & Race in Post-Civil Rights America	2-4
AFRICAAM 194	Topics in Writing & Rhetoric: Contemporary Black Rhetorics: Black Twitter and Black Digital Cultures	4
AFRICAAM 194A	Topics in Writing & Rhetoric: Freedom's Mixtape: DJing Contemporary African American Rhetorics	4
AFRICAAM 241	Race, Justice, and Integration	3
AFRICAAM 261E	Mixed Race Literature in the U.S. and South Africa	5
AFRICAAM 262D	African American Poetics	5

AFRICAST 119	Novel Perspectives on South Africa	2-3	DANCE 30	Chocolate Heads Performance Project: Dance & Intercultural Performance Creation	2
AFRICAST 211	Education for All? The Global and Local in Public Policy Making in Africa	3-5	DANCE 45	Dance Improv StratLab: Freestyle Improvisation from Contemporary to Hip Hop & Beyond	1-2
AFRICAST 212	AIDS, Literacy, and Land: Foreign Aid and Development in Africa	3-5	EDUC 100A	EAST House Seminar: Current Issues and Debates in Education	1
AMSTUD 106	Spectacular Trials: Sex, Race and Violence in Modern American Culture	5	EDUC 100B	EAST House Seminar: Current Issues and Debates in Education	1
AMSTUD 140	Stand Up Comedy and the "Great American Joke" Since 1945	5	EDUC 103B	Race, Ethnicity, and Linguistic Diversity in Classrooms: Sociocultural Theory and Practices	3-5
AMSTUD 236	Interfaith Dialogue on Campus: Religion, Diversity, and Higher Education	2-5	EDUC 149	Theory and Issues in the Study of Bilingualism	3-5
ANTHRO 22N	Ethnographies of North America: An Introduction to Cultural and Social Anthropology	3-4	EDUC 165	History of Higher Education in the U.S.	3-5
ANTHRO 30Q	The Big Shift	4	EDUC 181	Multicultural Issues in Higher Education	4
ANTHRO 32	Theories in Race and Ethnicity: A Comparative Perspective	5	EDUC 192D	Interpersonal Learning and Leadership: Working with Ethnically Diverse Communities	2
ANTHRO 82	Medical Anthropology	5	EDUC 193B	Peer Counseling in the Chicano/Latino Community	1
ANTHRO 102	Urban Ethnography	5	EDUC 193C	Psychological Well-Being On Campus: Perspectives Of The Black Diaspora	1
ANTHRO 106A	Gang Colors: The Racialization of Violence and the American City	5	EDUC 193F	Psychological Well-Being on Campus: Asian American Perspectives	1
ANTHRO 111B	Muwekma: Landscape Archaeology and the Narratives of California Natives	3-5	EDUC 193N	Peer Counseling in the Native American Community	1
ANTHRO 122A	Race and Culture in Mexico and Central America	3-5	EDUC 201	History of Education in the United States	3-5
ANTHRO 123A	Debating Repatriation	5	EDUC 232	Culture, Learning, and Poverty	2-3
ANTHRO 142A	Youth in the Global South: Beyond Active Subjects and Passive Objects	5	EDUC 277	Education of Immigrant Students: Psychological Perspectives	4
ANTHRO 162	Indigenous Peoples and Environmental Problems	3-5	EDUC 340	Psychology and American Indian/Alaska Native Mental Health	3-5
ANTHRO 320A	Race, Ethnicity, and Language: Racial, Ethnic, and Linguistic Formations	3-5	EDUC 367	Cultural Psychology	3-5
ARTHIST 176	Feminism and Contemporary Art	4	EDUC 381	Multicultural Issues in Higher Education	4
ASNAMST 160D	The Asian American Movement: A History of Activism	5	ENGLISH 91A	ASIAN-AMERICAN AUTOBIOGRAPHY/W	3-5
CHILATST 109	GENTE: An incubator for transforming national narratives	5	ENGLISH 92AP	Arab and Arab-American Poetry	5
CHILATST 179	Chicano & Chicana Theater: Politics In Performance	4	ENGLISH 152G	Harlem Renaissance	3-5
CHINA 115	Sex, Gender, and Power in Modern China	3-5	FEMGEN 50Q	Life and Death of Words	4
COMPLIT 110	Introduction to Comparative Queer Literary Studies	3-5	FEMGEN 140D	LGBT/Queer Life in the United States	4-5
CSRE 1V	A History of Race	1-3	FEMGEN 154	Black Feminist Theory	5
CSRE 10A	Introduction to Identity, Diversity, and Aesthetics: Arts, Culture, and Pedagogy	1	FEMGEN 188Q	Imagining Women: Writers in Print and in Person	4-5
CSRE 47Q	Heartfulness: Mindfulness, Compassion, and Responsibility	3	HISTORY 48Q	South Africa: Contested Transitions	4
CSRE 102A	Art and Social Criticism	5	HISTORY 50B	Nineteenth Century America	3
CSRE 108	Introduction to Feminist, Gender, and Sexuality Studies	4-5	HISTORY 50C	The United States in the Twentieth Century	3
CSRE 122S	Social Class, Race, Ethnicity, and Health	4	HISTORY 150B	Nineteenth Century America	5
CSRE 124A	Youth in the Global South: Beyond Active Subjects and Passive Objects	5	HISTORY 150C	The United States in the Twentieth Century	5
CSRE 133D	Borders and Migration in the British Empire, 1750-2000	4-5	HISTORY 158C	History of Higher Education in the U.S.	3-5
CSRE 141X	Activism and Intersectionality	3-4	HISTORY 201	From Confederate Monuments to Wikipedia: The Politics of Remembering the Past	5
CSRE 151D	Migration and Diaspora in American Art, 1800-Present	4	HISTORY 233D	Borders and Migration in the British Empire, 1750-2000	4-5
DANCE 1	Introduction to Contemporary Dance & Movement: Liquid Flow	1	HISTORY 252C	The Old South: Culture, Society, and Slavery	5
			HISTORY 255	Martin Luther King, Jr.: The Social Gospel and the Struggle for Justice	5
			HISTORY 255E	Education, Race, and Inequality in African American History, 1880-1990	3-5
			HISTORY 257C	LGBT/Queer Life in the United States	4-5

