

# African and African American Studies

## Undergraduate Program in African and African American Studies

The Program in African and African American Studies (AAAS), established in 1969, was the first ethnic studies program developed at Stanford University and the first African and African American Studies program at a private institution in the U.S. The AAAS program provides an interdisciplinary introduction to the study of peoples of African descent as a central component of American culture, offering a course of study that promotes research across disciplinary and departmental boundaries as well as providing research training and community service learning opportunities for undergraduates. It has developed an extensive network of Stanford scholars who work in race studies specific to AAAS and in concert with the Center for Comparative Studies in Race and Ethnicity.

AAAS encourages an interdisciplinary program of study drawn from fields including anthropology, art, art history, economics, education, drama, history, languages, linguistics, literature, music, philosophy, political science, psychology, religion, and sociology. The program emphasizes rigorous and creative scholarship and research, and fosters close academic advising with a faculty adviser, the AAAS Associate Director, and the Director.

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

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

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

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

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

others. The program provides an intellectual background for students considering graduate school or professional careers.

## Learning Outcomes (Undergraduate)

The department expects undergraduate majors in the program to be able to demonstrate the following learning outcomes. These learning outcomes are used in evaluating students and the program's undergraduate program. Students are expected to demonstrate:

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

## Bachelor of Arts in African and African American Studies Core Curriculum

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

## Requirements

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

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

courses that are primarily focused on Africa (<https://explorecourses.stanford.edu/search?q=AAAS%3A%3Aafrica&view=catalog&page=0&academicYear=&collapse=&filter-coursestatus-Active=on>), African American Studies ([http://explorecourses.stanford.edu/CourseSearch/search?view=catalog&filter-coursestatus-Active=on&page=0&catalog=&academicYear=&q=AAAS%3A%3Aafrican\\_american&collapse=](http://explorecourses.stanford.edu/CourseSearch/search?view=catalog&filter-coursestatus-Active=on&page=0&catalog=&academicYear=&q=AAAS%3A%3Aafrican_american&collapse=)), the Caribbean (<https://explorecourses.stanford.edu/search?page=0&q=AAAS%3a%3acaribbean+&filter-coursestatus-Active=on&view=catalog&collapse=&academicYear=>), or the African Diaspora (<https://explorecourses.stanford.edu/search?page=0&q=AAAS%3a%3adiaspora&filter-coursestatus-Active=on&view=catalog&collapse=&academicYear=>).

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

## Thematic Emphasis

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

- Africa (<https://explorecourses.stanford.edu/search?q=AAAS%3A%3Aafrica&view=catalog&page=0&academicYear=&collapse=&filter-coursestatus-Active=on>)
- African Americans ([http://explorecourses.stanford.edu/CourseSearch/search?view=catalog&filter-coursestatus-Active=on&page=0&catalog=&academicYear=&q=AAAS%3A%3Aafrican\\_american&collapse=](http://explorecourses.stanford.edu/CourseSearch/search?view=catalog&filter-coursestatus-Active=on&page=0&catalog=&academicYear=&q=AAAS%3A%3Aafrican_american&collapse=))
- Class (<http://explorecourses.stanford.edu/CourseSearch/search?view=catalog&filter-coursestatus-Active=on&page=0&catalog=&academicYear=&q=AAAS%3A%3Aclass&collapse=>)
- Diaspora (<https://explorecourses.stanford.edu/search?page=0&q=AAAS%3a%3adiaspora&filter-coursestatus-Active=on&view=catalog&collapse=&academicYear=>)
- Education (<https://explorecourses.stanford.edu/search?page=0&q=AAAS%3a%3aeducation&filter-coursestatus-Active=on&view=catalog&collapse=&academicYear=>)
- Gender (<https://explorecourses.stanford.edu/search?page=0&q=AAAS%3a%3agender&filter-coursestatus-Active=on&view=catalog&collapse=&academicYear=>)
- Historical Period ([https://explorecourses.stanford.edu/search?page=0&q=AAAS%3a%3ahistorical\\_period&filter-coursestatus-Active=on&view=catalog&collapse=&academicYear=](https://explorecourses.stanford.edu/search?page=0&q=AAAS%3a%3ahistorical_period&filter-coursestatus-Active=on&view=catalog&collapse=&academicYear=))
- Identities, Diversity, and Aesthetics (IDA) (<https://explorecourses.stanford.edu/search?page=0&q=AAAS%3a%3aida&filter-coursestatus-Active=on&view=catalog&collapse=&academicYear=>)
- Linguistics (<https://explorecourses.stanford.edu/search?page=0&q=AAAS%3a%3alanguage+&filter-coursestatus-Active=on&view=catalog&collapse=&academicYear=>)
- Mixed Race ([https://explorecourses.stanford.edu/search?page=0&q=AAAS%3a%3amixed\\_race&filter-coursestatus-Active=on&view=catalog&collapse=&academicYear=](https://explorecourses.stanford.edu/search?page=0&q=AAAS%3a%3amixed_race&filter-coursestatus-Active=on&view=catalog&collapse=&academicYear=))
- Theory (<https://explorecourses.stanford.edu/search?page=0&q=AAAS%3a%3atheory&filter-coursestatus-Active=on&view=catalog&collapse=&academicYear=>)

