COMPARATIVE STUDIES IN RACE AND ETHNICITY (CSRE)

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


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:

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<tr>
<th>Course Code</th>
<th>Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>ASNAMST 200R</td>
<td>Directed Research</td>
<td>1-5</td>
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<tr>
<td>ASNAMST 200W</td>
<td>Directed Reading</td>
<td>1-5</td>
</tr>
<tr>
<td>CHILATST 200R</td>
<td>Directed Research</td>
<td>1-5</td>
</tr>
<tr>
<td>CHILATST 200W</td>
<td>Directed Reading</td>
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</tr>
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<td>CSRE 200R</td>
<td>Directed Research</td>
<td>1-5</td>
</tr>
<tr>
<td>CSRE 200W</td>
<td>Directed Reading</td>
<td>1-5</td>
</tr>
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<td>NATIVEAM 200R</td>
<td>Directed Research</td>
<td>1-5</td>
</tr>
<tr>
<td>NATIVEAM 200W</td>
<td>Directed Reading</td>
<td>1-5</td>
</tr>
</tbody>
</table>

Senior Seminar

Research and writing of the senior honors thesis or senior paper is under the supervision of a faculty project adviser. All majors in the IDP in 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 Muwekma House Seminar or ASB Prep courses) may be counted without a petition.
   a. Students must inform the student services coordinator and the Director of CSRE that they intend to petition a Directed Reading class to count toward their major before taking the class, and submit a petition for the class while they are in it.
   b. A syllabus with a series of readings, including themes, set by the instructor and the student must be submitted with the petition.
   c. The Directed Reading must include assignments that go beyond the readings, such as response papers, a final paper, and/or creative project.
   d. Units earned must align with the University’s Unit of Credit (http://exploredegrees.stanford.edu/academicpoliciesandstatements/#registrationandstudyliststext) policy, i.e., 1 unit being equal to 3 hours/week of work. Meetings with the instructor of the Directed Reading may count up to one hour per unit of work per week.
1. 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://exploredegrees.stanford.edu/undergraduatedegreesandprograms/#themajortext)" section of this bulletin for University rules concerning multiple majors. Such students may not double count courses between programs, with the exception of the course used to fulfill the Methodology requirement. In order to fulfill the WIM requirement, students write two papers during Autumn Quarter of the senior year, enrolling in both CSRE 200X and CSRE 201X.

Core Curriculum in Asian American Studies

Asian American majors must take the 15-unit CSRE core curriculum including 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.

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<tr>
<th>Course</th>
<th>Units</th>
<th>Description</th>
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<tbody>
<tr>
<td>ANTHRO 32</td>
<td>5</td>
<td>Theories in Race and Ethnicity: A Comparative Perspective</td>
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<tr>
<td>CSRE 32</td>
<td>5</td>
<td>Theories in Race and Ethnicity: A Comparative Perspective</td>
</tr>
<tr>
<td>CSRE 148</td>
<td>4</td>
<td>Comparative Ethnic Conflict</td>
</tr>
<tr>
<td>CSRE 149</td>
<td>3-5</td>
<td>The Laboring of Diaspora &amp; Border Literary Cultures</td>
</tr>
<tr>
<td>CSRE 196C</td>
<td>5</td>
<td>Introduction to Comparative Studies in Race and Ethnicity</td>
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<tr>
<td>CSRE 200X</td>
<td>5</td>
<td>CSRE Senior Seminar</td>
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<tr>
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<td>CSRE 255D</td>
<td>4-5</td>
<td>Racial Identity in the American Imagination</td>
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<tr>
<td>CSRE 389A</td>
<td>3-5</td>
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<tr>
<td>HISTORY 64</td>
<td>4-5</td>
<td>Racial and Ethnic Diversity in Modern America</td>
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<tr>
<td>JEWISHST 106</td>
<td>3-5</td>
<td>Reflection on the Other: The Jew and the Arab in Literature</td>
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<tr>
<td>PSYCH 75</td>
<td>5</td>
<td>Introduction to Cultural Psychology</td>
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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.

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<th>Course</th>
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<tr>
<td>ASNAMST 155D</td>
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<tr>
<td>ASNAMST 186B</td>
<td>4</td>
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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. Comparable 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.
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.

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<td>5</td>
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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.

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<tr>
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<tbody>
<tr>
<td>CHILATST 180E</td>
<td>Introduction to Chicana/x/Latinx Studies</td>
<td>5</td>
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</table>

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/x/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.