HISTORY 259A	Poverty and Homelessness in America	4-5
HISTORY 260D	The Asian American Movement: A History of Activism	5
HISTORY 261	Race, Gender, and Class in Jim Crow America	5
HRP 212	Cross Cultural Medicine	3
HUMBIO 120	Health Care in America: An Introduction to U.S. Health Policy	4
HUMBIO 121E	Ethnicity and Medicine	1-3
HUMBIO 122S	Social Class, Race, Ethnicity, and Health	4
ILAC 193	The Cinema of Pedro Almodovar	3-5
JEWISHST 71	Jews and Christians: Conflict and Coexistence	3
JEWISHST 291X	Learning Religion: How People Acquire Religious Commitments	4
LAWGEN 112N	Law and Inequality	3
LINGUIST 65	African American Vernacular English	3-5
LINGUIST 150	Language and Society	4
LINGUIST 156	Language and Gender	4
LINGUIST 265	African American Vernacular English	3-5
MED 159A	Service-Learning in Migrant Health	2
MED 159B	Service-Learning in Migrant Health	2
MED 256SI	Race, Class and Global Health	2
MUSIC 37N	Ki ho'alu: The New Renaissance of a Hawaiian Musical Tradition	3
NATIVEAM 111B	Muwekma: Landscape Archaeology and the Narratives of California Natives	3-5
PEDS 150	Social and Environmental Determinants of Health	3
POLISCI 28N	The Changing Nature of Racial Identity in American Politics	3
POLISCI 120B	Campaigns, Voting, Media, and Elections	4-5
POLISCI 121L	Racial-Ethnic Politics in US	5
POLISCI 327	Minority Behavior and Representation	5
PSYCH 75	Introduction to Cultural Psychology	5
PSYCH 101	Community Health Psychology	4
PSYCH 183	SPARQ Lab	2-3
PSYCH 215	Mind, Culture, and Society	3
PSYCH 217	Topics and Methods Related to Culture and Emotion	3
PWR 194AB	Topics in Writing & Rhetoric: Freedom's Mixtape: DJing Contemporary African American Rhetorics	4
PWR 194DH	Topics in Writing and Rhetoric: Empathy, Ethics, and Compassion Meditation	4
SOC 14N	Inequality in American Society	4
SOC 46N	Race, Ethnic, and National Identities: Imagined Communities	3
SOC 118	Social Movements and Collective Action	4
SOC 119	Understanding Large-Scale Societal Change: The Case of the 1960s	5
SOC 120	Interpersonal Relations	4
SOC 132	Sociology of Education: The Social Organization of Schools	4
SOC 133	Law and Wikinomics: The Economic and Social Organization of the Legal Profession	1-5
SOC 135	Poverty, Inequality, and Social Policy in the United States	3-4
SOC 136	Sociology of Law	4

SOC 140	Introduction to Social Stratification	3
SOC 141	Controversies about Inequality	5
SOC 142	Sociology of Gender	3
SOC 145	Race and Ethnic Relations in the USA	4
SOC 149	The Urban Underclass	4
SOC 154	The Politics of Algorithms	4-5
SOC 155	The Changing American Family	4
SOC 156A	The Changing American City	4
SOC 218	Social Movements and Collective Action	4
TAPS 156	Performing History: Race, Politics, and Staging the Plays of August Wilson	4
TAPS 161D	Introduction to Dance Studies: Dancing Across Stages, Clubs, Screens, and Borders	3-4
URBANST 112	The Urban Underclass	4
URBANST 114	Urban Culture in Global Perspective	5
URBANST 123B	Approaching Research in the Community: Design and Methods	3
URBANST 140	Urban Ethnography	5
URBANST 161	U.S. Urban History since 1920	5
URBANST 185	Detroit: Race, Capital, and Urban History	3

Jewish Studies

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

JEWISHST 37Q	Zionism and the Novel	3
JEWISHST 38A		3
JEWISHST 106	Reflection on the Other: The Jew and the Arab in Literature	3-5
JEWISHST 145		3-5
JEWISHST 155D	Jewish American Literature	5
JEWISHST 183		4-5
JEWISHST 185B		4-5
JEWISHST 237	Religion and Politics: A Threat to Democracy?	4-5
JEWISHST 284C	Genocide and Humanitarian Intervention	3

Native American Studies

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

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

SPECLANG 248	Introduction to Siouan Language & Culture II	5
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Overseas Studies Courses in Comparative Studies in Race and Ethnicity

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

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

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

		Units
OSPCPTWN 16	Sites of Memory	4
OSPCPTWN 38	Genocide: African Experiences in Comparative Perspective	3-5
OSPCPTWN 43	Public and Community Health in Sub-Saharan Africa	4
OSPCPTWN 70	Youth Citizenship and Community Engagement	3
OSPMADRD 47	Cultural Relations between Spain and the United States: Historical Perceptions and Influences, 1776-2	4
OSPMADRD 60	Integration into Spanish Society: Service Learning and Professional Opportunities	4
OSPMADRD 74	Islam in Spain and Europe: 1300 Years of Contact	4
OSPMADRD 75	Sefarad: The Jewish Community in Spain	4