## Core Courses

		Units
AFRICAAM 16N	African Americans and Social Movements	3
AFRICAAM 19	Studies in Music, Media, and Popular Culture: The Soul Tradition in African American Music	3-4
AFRICAAM 21	African American Vernacular English	3-5
AFRICAAM 30	The Egyptians	3-5
AFRICAAM 31	RealTalk: Intimate Discussions about the African Diaspora	1
AFRICAAM 32	The 5th Element: Hip Hop Knowledge, Pedagogy, and Social Justice	1-5
AFRICAAM 33	From Moments to Movements: New Media, Narrative, and 21st Century Activism	5
AFRICAAM 34	Race, Policing, and Mass Incarceration	1
AFRICAAM 35	On the Meaning of Freedom	5
AFRICAAM 43	Introduction to English III: Introduction to African American Literature	5
AFRICAAM 47	History of South Africa	3
AFRICAAM 48Q	South Africa: Contested Transitions	3
AFRICAAM 50B	19th Century America	3
AFRICAAM 54N	African American Women's Lives	3-4
AFRICAAM 64C	From Freedom to Freedom Now!: African American History, 1865-1965	3
AFRICAAM 75E	Black Cinema	2
AFRICAAM 105	Introduction to African and African American Studies	5
AFRICAAM 116	Education, Race, and Inequality in African American History, 1880-1990	3-5
AFRICAAM 123	Great Works of the African American Tradition	5
AFRICAAM 147	History of South Africa	5
AFRICAAM 152G	Harlem Renaissance and Modernism	5
AFRICAAM 156	Performing History: Race, Politics, and Staging the Plays of August Wilson	4
AFRICAAM 166	Introduction to African American History - the Modern Freedom Struggle	3-5
AFRICAAM 181Q	Alternative Viewpoints: Black Independent Film	4
AFRICAAM 190	Directed Reading	1-5
AFRICAAM 195	Independent Study	5
AFRICAAM 199	Honors Project	1-5
AFRICAAM 200X	Honors Thesis and Senior Thesis Seminar	5
AFRICAAM 200Y	Honors Thesis and Senior Thesis Research	3-5
AFRICAAM 200Z	Honors Thesis and Senior Thesis Research	3-5
AFRICAAM 212	AIDS, Literacy, and Land: Foreign Aid and Development in Africa	5
AFRICAAM 226	Mixed-Race Politics and Culture	5
AFRICAAM 245	Understanding Racial and Ethnic Identity Development	3-5
AFRICAAM 262D	African American Poetics	5
AFRICAAM 267E	Martin Luther King, Jr. - His Life, Ideas, and Legacy	4-5
AFRICAST 72SI	Conflict in the Congo	1-2

AFRICAST 109	Running While Others Walk: African Perspectives on Development	5
AFRICAST 111	Education for All? The Global and Local in Public Policy Making in Africa	5
AFRICAST 112	AIDS, Literacy, and Land: Foreign Aid and Development in Africa	5
AFRICAST 115	South African Encounters	1
AFRICAST 127	African Art and Politics, c. 1900 - Present	4
AFRICAST 135	Designing Research-Based Interventions to Solve Global Health Problems	3-4
AFRICAST 138	Conflict and Reconciliation in Africa: International Intervention	3-5
AFRICAST 139A	Forgotten Africa: An Introduction to the Archaeology of Africa	5
AFRICAST 141A	Science, Technology, and Medicine in Africa	4
AFRICAST 142	Challenging the Status Quo: Social Entrepreneurs Advancing Democracy, Development and Justice	3-5
AFRICAST 151	AIDS in Africa	3
AFRICAST 190	Madagascar Prefield Seminar	1-2
AFRICAST 195	Back from Africa Workshop	1-2
AFRICAST 199	Independent Study or Directed Reading	1-5
AFRICAST 200	The HIV/AIDS Epidemic in Tanzania: A Pre-Field Seminar	1
AFRICAST 209	Running While Others Walk: African Perspectives on Development	5
AFRICAST 211	Education for All? The Global and Local in Public Policy Making in Africa	5
AFRICAST 212	AIDS, Literacy, and Land: Foreign Aid and Development in Africa	5
AFRICAST 224	Memory and Heritage In South Africa Syllabus	1
AFRICAST 235	Designing Research-Based Interventions to Solve Global Health Problems	3-4
AFRICAST 299	Independent Study or Directed Reading	1-10
AFRICAST 301A	The Dynamics of Change in Africa	4-5
AMSTUD 166	Introduction to African American History - the Modern Freedom Struggle	3-5
AMSTUD 261E	Mixed Race Literature in the U.S. and South Africa	5
AMSTUD 262C	African American Literature and the Retreat of Jim Crow	5
AMSTUD 262D	African American Poetics	5
ARCHLGY 139A	Forgotten Africa: An Introduction to the Archaeology of Africa	5
ARTHIST 127A	African Art and Politics, c. 1900 - Present	4
ARTHIST 178	Ethnicity and Dissent in United States Art and Literature	4
COMPLIT 145B	Africa in Atlantic Writing	3
HISTORY 45B	Africa in the Twentieth Century	3
HISTORY 47	History of South Africa	3
HISTORY 48Q	South Africa: Contested Transitions	3
HISTORY 54N	African American Women's Lives	3-4
HISTORY 145B	Africa in the 20th Century	5
HISTORY 164C	From Freedom to Freedom Now: African American History, 1865-1965	5
HISTORY 166	Introduction to African American History - the Modern Freedom Struggle	3-5
HISTORY 245G	Law and Colonialism in Africa	4-5
HISTORY 254D	Law, Slavery, and Race	5
HISTORY 267E	Martin Luther King, Jr. - His Life, Ideas, and Legacy	4-5