1. A minimum grade of 'C-' is required for a student to count a class towards the Core, Major-Core Foundational, and Methods requirements. Additional units toward the major require a minimum 'D-' passing grade.
2. Comparative and Major-Core courses must be taken for the maximum units offered (4 or more) and for letter grade. Methods courses must be taken for a minimum of 3 units and for letter grade.
3. All majors, minors, and interdisciplinary honors students in the CSRE Family of Programs must take Introduction to Comparative Studies in Race and Ethnicity (CSRE 196C).
4. Students may count 2 classes with the Satisfactory/No Credit (SNC) grading basis toward Additional Units.
   - Courses in which Credit/No Credit (CR/NC) is the only grading basis option may always be counted toward the major.
5. All majors are required to take at least one Community Engaged Learning course which must be CSRE, race, and/or ethnicity related.
   - Students may petition courses from outside departments to count, so long as they meet the race and/or ethnicity related requirement.
6. Students may petition up to 5 units of Internship for Public Service (CSRE 198) to count toward the major or minor when the work completed relates directly to race, ethnicity, or area of study. CSRE 198, however, may be repeated multiple times for University credit and the 180 units required to graduate.
7. Students may petition up to 5 units of Directed Reading classes (CSRE 200W) to count toward the major or minor. CSRE related courses offered only as Directed Reading (such as Muwekma House Seminar or ASB Prep courses) may be counted without a petition.
   - 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.
8. Students may major in two CSRE programs; see the "Multiple Majors ([http://explordegrees.stanford.edu/undergraduatedegreesandprograms/#themajortext](http://explordegrees.stanford.edu/undergraduatedegreesandprograms/#themajortext))" section of this bulletin for University rules concerning multiple majors. Such students may not double count courses between programs, with the exception of the course used to fulfill the Methodology requirement. In order to fulfill the WIM requirement, students write two papers during Autumn Quarter of the senior year, enrolling in both CSRE 200X and CSRE 201X.

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

1. Majors may petition to have up to 8 units of special language or advanced (i.e., at least at the second year level) reading and writing language courses count toward their degree. The courses may not be crosslisted with CSRE subjects (e.g., some advanced language courses).
   - 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.
2. 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.
3. 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.

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<td>Racial Identity in the American Imagination</td>
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</table>
Comparative Studies in Race and Ethnicity (CSRE)

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://exploredegrees.stanford.edu/schoolofhumanitiesandsciences/jewishstudies) section of this bulletin for program information, opportunities, and additional course descriptions.

Bachelor of Arts in Jewish Studies

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

1. A minimum grade of ‘C’ is required for a student to count a class towards the Core, Major-Core Foundational, and Methods requirements. Additional units toward the major require a minimum ‘D’ passing grade.

2. Comparative and Major-Core courses must be taken for the maximum units offered (4 or more) and for letter grade. Methods courses must be taken for a minimum of 3 units and for letter grade.

3. All majors, minors, and interdisciplinary honors students in the CSRE Family of Programs must take Introduction to Comparative Studies in Race and Ethnicity (CSRE 196C).

4. Students may count 2 classes with the Satisfactory/No Credit (SNC) grading basis toward Additional Units.
   - Courses in which Credit/No Credit (CR/NC) is the only grading basis option may always be counted toward the major.

5. All majors are required to take at least one Community Engaged Learning course which must be CSRE, race, and/or ethnicity related. Students may petition courses from outside departments to count, so long as they meet the race and/or ethnicity related requirement.

6. Students may petition up to 5 units of Internship for Public Service (CSRE 198) to count toward the major or minor when the work completed relates directly to race, ethnicity, or area of study. CSRE 198, however, may be repeated multiple times for University credit and the 180 units required to graduate.

7. Students may petition up to 5 units of Directed Reading classes (CSRE 200W) to count toward the major or minor. CSRE related courses offered only as Directed Reading (such as Muwekma House Seminar or ASB Prep courses) may be counted without a petition.
   - 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://exploredegrees.stanford.edu/academicpoliciesandstatements/#registrationandstudyliststext) policy, i.e., 1 unit being equal to 3 hours/week of work. Meetings with the instructor of the Directed Reading may count up to one hour per unit of work per week.
   - 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://exploredegrees.stanford.edu/undergraduatedegreesandprograms/#themajortext)" section of this bulletin for University rules concerning multiple majors. Such students may not double count courses between programs, with the exception of the course used to fulfill the Methodology requirement. In order to fulfill the WIM requirement, students write two papers during Autumn Quarter of the senior year, enrolling in both CSRE 200X and CSRE 201X.

Core Curriculum

Jewish Studies majors must take the 15-unit CSRE core curriculum including Introduction to Comparative Studies in Race and Ethnicity.
(CSRE 196C), an additional comparative-core course, and a senior seminar taken in Autumn Quarter of the senior year.

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

2. Major-Core Courses

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>JEWISHST 183</td>
<td>4-5</td>
</tr>
<tr>
<td>JEWISHST 185B</td>
<td>4-5</td>
</tr>
</tbody>
</table>