LINGUIST 152	Sociolinguistics and Pidgin Creole Studies	2-4
LINGUIST 252	Sociolinguistics and Pidgin Creole Studies	2-4
MUSIC 147J	Studies in Music, Media, and Popular Culture: The Soul Tradition in African American Music	3-4
OSPMADRD 31	Hip Hop Madrid: La Globalizacion de la Cultura, Arte, y Politica de Hip Hop	3
POLISCI 146A	African Politics	4-5
POLISCI 246P	The Dynamics of Change in Africa	4-5
SOC 16N	African Americans and Social Movements	3
SOC 149	The Urban Underclass	4
TAPS 32	The 5th Element: Hip Hop Knowledge, Pedagogy, and Social Justice	1-5
TAPS 181Q	Alternative Viewpoints: Black Independent Film	4

## Directed Reading and Research

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

Courses that fulfill directed reading and research requirements:

	Units
AFRICAAM 190 Directed Reading	1-5
AFRICAAM 195 Independent Study	5
AFRICAAM 199 Honors Project	1-5

## Senior Seminar

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

## Honors Program for Majors in African and African American Studies

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

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

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

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

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

## Thematic Emphasis

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

## Thematic Emphasis in Africa

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

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

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

		Units
AFRICAAM 24	Introduction to Dance in the African Diaspora	4
AFRICAAM 30	The Egyptians	3-5
AFRICAAM 31	RealTalk: Intimate Discussions about the African Diaspora	1
AFRICAAM 47	History of South Africa	3
AFRICAAM 48Q	South Africa: Contested Transitions	3
AFRICAAM 115	South African Encounters	1
AFRICAAM 133	Literature and Society in Africa and the Caribbean	4
AFRICAAM 145B	Africa in the 20th Century	5
AFRICAAM 146A	African Politics	4-5
AFRICAAM 147	History of South Africa	5
AFRICAAM 148	Africa in Atlantic Writing	3
AFRICAAM 190	Directed Reading	1-5
AFRICAAM 195	Independent Study	5
AFRICAAM 199	Honors Project	1-5
AFRICAAM 200X	Honors Thesis and Senior Thesis Seminar	5
AFRICAAM 200Y	Honors Thesis and Senior Thesis Research	3-5
AFRICAAM 200Z	Honors Thesis and Senior Thesis Research	3-5
AFRICAAM 212	AIDS, Literacy, and Land: Foreign Aid and Development in Africa	5
AFRICAAM 261E	Mixed Race Literature in the U.S. and South Africa	5
AFRICAST 72SI	Conflict in the Congo	1-2
AFRICAST 109	Running While Others Walk: African Perspectives on Development	5

AFRICAST 111	Education for All? The Global and Local in Public Policy Making in Africa	5
AFRICAST 112	AIDS, Literacy, and Land: Foreign Aid and Development in Africa	5
AFRICAST 115	South African Encounters	1
AFRICAST 127	African Art and Politics, c. 1900 - Present	4
AFRICAST 135	Designing Research-Based Interventions to Solve Global Health Problems	3-4
AFRICAST 138	Conflict and Reconciliation in Africa: International Intervention	3-5
AFRICAST 139A	Forgotten Africa: An Introduction to the Archaeology of Africa	5
AFRICAST 141A	Science, Technology, and Medicine in Africa	4
AFRICAST 142	Challenging the Status Quo: Social Entrepreneurs Advancing Democracy, Development and Justice	3-5
AFRICAST 151	AIDS in Africa	3
AFRICAST 190	Madagascar Prefield Seminar	1-2
AFRICAST 195	Back from Africa Workshop	1-2
AFRICAST 199	Independent Study or Directed Reading	1-5
AFRICAST 200	The HIV/AIDS Epidemic in Tanzania: A Pre-Field Seminar	1
AFRICAST 209	Running While Others Walk: African Perspectives on Development	5
AFRICAST 211	Education for All? The Global and Local in Public Policy Making in Africa	5
AFRICAST 212	AIDS, Literacy, and Land: Foreign Aid and Development in Africa	5
AFRICAST 224	Memory and Heritage In South Africa Syllabus	1
AFRICAST 235	Designing Research-Based Interventions to Solve Global Health Problems	3-4
AFRICAST 299	Independent Study or Directed Reading	1-10
AFRICAST 301A	The Dynamics of Change in Africa	4-5
AMSTUD 261E	Mixed Race Literature in the U.S. and South Africa	5
ANTHRO 27N	Ethnicity and Violence: Anthropological Perspectives	3-5
ANTHRO 138B	Urban Africa	5
ANTHRO 139	Ethnography of Africa	5
ANTHRO 139A	Forgotten Africa: An Introduction to the Archaeology of Africa	5
ANTHRO 140	Ethnography of Africa	3
ANTHRO 141A	Science, Technology, and Medicine in Africa	4
ANTHRO 185	Medical Anthropology of Contemporary Africa	5
ANTHRO 187A	The Anthropology of Race, Nature, and Animality	5
ANTHRO 239	Ethnography of Africa	5
ANTHRO 241	The State in Africa	5
ANTHRO 285	Medical Anthropology of Contemporary Africa	5
ARCHLGY 139A	Forgotten Africa: An Introduction to the Archaeology of Africa	5
ARTHIST 127A	African Art and Politics, c. 1900 - Present	4
ARTHIST 192B	Art of the African Diaspora	4
COMPLIT 145B	Africa in Atlantic Writing	3
DANCE 24	Introduction to Dance in the African Diaspora	4
DANCE 26	Dance and at the African Diaspora	4
HISTORY 45B	Africa in the Twentieth Century	3
HISTORY 47	History of South Africa	3
HISTORY 48Q	South Africa: Contested Transitions	3
HISTORY 49C	THE SLAVE TRADE	3
HISTORY 50A	Colonial and Revolutionary America	3

HISTORY 106A	Global Human Geography: Asia and Africa	5
HISTORY 145B	Africa in the 20th Century	5
HISTORY 146	History of Humanitarian Aid in sub-Saharan Africa	4-5
HISTORY 147	History of South Africa	5
HISTORY 244	Egyptomania! The Allure of Ancient Egypt Over the Past 3,500 Years	5
HISTORY 245G	Law and Colonialism in Africa	4-5
HISTORY 247	Violence in African History: Conflict and Healing in sub-Saharan Africa	4-5
HISTORY 248S	Colonial States and African Societies, Part I	4-5
HISTORY 249S	Colonial States and African Societies, Part II	4-5
LINGUIST 252	Sociolinguistics and Pidgin Creole Studies	2-4
POLISCI 11N	The Rwandan Genocide	3
POLISCI 146A	African Politics	4-5
POLISCI 242A	Why is Africa Poor?, Civil War and Peace Processes	5
POLISCI 246P	The Dynamics of Change in Africa	4-5

## Thematic Concentration in African Americans

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

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

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

		Units
AFRICAAM 16N	African Americans and Social Movements	3
AFRICAAM 18A	Jazz History: Ragtime to Bebop, 1900-1940	3
AFRICAAM 18B	Jazz History: Bebop to Present, 1940-Present	3
AFRICAAM 19	Studies in Music, Media, and Popular Culture: The Soul Tradition in African American Music	3-4
AFRICAAM 20A	Jazz Theory	3
AFRICAAM 21	African American Vernacular English	3-5
AFRICAAM 24	Introduction to Dance in the African Diaspora	4
AFRICAAM 31	RealTalk: Intimate Discussions about the African Diaspora	1
AFRICAAM 33	From Moments to Movements: New Media, Narrative, and 21st Century Activism	5
AFRICAAM 34	Race, Policing, and Mass Incarceration	1
AFRICAAM 43	Introduction to English III: Introduction to African American Literature	5
AFRICAAM 50B	19th Century America	3
AFRICAAM 54N	African American Women's Lives	3-4
AFRICAAM 64C	From Freedom to Freedom Now!: African American History, 1865-1965	3
AFRICAAM 75E	Black Cinema	2
AFRICAAM 105	Introduction to African and African American Studies	5
AFRICAAM 116	Education, Race, and Inequality in African American History, 1880-1990	3-5

AFRICAAM 121X	Hip Hop, Youth Identities, and the Politics of Language	3-4
AFRICAAM 123	Great Works of the African American Tradition	5
AFRICAAM 125V	The Voting Rights Act	5
AFRICAAM 150B	19th-Century America	5
AFRICAAM 152G	Harlem Renaissance and Modernism	5
AFRICAAM 154	Black Feminist Theory	5
AFRICAAM 156	Performing History: Race, Politics, and Staging the Plays of August Wilson	4
AFRICAAM 158	Black Queer Theory	5
AFRICAAM 166	Introduction to African American History - the Modern Freedom Struggle	3-5
AFRICAAM 181Q	Alternative Viewpoints: Black Independent Film	4
AFRICAAM 190	Directed Reading	1-5
AFRICAAM 195	Independent Study	5
AFRICAAM 199	Honors Project	1-5
AFRICAAM 200X	Honors Thesis and Senior Thesis Seminar	5
AFRICAAM 200Y	Honors Thesis and Senior Thesis Research	3-5
AFRICAAM 200Z	Honors Thesis and Senior Thesis Research	3-5
AFRICAAM 226	Mixed-Race Politics and Culture	5
AFRICAAM 245	Understanding Racial and Ethnic Identity Development	3-5
AFRICAAM 254D	Law, Slavery, and Race	5
AFRICAAM 262D	African American Poetics	5
AFRICAAM 267E	Martin Luther King, Jr. - His Life, Ideas, and Legacy	4-5
AFRICAST 142	Challenging the Status Quo: Social Entrepreneurs Advancing Democracy, Development and Justice	3-5
AMSTUD 15	Global Flows: The Globalization of Hip Hop Art, Culture, and Politics	1-2
AMSTUD 50N	The Literature of Inequality: Have and Have-Nots from the Gilded Age to the Occupy Era	3
AMSTUD 51Q	Comparative Fictions of Ethnicity	4
AMSTUD 101	American Fiction into Film: How Hollywood Scripts and Projects Black and White Relations	3-5
AMSTUD 121L	Racial-Ethnic Politics in US	5
AMSTUD 121X	Hip Hop, Youth Identities, and the Politics of Language	3-4
AMSTUD 164C	From Freedom to Freedom Now: African American History, 1865-1965	5
AMSTUD 166	Introduction to African American History - the Modern Freedom Struggle	3-5
AMSTUD 201	History of Education in the United States	3-5
AMSTUD 214	The American 1960s: Thought, Protest, and Culture	5
AMSTUD 226	Race and Racism in American Politics	5
AMSTUD 255D	Racial Identity in the American Imagination	4-5
AMSTUD 261E	Mixed Race Literature in the U.S. and South Africa	5
AMSTUD 262C	African American Literature and the Retreat of Jim Crow	5
AMSTUD 262D	African American Poetics	5