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 Engagement Requirement

All students in one of the CSRE majors are required to complete at least one service-learning experience. This requirement may be fulfilled by enrolling in a service-learning course, participating in 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 Muwekma House Seminar or ASB Prep courses) may be counted without a petition.
   a. Students must inform the student services coordinator and the Director of CSRE that they intend to petition a Directed Reading course 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 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" 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.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTHRO 32</td>
<td>Theories in Race and Ethnicity: A Comparative Perspective</td>
<td>5</td>
</tr>
<tr>
<td>CSRE 32</td>
<td>Theories in Race and Ethnicity: A Comparative Perspective</td>
<td>5</td>
</tr>
<tr>
<td>CSRE 148</td>
<td>Comparative Ethnic Conflict</td>
<td>4</td>
</tr>
<tr>
<td>CSRE 149</td>
<td>The Laboring of Diaspora &amp; Border Literary Cultures</td>
<td>3-5</td>
</tr>
<tr>
<td>CSRE 196C</td>
<td>Introduction to Comparative Studies in Race and Ethnicity</td>
<td>5</td>
</tr>
<tr>
<td>CSRE 200X</td>
<td>CSRE Senior Seminar</td>
<td>5</td>
</tr>
<tr>
<td>CSRE 245</td>
<td>Understanding Racial and Ethnic Identity Development</td>
<td>3-5</td>
</tr>
<tr>
<td>CSRE 246</td>
<td>Constructing Race and Religion in America</td>
<td>4-5</td>
</tr>
<tr>
<td>CSRE 255D</td>
<td>Racial Identity in the American Imagination</td>
<td>4-5</td>
</tr>
</tbody>
</table>

2. Major-Core Courses

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

Select one of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>NATIVEAM 138</td>
<td>American Indians in Comparative Historical Perspective</td>
<td>4</td>
</tr>
<tr>
<td>NATIVEAM 139</td>
<td>American Indians in Contemporary Society</td>
<td>4</td>
</tr>
<tr>
<td>NATIVEAM 115</td>
<td>Introduction to Native American History</td>
<td>5</td>
</tr>
<tr>
<td>NATIVEAM 16</td>
<td>Native Americans in the 21st Century: Encounters, Identity, and Sovereignty in Contemporary America</td>
<td>5</td>
</tr>
</tbody>
</table>

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 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:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFRICAAM 112</td>
<td>Urban Education</td>
<td>3-5</td>
</tr>
<tr>
<td>AFRICAST 111</td>
<td>Education for All? The Global and Local in Public Policy Making in Africa</td>
<td>3-5</td>
</tr>
<tr>
<td>CHILATST 131</td>
<td>Raza Youth in Urban Schools: Mis-educating Chicana/o/x and Latina/o/x Communities</td>
<td>3-5</td>
</tr>
<tr>
<td>CSRE 11W</td>
<td>Service-Learning Workshop on Issues of Education Equity</td>
<td>1</td>
</tr>
<tr>
<td>CSRE 103B</td>
<td>Race, Ethnicity, and Linguistic Diversity in Classrooms: Sociocultural Theory and Practices</td>
<td>3-5</td>
</tr>
<tr>
<td>CSRE 121X</td>
<td>Hip Hop, Youth Identities, and the Politics of Language</td>
<td>3-4</td>
</tr>
<tr>
<td>CSRE 126B</td>
<td>Curricular Public Policies for the Recognition of Afro-Brazilians and Indigenous Population</td>
<td>3-4</td>
</tr>
</tbody>
</table>

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 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:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTHRO 90C</td>
<td>Theory of Ecological and Environmental Anthropology</td>
<td>5</td>
</tr>
<tr>
<td>ANTHRO 118</td>
<td>Heritage, Environment, and Sovereignty in Hawai</td>
<td>4</td>
</tr>
<tr>
<td>ANTHRO 140C</td>
<td>Mobilizing Nature</td>
<td>3</td>
</tr>
<tr>
<td>ANTHRO 166</td>
<td>Political Ecology of Tropical Land Use: Conservation, Natural Resource Extraction, and Agribusiness</td>
<td>3-5</td>
</tr>
<tr>
<td>BIO 30</td>
<td>Ecology for Everyone</td>
<td>4</td>
</tr>
<tr>
<td>CSRE 125E</td>
<td>Shades of Green: Redesigning and Rethinking the Environmental Justice Movements</td>
<td>3-5</td>
</tr>
</tbody>
</table>
In the Health & Wellness subplan:

units of course work should be the subplan relevant courses and additional units. IDA requirements for the major, including the methodology requirement, and the interdisciplinary breadth requirement. One major-core course may be counted toward the 15 unit core requirement.

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.

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

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

**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:

<table>
<thead>
<tr>
<th>Course Code</th>
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</thead>
<tbody>
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<td>ANTHRO 82</td>
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<tr>
<td>ANTHRO 138</td>
<td>Medical Ethics in a Global World: Examining Race, Difference and Power in the Research Enterprise</td>
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**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:

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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:

<table>
<thead>
<tr>
<th>Units</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>AMSTUD 183  Re-Imagining American Borders</td>
</tr>
<tr>
<td>3-5</td>
<td>COMPLIT 149  The Laboring of Diaspora &amp; Border Literary Cultures</td>
</tr>
<tr>
<td>3</td>
<td>CSRE 14N  Growing Up Bilingual</td>
</tr>
<tr>
<td>4</td>
<td>CSRE 45Q  Understanding Race and Ethnicity in American Society</td>
</tr>
<tr>
<td>4-5</td>
<td>CSRE 108  Introduction to Feminist, Gender, and Sexuality Studies</td>
</tr>
<tr>
<td>5</td>
<td>CSRE 125V  The Voting Rights Act</td>
</tr>
<tr>
<td>2-4</td>
<td>CSRE 127A  Can't Stop Won't Stop: A History Of The Hip-Hop Arts</td>
</tr>
<tr>
<td>3-5</td>
<td>CSRE 149  The Laboring of Diaspora &amp; Border Literary Cultures</td>
</tr>
<tr>
<td>3</td>
<td>CSRE 150  Race and Political Sociology</td>
</tr>
<tr>
<td>4</td>
<td>CSRE 164  Immigration and the Changing United States</td>
</tr>
<tr>
<td>3</td>
<td>CSRE 201B  Making Meaning: Art, Culture &amp; Social Change</td>
</tr>
<tr>
<td>3-5</td>
<td>EDUC 114N  Growing Up Bilingual</td>
</tr>
<tr>
<td>3-5</td>
<td>EDUC 201  History of Education in the United States</td>
</tr>
<tr>
<td>3</td>
<td>HISTORY 50B  Nineteenth Century America</td>
</tr>
<tr>
<td>5</td>
<td>HISTORY 150C  The United States in the Twentieth Century</td>
</tr>
<tr>
<td>3-5</td>
<td>HISTORY 166B  Immigration Debates in America, Past and Present</td>
</tr>
<tr>
<td>4-5</td>
<td>POLISCI 120B  Campaigns, Voting, Media, and Elections</td>
</tr>
<tr>
<td>5</td>
<td>POLISCI 125V  The Voting Rights Act</td>
</tr>
<tr>
<td>5</td>
<td>POLISCI 327  Minority Behavior and Representation</td>
</tr>
<tr>
<td>4</td>
<td>SOC 135  Poverty, Inequality, and Social Policy in the United States</td>
</tr>
<tr>
<td>3</td>
<td>SOC 140  Introduction to Social Stratification</td>
</tr>
<tr>
<td>3</td>
<td>SOC 150  Race and Political Sociology</td>
</tr>
<tr>
<td>4</td>
<td>SOC 155  The Changing American Family</td>
</tr>
<tr>
<td>4</td>
<td>SOC 164  Immigration and the Changing United States</td>
</tr>
<tr>
<td>5</td>
<td>ANTHRO 132  Religion and Politics in the Muslim World</td>
</tr>
<tr>
<td>3</td>
<td>ASNAMST 110  The Development of the Southeast Asian American Communities: A comparative analysis</td>
</tr>
<tr>
<td>5</td>
<td>CHILATST 125S  Chicano/Latino Politics</td>
</tr>
<tr>
<td>1-3</td>
<td>CSRE 1V  A History of Race</td>
</tr>
<tr>
<td>3</td>
<td>CSRE 109B  Native Nation Building</td>
</tr>
<tr>
<td>3-5</td>
<td>CSRE 133J  WELFARE, WORK AND POVERTY</td>
</tr>
<tr>
<td>5</td>
<td>CSRE 141S  Immigration and Multiculturalism</td>
</tr>
<tr>
<td>3-4</td>
<td>CSRE 141X  Activism and Intersectionality</td>
</tr>
<tr>
<td>4</td>
<td>CSRE 147A  Race and Ethnicity Around the World</td>
</tr>
<tr>
<td>5</td>
<td>CSRE 152K  Mixed-Race Politics and Culture</td>
</tr>
<tr>
<td>4-5</td>
<td>CSRE 154T  The Politics of Algorithms</td>
</tr>
<tr>
<td>5</td>
<td>CSRE 252C  The Old South: Culture, Society, and Slavery</td>
</tr>
<tr>
<td>4</td>
<td>ETHICSOC 136R  Introduction to Global Justice</td>
</tr>
<tr>
<td>3</td>
<td>HISTORY 50B  Nineteenth Century America</td>
</tr>
</tbody>
</table>
Students may find the following courses useful in fulfilling requirements additional units.