ANTHRO 32	Theories in Race and Ethnicity: A Comparative Perspective	5	PSYCH 215	Mind, Culture, and Society	3
ARTHIST 178	Ethnicity and Dissent in United States Art and Literature	4	PUBLPOL 121L	Racial-Ethnic Politics in US	5
COMPLIT 290	Human Rights in a Global Frame: Race, Place, Redress, Resistance	3-5	SOC 16N	African Americans and Social Movements	3
DANCE 31	Chocolate Head-Space: Crowd-Sourced Performance Experience	2	SOC 45Q	Understanding Race and Ethnicity in American Society	4
DANCE 45	Dance Improvisation Techniques and Strategies Lab: From Hip Hop to Contact	2	SOC 145	Race and Ethnic Relations in the USA	4
DANCE 60	The Evolution of Hip Hop and the Dance Stage: From Broadway to Hollywood and MTV	1	SOC 149	The Urban Underclass	4
EDUC 193C	Psychological Well-Being On Campus: Perspectives Of The Black Diaspora	1	TAPS 32	The 5th Element: Hip Hop Knowledge, Pedagogy, and Social Justice	1-5
EDUC 216	Education, Race, and Inequality in African American History, 1880-1990	3-5	TAPS 176S	Finding Meaning in Life's Struggles: Narrative Ways of Healing	5
ENGLISH 68N	Mark Twain and American Culture	4	TAPS 181Q	Alternative Viewpoints: Black Independent Film	4
HISTORY 11W	Service-Learning Workshop on Issues of Education Equity	1	URBANST 112	The Urban Underclass	4
HISTORY 49C	THE SLAVE TRADE	3	<b>Thematic Concentration in Class</b>		
HISTORY 50A	Colonial and Revolutionary America	3	Students in the African and African American Studies major can choose a concentration in Class. The Thematic Concentration in Class concentration is designed to explore the cultural, social, legal, and political construction of racial and ethnic differences in African and/or African American history, while examining the historical specificity of markets, money, property, and labor relations and explores the interdependence between the economy and politics, society, and culture.		
HISTORY 50B	19th Century America	3	The concentration is not declared on Axxess; it does not appear on the transcript or diploma. Students interested in this concentration should contact the AAAS undergraduate program office.		
HISTORY 50C	The United States in the Twentieth Century	3	Students may find the following courses useful in fulfilling requirements in the Class concentration.		
HISTORY 54N	African American Women's Lives	3-4			<b>Units</b>
HISTORY 74S	Sounds of the Century: Popular Music and the United States in the 20th Century	5	AFRICAAM 16N	African Americans and Social Movements	3
HISTORY 150B	19th-Century America	5	AFRICAAM 34	Race, Policing, and Mass Incarceration	1
HISTORY 150C	The United States in the Twentieth Century	5	AFRICAAM 35	On the Meaning of Freedom	5
HISTORY 158B	History of Education in the United States	3-5	AFRICAAM 54N	African American Women's Lives	3-4
HISTORY 164C	From Freedom to Freedom Now: African American History, 1865-1965	5	AFRICAAM 64C	From Freedom to Freedom Now!: African American History, 1865-1965	3
HISTORY 166	Introduction to African American History - the Modern Freedom Struggle	3-5	AFRICAAM 154	Black Feminist Theory	5
HISTORY 167A	Martin Luther King, Jr. and the Global Freedom Struggle	3-5	AFRICAAM 156	Performing History: Race, Politics, and Staging the Plays of August Wilson	4
HISTORY 254D	Law, Slavery, and Race	5	AFRICAAM 190	Directed Reading	1-5
HISTORY 255E	Education, Race, and Inequality in African American History, 1880-1990	3-5	AFRICAAM 195	Independent Study	5
HISTORY 267E	Martin Luther King, Jr. - His Life, Ideas, and Legacy	4-5	AFRICAAM 199	Honors Project	1-5
HUMBIO 121E	Ethnicity and Medicine	1-3	AFRICAAM 200X	Honors Thesis and Senior Thesis Seminar	5
HUMBIO 122S	Social Class, Race, Ethnicity, and Health	4	AFRICAAM 226	Mixed-Race Politics and Culture	5
LAWGEN 114Q	Dilemmas of Regulating Race and Inequality in American Society	3	AFRICAAM 245	Understanding Racial and Ethnic Identity Development	3-5
LINGUIST 65	African American Vernacular English	3-5	AFRICAAM 254D	Law, Slavery, and Race	5
LINGUIST 152	Sociolinguistics and Pidgin Creole Studies	2-4	AFRICAAM 255	Racial Identity in the American Imagination	4-5
LINGUIST 252	Sociolinguistics and Pidgin Creole Studies	2-4	AFRICAST 111	Education for All? The Global and Local in Public Policy Making in Africa	5
MUSIC 20A	Jazz Theory	3	AFRICAST 211	Education for All? The Global and Local in Public Policy Making in Africa	5
MUSIC 147J	Studies in Music, Media, and Popular Culture: The Soul Tradition in African American Music	3-4	ANTHRO 145	Race and Power	5
MUSIC 186A	Music and Religious Experience in the Contemporary World	3-5	ANTHRO 245	Race and Power	5
MUSIC 286A	Music and Religious Experience in the Contemporary World	3-5	ARTHIST 178	Ethnicity and Dissent in United States Art and Literature	4
POLISCI 121L	Racial-Ethnic Politics in US	5	EDUC 232	Culture, Learning, and Poverty	2-3
POLISCI 125V	The Voting Rights Act	5			
POLISCI 226	Race and Racism in American Politics	5			
PSYCH 29N	Growing Up in America	3			
PSYCH 183	Mind, Culture, and Society Research Core	2-3			