The Race, Gender & Sexuality subplan requires 20-25 units of focused coursework. 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 the Race, Gender & Sexuality subplan 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:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFRICAM 121X</td>
<td>Hip Hop, Youth Identities, and the Politics of Language</td>
<td>3-4</td>
</tr>
<tr>
<td>AMSTUD 106</td>
<td>Spectacular Trials: Sex, Race and Violence in Modern American Culture</td>
<td>5</td>
</tr>
<tr>
<td>ARTHIST 176</td>
<td>Feminism and Contemporary Art</td>
<td>4</td>
</tr>
<tr>
<td>COMPLIT 110</td>
<td>Introduction to Comparative Queer Literary Studies</td>
<td>3-5</td>
</tr>
<tr>
<td>CSRE 28SI</td>
<td>What is Whiteness? Historical and Contemporary Definitions of White Racial Identity in the U.S.</td>
<td>1-2</td>
</tr>
<tr>
<td>CSRE 108</td>
<td>Introduction to Feminist, Gender, and Sexuality Studies</td>
<td>4-5</td>
</tr>
<tr>
<td>CSRE 133B</td>
<td>Covering Islam: On What We Learn to See, Think and Hear about Islam &amp; Muslims</td>
<td>3-5</td>
</tr>
<tr>
<td>CSRE 168</td>
<td>New Citizenship: Grassroots Movements for Social Justice in the U.S.</td>
<td>5</td>
</tr>
<tr>
<td>CSRE 183</td>
<td>Re-Imagining American Borders</td>
<td>5</td>
</tr>
<tr>
<td>CSRE 192E</td>
<td>Sexual Violence in America</td>
<td>4-5</td>
</tr>
<tr>
<td>CSRE 255D</td>
<td>Racial Identity in the American Imagination</td>
<td>4-5</td>
</tr>
<tr>
<td>FEMGEN 103</td>
<td>Feminist and Queer Theories and Methods Across the Disciplines</td>
<td>2-5</td>
</tr>
<tr>
<td>FEMGEN 188Q</td>
<td>Imagining Women: Writers in Print and in Person</td>
<td>4-5</td>
</tr>
<tr>
<td>HISTORY 257C</td>
<td>LGBT/Queer Life in the United States</td>
<td>4-5</td>
</tr>
<tr>
<td>LINGUIST 156</td>
<td>Language and Gender</td>
<td>3-5</td>
</tr>
<tr>
<td>NATIVEAM 103S</td>
<td>Gender in Native American Societies</td>
<td>5</td>
</tr>
<tr>
<td>TAPS 164T</td>
<td>Queer Art and Performance</td>
<td>4-5</td>
</tr>
<tr>
<td>AFRICAAM 28</td>
<td>Health Impact of Sexual Assault and Relationship Abuse across the Lifecourse</td>
<td>1-3</td>
</tr>
<tr>
<td>CHINA 115</td>
<td>Sex, Gender, and Power in Modern China</td>
<td>3-5</td>
</tr>
<tr>
<td>COMPLIT 110</td>
<td>Introduction to Comparative Queer Literary Studies</td>
<td>3-5</td>
</tr>
<tr>
<td>CSRE 103S</td>
<td>Gender in Native American Societies</td>
<td>5</td>
</tr>
<tr>
<td>CSRE 108</td>
<td>Introduction to Feminist, Gender, and Sexuality Studies</td>
<td>4-5</td>
</tr>
<tr>
<td>CSRE 117</td>
<td>Expanding Engineering Limits: Culture, Diversity, and Equity</td>
<td>1-3</td>
</tr>
<tr>
<td>CSRE 141X</td>
<td>Activism and Intersectionality</td>
<td>3-4</td>
</tr>
<tr>
<td>CSRE 174S</td>
<td>When Half is Whole: Developing Synergistic Identities and Mestiza Consciousness</td>
<td>5</td>
</tr>
<tr>
<td>CSRE 188Q</td>
<td>Imagining Women: Writers in Print and in Person</td>
<td>4-5</td>
</tr>
<tr>
<td>CSRE 192E</td>
<td>Sexual Violence in America</td>
<td>4-5</td>
</tr>
<tr>
<td>FEMGEN 20Q</td>
<td>Making of the Modern Woman: Robots, Aliens, &amp; the Feminine in Science Fiction</td>
<td>3</td>
</tr>
<tr>
<td>FEMGEN 135</td>
<td>Body Politics</td>
<td>1-2</td>
</tr>
<tr>
<td>LATINAM 248</td>
<td>Racial and Gender Inequalities in Latin America</td>
<td>3-5</td>
</tr>
<tr>
<td>SOC 155</td>
<td>The Changing American Family</td>
<td>4</td>
</tr>
</tbody>
</table>

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:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSRE 260</td>
<td>California’s Minority-Majority Cities</td>
<td>4-5</td>
</tr>
<tr>
<td>PEDS 250</td>
<td>Social and Environmental Determinants of Health</td>
<td>3</td>
</tr>
<tr>
<td>SOC 135</td>
<td>Poverty, Inequality, and Social Policy in the United States</td>
<td>4</td>
</tr>
<tr>
<td>SOC 155</td>
<td>The Changing American Family</td>
<td>4</td>
</tr>
<tr>
<td>URBANST 112</td>
<td>The Urban Underclass</td>
<td>4</td>
</tr>
</tbody>
</table>
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:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFRICAAM 194</td>
<td>Topics in Writing &amp; Rhetoric: Contemporary Black Rhetorics: Black Twitter and Black Digital Cultures</td>
<td>4</td>
</tr>
<tr>
<td>AFRICAAM 200N</td>
<td>Funkentelechy: Technologies, Social Justice and Black Vernacular Cultures</td>
<td>5</td>
</tr>
<tr>
<td>CHILATST 140</td>
<td>Migration in 21st Century Latin American Film</td>
<td>3-5</td>
</tr>
<tr>
<td>CS 106S</td>
<td>Coding for Social Good</td>
<td>1</td>
</tr>
<tr>
<td>CSRE 117</td>
<td>Expanding Engineering Limits: Culture, Diversity, and Equity</td>
<td>1-3</td>
</tr>
<tr>
<td>CSRE 154T</td>
<td>The Politics of Algorithms</td>
<td>4-5</td>
</tr>
<tr>
<td>HISTORY 1C</td>
<td>Global History: The Modern Age</td>
<td>3-5</td>
</tr>
<tr>
<td>HISTORY 40</td>
<td>World History of Science</td>
<td>3</td>
</tr>
<tr>
<td>HISTORY 194G</td>
<td>Humanities Core: Technology and Media in Modern Japan</td>
<td>3-5</td>
</tr>
<tr>
<td>HISTORY 294J</td>
<td>Science, Power, and Knowledge: East Asia to 1900</td>
<td>3-5</td>
</tr>
<tr>
<td>INTLPOI 221</td>
<td>Politics of Data: Algorithmic Culture, Big Data, and Information Waste</td>
<td>3-4</td>
</tr>
<tr>
<td>MS&amp;E 330</td>
<td>Law, Order &amp; Algorithms</td>
<td>3</td>
</tr>
<tr>
<td>PUBLPOL 147</td>
<td>Ending Poverty with Technology</td>
<td>5</td>
</tr>
<tr>
<td>PUBLPOL 148</td>
<td>Ending Poverty with Technology: A Practicum</td>
<td>5</td>
</tr>
<tr>
<td>RELIGST 265</td>
<td>Creating the Universe: Buddhist Science, Ritual and Art</td>
<td>5</td>
</tr>
<tr>
<td>SOC 154</td>
<td>The Politics of Algorithms</td>
<td>4-5</td>
</tr>
</tbody>
</table>

**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, 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:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSRE 196C</td>
<td>Introduction to Comparative Studies in Race and Ethnicity</td>
<td>5</td>
</tr>
</tbody>
</table>

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

Core Courses

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

Major-Core Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFRICAAM 43</td>
<td>Introduction to English III: Introduction to African American Literature</td>
<td>3-5</td>
</tr>
<tr>
<td>AFRICAAM 105</td>
<td>Introduction to African and African American Studies</td>
<td>5</td>
</tr>
<tr>
<td>ASNAMST 186B</td>
<td>Asian American Art: 1850-Present</td>
<td>4</td>
</tr>
<tr>
<td>CHILATST 171</td>
<td>Mexicans in the United States</td>
<td>5</td>
</tr>
<tr>
<td>CHILATST 173</td>
<td>Mexican Migration to the United States</td>
<td>3-5</td>
</tr>
<tr>
<td>CHILATST 180E</td>
<td>Introduction to Chicana/Latina Studies</td>
<td>5</td>
</tr>
<tr>
<td>COMPLIT 134</td>
<td>Asian American History through Literature</td>
<td>5</td>
</tr>
<tr>
<td>NATIVEAM 16</td>
<td>Native Americans in the 21st Century: Encounters, Identity, and Sovereignty in Contemporary America</td>
<td>5</td>
</tr>
<tr>
<td>NATIVEAM 115</td>
<td>Introduction to Native American History</td>
<td>5</td>
</tr>
</tbody>
</table>
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.

In addition, students are required to take:

- CSRE 200X: CSRE Senior Seminar (5 units)
- CSRE 200Y: CSRE Senior Honors Research (in Winter and Spring quarters) (1-10 units)
- CSRE 200Z: CSRE Senior Honors Research (in Winter and Spring quarters) (1-10 units)

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

- CSRE 196C: Introduction to Comparative Studies in Race and Ethnicity (5 units)

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.

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

Thematic Courses

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

Chicana/o-Latina/o Studies Minor

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

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

Comparative Core Courses

- CSRE 196C: Introduction to Comparative Studies in Race and Ethnicity (5 units)

Major Core Courses

- CHILATST 180E: Introduction to Chicana/Latina Studies (5 units)

Thematic Courses

- CHILATST 14N: Growing Up Bilingual (3 units)
- CHILATST 111: Curander@s, remedios y espiritualidad: Chican@/Latin@ healing practices (3-4 units)
- CHILATST 125S: Chicano/Latino Politics (5 units)
- CHILATST 131: Raza Youth in Urban Schools: Mis-educating Chicana/o/x and Latina/o/x Communities (5 units)
- CHILATST 140: Migration in 21st Century Latin American Film (3-5 units)
- CHILATST 164: Immigration and the Changing United States (4 units)
- CHILATST 177A: Well-Being in Immigrant Children & Youth: A Service Learning Course (4 units)
- CHILATST 177B: Well-Being in Immigrant Children & Youth: A Service Learning Course (4 units)
- CHILATST 181: Latino Social Movements (5 units)
- CHILATST 193B: Peer Counseling in the Chicano/Latino Community (1 unit)
- CHILATST 201B: Making Meaning: Art, Culture & Social Change (3 units)
- CHILATST 272A (5 units)
- CHILATST 272B (5 units)
- ILAC 149: The Laboring of Diaspora & Border Literary Cultures (3-5 units)
- ILAC 161: Modern Latin American Literature (3-5 units)