EDUC 245	Understanding Racial and Ethnic Identity Development	3-5
HISTORY 47	History of South Africa	3
HISTORY 50A	Colonial and Revolutionary America	3
HISTORY 164C	From Freedom to Freedom Now: African American History, 1865-1965	5
HISTORY 248S	Colonial States and African Societies, Part I	4-5
HISTORY 254D	Law, Slavery, and Race	5
HUMBIO 122S	Social Class, Race, Ethnicity, and Health	4
LAWGEN 114Q	Dilemmas of Regulating Race and Inequality in American Society	3
POLISCI 242A	Why is Africa Poor?, Civil War and Peace Processes	5
POLISCI 246P	The Dynamics of Change in Africa	4-5
PSYCH 29N	Growing Up in America	3
PSYCH 183	Mind, Culture, and Society Research Core	2-3
SOC 45Q	Understanding Race and Ethnicity in American Society	4
SOC 135	Poverty, Inequality, and Social Policy in the United States	3
SOC 140	Introduction to Social Stratification	3
SOC 148	Comparative Ethnic Conflict	4
SOC 149	The Urban Underclass	4
URBANST 112	The Urban Underclass	4

## Thematic Concentration in Diaspora

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

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

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

		Units
AFRICAAM 21	African American Vernacular English	3-5
AFRICAAM 31	RealTalk: Intimate Discussions about the African Diaspora	1
AFRICAAM 115	South African Encounters	1
AFRICAAM 126B	Curricular Public Policies for the Recognition of Afro-Brazilians and Indigenous Population	3-4
AFRICAAM 133	Literature and Society in Africa and the Caribbean	4
AFRICAAM 190	Directed Reading	1-5
AFRICAAM 195	Independent Study	5
AFRICAAM 199	Honors Project	1-5
AFRICAAM 200X	Honors Thesis and Senior Thesis Seminar	5
AFRICAAM 290	Human Rights in a Global Frame: Race, Place, Redress, Resistance	3-5
AFRICAST 138	Conflict and Reconciliation in Africa: International Intervention	3-5

AFRICAST 139A	Forgotten Africa: An Introduction to the Archaeology of Africa	5
AMSTUD 261E	Mixed Race Literature in the U.S. and South Africa	5
ANTHRO 27N	Ethnicity and Violence: Anthropological Perspectives	3-5
ANTHRO 32	Theories in Race and Ethnicity: A Comparative Perspective	5
ANTHRO 121A	Hip Hop, Youth Identities, and the Politics of Language	3-4
ANTHRO 138	Medical Ethics in a Global World: Examining Race, Difference and Power in the Research Enterprise	5
ANTHRO 139	Ethnography of Africa	5
ANTHRO 139A	Forgotten Africa: An Introduction to the Archaeology of Africa	5
ANTHRO 141A	Science, Technology, and Medicine in Africa	4
ANTHRO 239	Ethnography of Africa	5
ARTHIST 127A	African Art and Politics, c. 1900 - Present	4
ARTHIST 192B	Art of the African Diaspora	4
COMPLIT 145B	Africa in Atlantic Writing	3
COMPLIT 290	Human Rights in a Global Frame: Race, Place, Redress, Resistance	3-5
DANCE 24	Introduction to Dance in the African Diaspora	4
DANCE 26	Dance and at the African Diaspora	4
DANCE 106	Choreography Project: Dancing, Recollected	1
HISTORY 48Q	South Africa: Contested Transitions	3
HISTORY 49C	THE SLAVE TRADE	3
HISTORY 50A	Colonial and Revolutionary America	3
HISTORY 106A	Global Human Geography: Asia and Africa	5
HISTORY 249S	Colonial States and African Societies, Part II	4-5
HISTORY 254D	Law, Slavery, and Race	5
LINGUIST 152	Sociolinguistics and Pidgin Creole Studies	2-4
TAPS 181Q	Alternative Viewpoints: Black Independent Film	4