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

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<tr>
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<th>Course Title</th>
<th>Units</th>
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<tr>
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<td>Introduction to Comparative Studies in Race and Ethnicity</td>
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Major-Core Courses

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

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<tr>
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<tr>
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<td>My Journey: Conversations on Race and Ethnicity</td>
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<td>CSRE 1V</td>
<td>A History of Race</td>
<td>1-3</td>
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<td>CSRE 14N</td>
<td>Growing Up Bilingual</td>
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<td>CSRE 21N</td>
<td>How to Make a Racist</td>
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<td>CSRE 30Q</td>
<td>The Big Shift</td>
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<tr>
<td>CSRE 32</td>
<td>Theories in Race and Ethnicity: A Comparative Perspective</td>
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<tr>
<td>CSRE 41A</td>
<td>Genes and Identity</td>
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<tr>
<td>CSRE 45Q</td>
<td>Understanding Race and Ethnicity in American Society</td>
<td>4</td>
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<tr>
<td>CSRE 47Q</td>
<td>Heartfulness: Mindfulness, Compassion, and Responsibility</td>
<td>3</td>
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<tr>
<td>CSRE 51Q</td>
<td>Comparative Fictions of Ethnicity</td>
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<td>CSRE 52H</td>
<td>I, Scientist: Diversity Improves the Scientific Practice</td>
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<td>CSRE 54N</td>
<td>Batman, Hamilton, Diaz, and Other Wondrous Lives</td>
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<td>CSRE 63N</td>
<td>History of South Africa</td>
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<td>CSRE 74</td>
<td>History of South Africa</td>
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<td>CSRE 85B</td>
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<td>CSRE 102A</td>
<td>Art and Social Criticism</td>
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<td>CSRE 103</td>
<td>Intergroup Communication</td>
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<td>CSRE 103B</td>
<td>Race, Ethnicity, and Linguistic Diversity in Classrooms: Sociocultural Theory and Practices</td>
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<td>Gender in Native American Societies</td>
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<td>CSRE 113V</td>
<td>Freedom in Chains: Black Slavery in the Atlantic, 1400s-1800s</td>
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<td>CSRE 117</td>
<td>Expanding Engineering Limits: Culture, Diversity, and Equity</td>
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<tr>
<td>CSRE 125E</td>
<td>Shades of Green: Redesigning and Rethinking the Environmental Justice Movements</td>
<td>3-5</td>
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<td>CSRE 129</td>
<td>Camus</td>
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<td>CSRE 130</td>
<td>Community-based Research As Tool for Social Change:Discourses of Equity in Communities &amp; Classrooms</td>
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<td>CSRE 138</td>
<td>Medical Ethics in a Global World: Examining Race, Difference and Power in the Research Enterprise</td>
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<td>CSRE 141X</td>
<td>Activism and Intersectionality</td>
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<td>CSRE 144</td>
<td>Transforming Self and Systems: Crossing Borders of Race, Nation, Gender, Sexuality, and Class</td>
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<td>CSRE 145H</td>
<td>Trauma, healing, and empowerment</td>
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<td>CSRE 149</td>
<td>The Laboring of Diaspora &amp; Border Literary Cultures</td>
<td>3-5</td>
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<tr>
<td>CSRE 150A</td>
<td>Race and Crime</td>
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<tr>
<td>CSRE 151D</td>
<td>Migration and Diaspora in American Art, 1800-Present</td>
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<td>CSRE 152K</td>
<td>Mixed-Race Politics and Culture</td>
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<td>CSRE 154</td>
<td>Anthropology of Drugs: Experience, Capitalism, Modernity</td>
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<td>CSRE 154T</td>
<td>The Politics of Algorithms</td>
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<td>CSRE 157P</td>
<td>Solidarity and Racial Justice</td>
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<td>CSRE 162</td>
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<td>CSRE 162A</td>
<td>Spirituality and Nonviolent Urban and Social Transformation</td>
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<td>CSRE 165</td>
<td>Identity and Academic Achievement</td>
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<tr>
<td>CSRE 174</td>
<td>History of South Africa</td>
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<td>CSRE 177E</td>
<td>Well-Being in Immigrant Children &amp; Youth: A Service Learning Course</td>
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<td>Well-Being in Immigrant Children &amp; Youth: A Service Learning Course</td>
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<tr>
<td>CSRE 178</td>
<td>Ethics and Politics of Public Service</td>
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<td>CSRE 180E</td>
<td>Introduction to Chicano/Latinx Studies</td>
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<td>CSRE 183</td>
<td>Re-Imagining American Borders</td>
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<td>CSRE 201B</td>
<td>Making Meaning: Art, Culture &amp; Social Change</td>
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<td>CSRE 217</td>
<td>Expanding Engineering Limits: Culture, Diversity, and Equity</td>
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<td>CSRE 230</td>
<td>Law, Order &amp; Algorithms</td>
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<td>CSRE 249</td>
<td>The Algerian Wars</td>
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<td>CSRE 260</td>
<td>California's Minority-Majority Cities</td>
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<tr>
<td>CSRE 295F</td>
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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**

<table>
<thead>
<tr>
<th>Course</th>
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**Major-Core Courses**

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<tr>
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<tr>
<td>NATIVEAM 115</td>
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**Thematic Courses**

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

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<td>JEWISHST 5B</td>
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<td>JEWISHST 38A</td>
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<tr>
<td>JEWISHST 145</td>
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<td>JEWISHST 237</td>
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<td>JEWISHST 284C</td>
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<tr>
<td>JEWISHST 288D</td>
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</table>

**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**

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
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<tbody>
<tr>
<td>CSRE 196C</td>
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**Major-Core Courses**

<table>
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<tr>
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**Thematic Courses**

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<tr>
<td>NATIVEAM 111B</td>
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</table>

**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), Cherrie Moraga (Drama), Paula Moya (English), Amado Padilla (Education), Jonathan Rosa (Education), José David Saldivar (Comparative Literature), Ramón Saldivar (English), Gary Segura (Political Science), Guadalupe Valdés (Education), Yvonne Yarbro-Bejarano (Iberian and Latin American Cultures)

**Comparative Studies in Race & 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 Saldivar, Alexander Key
- Drama: Jennifer Brody, Harry Elam
- English: Michele Elam, Chang-rae Lee, Paula Moya, Vaughn Rasberry, Ramón Saldivar
- History: Al Camarillo, James Campbell, Gordon Chang, Allyson Hobbs, Ana Minian
- Iberian and Latin American Cultures: Lisa Surwillo, Hector Hoyos
- Linguistics: John Rickford
- 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), Anthea 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 Eltekar (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 Malikki (Anthropology), Hazel Markus (Psychology), Ramón Martínez (Education), Ruben Martínez (Comparative Studies in Race and Ethnicity), Barbaro Martínez-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 Jollick (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 (Biography), Gabriella Safran (Slavic Languages and Literatures), Vered Karl Shemtov (Language Center, Comparative Literature), Lee Shulman (Education, emeritus), Peter Stansky (History, emeritus), Marie-Pierre Ullio (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.

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tr>
<td>EDUC 181</td>
<td>Multicultural Issues in Higher Education</td>
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<tr>
<td>EDUC 193F</td>
<td>Psychological Well-Being on Campus: Asian American Perspectives</td>
<td>1</td>
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<tr>
<td>HISTORY 166B</td>
<td>Immigration Debates in America, Past and Present</td>
<td>3-5</td>
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<tr>
<td>PSYCH 217</td>
<td>Topics and Methods Related to Culture and Emotion</td>
<td>3</td>
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<tr>
<td>ASNAMST 31N</td>
<td>Behind the Big Drums: Exploring Taiko</td>
<td>3</td>
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<tr>
<td>ASNAMST 110</td>
<td>The Development of the Southeast Asian American Communities: A comparative analysis</td>
<td>3</td>
</tr>
<tr>
<td>ASNAMST 155D</td>
<td>Asian American Communities: A comparative analysis</td>
<td>3-5</td>
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<tr>
<td>ASNAMST 174S</td>
<td>When Half is Whole: Developing Synergistic Identities and Mestiza Consciousness</td>
<td>5</td>
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<tr>
<td>ASNAMST 186B</td>
<td>Asian American Art: 1850-Present</td>
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<td>ASNAMST 295F</td>
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<td>4-5</td>
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### 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.

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## 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.

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### Comparative Studies in Race and Ethnicity

**Units**

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**Jewish Studies**

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

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

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<td>Peer Counseling in the Native American Community</td>
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<td>RELIGST 203</td>
<td>Myth, Place, and Ritual in the Study of Religion</td>
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<td>Myth, Place, and Ritual in the Study of Religion</td>
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<td>SPECLANG 189A</td>
<td>First-Year Hawaiian, First Quarter</td>
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<td>SPECLANG 189B</td>
<td>First-Year Beginning Hawaiian, Second Quarter</td>
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<tr>
<td>SPECLANG 189C</td>
<td>First-Year Hawaiian, Third Quarter</td>
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<td>SPECLANG 247A</td>
<td>First-Year Lakota, First Quarter</td>
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<td>First-Year Lakota, Second Quarter</td>
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<td>First-Year Lakota, Third Quarter</td>
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<tr>
<td>SPECLANG 248</td>
<td>Introduction to Siouan Language &amp; Culture II</td>
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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).

<table>
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<tr>
<th>Course Code</th>
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<td>OSPCPTWN 16</td>
<td>Sites of Memory</td>
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<td>Xhosa Language and Culture</td>
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<td>Genocide: African Experiences in Comparative Perspective</td>
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<td>OSPCPTWN 43</td>
<td>Public and Community Health in Sub-Saharan Africa</td>
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<td>OSPCPTWN 70</td>
<td>Youth Citizenship and Community Engagement</td>
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