## Thematic Concentration in Education

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

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

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

		Units
AFRICAAM 31	RealTalk: Intimate Discussions about the African Diaspora	1
AFRICAAM 32	The 5th Element: Hip Hop Knowledge, Pedagogy, and Social Justice	1-5
AFRICAAM 106	Race, Ethnicity, and Linguistic Diversity in Classrooms: Sociocultural Theory and Practices	3-5
AFRICAAM 112	Urban Education	3-4

AFRICAAM 116	Education, Race, and Inequality in African American History, 1880-1990	3-5	HISTORY 158B	History of Education in the United States	3-5
AFRICAAM 130	Community-based Research As Tool for Social Change:Discourses of Equity in Communities & Classrooms	3-5	HISTORY 255E	Education, Race, and Inequality in African American History, 1880-1990	3-5
AFRICAAM 165	Race, Athletics and College Achievement	3	LINGUIST 65	African American Vernacular English	3-5
AFRICAAM 190	Directed Reading	1-5	LINGUIST 152	Sociolinguistics and Pidgin Creole Studies	2-4
AFRICAAM 195	Independent Study	5	LINGUIST 252	Sociolinguistics and Pidgin Creole Studies	2-4
AFRICAAM 199	Honors Project	1-5	SOC 132	Sociology of Education: The Social Organization of Schools	4
AFRICAAM 200X	Honors Thesis and Senior Thesis Seminar	5	SOC 135	Poverty, Inequality, and Social Policy in the United States	3
AFRICAAM 200Y	Honors Thesis and Senior Thesis Research	3-5	TAPS 32	The 5th Element: Hip Hop Knowledge, Pedagogy, and Social Justice	1-5
AFRICAAM 200Z	Honors Thesis and Senior Thesis Research	3-5			
AFRICAAM 212	AIDS, Literacy, and Land: Foreign Aid and Development in Africa	5			
AFRICAAM 233A	Counseling Theories and Interventions from a Multicultural Perspective	3-5			
AFRICAAM 267E	Martin Luther King, Jr. - His Life, Ideas, and Legacy	4-5			
AFRICAST 111	Education for All? The Global and Local in Public Policy Making in Africa	5			
AFRICAST 112	AIDS, Literacy, and Land: Foreign Aid and Development in Africa	5			
AFRICAST 135	Designing Research-Based Interventions to Solve Global Health Problems	3-4			
AFRICAST 141A	Science, Technology, and Medicine in Africa	4			
AFRICAST 211	Education for All? The Global and Local in Public Policy Making in Africa	5			
AFRICAST 212	AIDS, Literacy, and Land: Foreign Aid and Development in Africa	5			
AMSTUD 164C	From Freedom to Freedom Now: African American History, 1865-1965	5			
AMSTUD 201	History of Education in the United States	3-5			
AMSTUD 226	Race and Racism in American Politics	5			
ANTHRO 121A	Hip Hop, Youth Identities, and the Politics of Language	3-4			
EDUC 12SC	Hip Hop as a Universal Language	2			
EDUC 103B	Race, Ethnicity, and Linguistic Diversity in Classrooms: Sociocultural Theory and Practices	3-5			
EDUC 110	Sociology of Education: The Social Organization of Schools	4			
EDUC 165	History of Higher Education in the U.S.	3-5			
EDUC 193C	Psychological Well-Being On Campus: Perspectives Of The Black Diaspora	1			
EDUC 201	History of Education in the United States	3-5			
EDUC 216	Education, Race, and Inequality in African American History, 1880-1990	3-5			
EDUC 232	Culture, Learning, and Poverty	2-3			
EDUC 243	Writing Across Languages and Cultures: Research in Writing and Writing Instruction	3-5			
EDUC 245	Understanding Racial and Ethnic Identity Development	3-5			
EDUC 322	Community-based Research As Tool for Social Change:Discourses of Equity in Communities & Classrooms	3-5			
HISTORY 11W	Service-Learning Workshop on Issues of Education Equity	1			
HISTORY 64	Racial and Ethnic Diversity in Modern America	4-5			

## Thematic Concentration in Gender

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

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

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

		Units
AFRICAAM 16N	African Americans and Social Movements	3
AFRICAAM 31	RealTalk: Intimate Discussions about the African Diaspora	1
AFRICAAM 35	On the Meaning of Freedom	5
AFRICAAM 43	Introduction to English III: Introduction to African American Literature	5
AFRICAAM 54N	African American Women's Lives	3-4
AFRICAAM 145A	Poetics and Politics of Caribbean Women's Literature	5
AFRICAAM 154	Black Feminist Theory	5
AFRICAAM 158	Black Queer Theory	5
AFRICAAM 190	Directed Reading	1-5
AFRICAAM 195	Independent Study	5
AFRICAAM 199	Honors Project	1-5
AFRICAAM 200X	Honors Thesis and Senior Thesis Seminar	5
AFRICAAM 245	Understanding Racial and Ethnic Identity Development	3-5
AFRICAAM 255	Racial Identity in the American Imagination	4-5
AMSTUD 178	Ethnicity and Dissent in United States Art and Literature	4
AMSTUD 201	History of Education in the United States	3-5
ANTHRO 135H	Conversations in CSRE: Case Studies in the Stanford Community	1-2
ANTHRO 135I	CSRE House Seminar: Race and Ethnicity at Stanford	1-2
ANTHRO 187A	The Anthropology of Race, Nature, and Animality	5
ARTHIST 162	Race, Gender, and Sexuality in Contemporary Art	4



ARTHIST 178	Ethnicity and Dissent in United States Art and Literature	4
CSRE 144	Transforming Self and Systems: Crossing Borders of Race, Nation, Gender, Sexuality, and Class	5
EDUC 245	Understanding Racial and Ethnic Identity Development	3-5
FEMGEN 154	Black Feminist Theory	5
HISTORY 54N	African American Women's Lives	3-4
HISTORY 74S	Sounds of the Century: Popular Music and the United States in the 20th Century	5
HISTORY 145B	Africa in the 20th Century	5
HISTORY 158B	History of Education in the United States	3-5
HISTORY 255D	Racial Identity in the American Imagination	4-5
LINGUIST 156	Language and Gender	4
LINGUIST 256	Language, Gender and Sexuality	1-4
PSYCH 183	Mind, Culture, and Society Research Core	2-3
SOC 16N	African Americans and Social Movements	3
SOC 140	Introduction to Social Stratification	3
SOC 142	Sociology of Gender	5

## Thematic Concentration in Historical Period

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

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

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

		Units
AFRICAAM 18A	Jazz History: Ragtime to Bebop, 1900-1940	3
AFRICAAM 18B	Jazz History: Bebop to Present, 1940-Present	3
AFRICAAM 30	The Egyptians	3-5
AFRICAAM 50B	19th Century America	3
AFRICAAM 64C	From Freedom to Freedom Now!: African American History, 1865-1965	3
AFRICAAM 102	Introduction to Public History and Public Service	4-5
AFRICAAM 105	Introduction to African and African American Studies	5
AFRICAAM 107C	The Black Mediterranean: Greece, Rome and Antiquity	4-5
AFRICAAM 116	Education, Race, and Inequality in African American History, 1880-1990	3-5
AFRICAAM 145B	Africa in the 20th Century	5
AFRICAAM 150B	19th-Century America	5
AFRICAAM 152G	Harlem Renaissance and Modernism	5
AFRICAAM 190	Directed Reading	1-5
AFRICAAM 195	Independent Study	5
AFRICAAM 199	Honors Project	1-5
AFRICAAM 200X	Honors Thesis and Senior Thesis Seminar	5

AFRICAAM 262D	African American Poetics	5
AFRICAAM 267E	Martin Luther King, Jr. - His Life, Ideas, and Legacy	4-5
AFRICAST 139A	Forgotten Africa: An Introduction to the Archaeology of Africa	5
AMSTUD 164C	From Freedom to Freedom Now: African American History, 1865-1965	5
AMSTUD 166	Introduction to African American History - the Modern Freedom Struggle	3-5
AMSTUD 255D	Racial Identity in the American Imagination	4-5
AMSTUD 261E	Mixed Race Literature in the U.S. and South Africa	5
AMSTUD 262C	African American Literature and the Retreat of Jim Crow	5
EDUC 216	Education, Race, and Inequality in African American History, 1880-1990	3-5
ENGLISH 68N	Mark Twain and American Culture	4
HISTORY 45B	Africa in the Twentieth Century	3
HISTORY 50A	Colonial and Revolutionary America	3
HISTORY 50B	19th Century America	3
HISTORY 50C	The United States in the Twentieth Century	3
HISTORY 54N	African American Women's Lives	3-4
HISTORY 145B	Africa in the 20th Century	5
HISTORY 147	History of South Africa	5
HISTORY 150B	19th-Century America	5
HISTORY 164C	From Freedom to Freedom Now: African American History, 1865-1965	5
HISTORY 166	Introduction to African American History - the Modern Freedom Struggle	3-5
HISTORY 167A	Martin Luther King, Jr. and the Global Freedom Struggle	3-5
HISTORY 245G	Law and Colonialism in Africa	4-5
HISTORY 247	Violence in African History: Conflict and Healing in sub-Saharan Africa	4-5
HISTORY 255E	Education, Race, and Inequality in African American History, 1880-1990	3-5
HISTORY 267E	Martin Luther King, Jr. - His Life, Ideas, and Legacy	4-5
MUSIC 18A	Jazz History: Ragtime to Bebop, 1900-1940	3
MUSIC 18B	Jazz History: Bebop to Present, 1940-Present	3
SOC 119	Understanding Large-Scale Societal Change: The Case of the 1960s	5

## Thematic Concentration in Identity, Diversity and Aesthetics (IDA)

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

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

The concentration is not declared on Axxess; it does not appear on the transcript or diploma. Students interested in this concentration should

contact the AAAS undergraduate program office and/or The Institute for Diversity in the Arts. (<https://diversityarts.stanford.edu/about/contact>)

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

		Units			
AFRICAAM 8	Conjure and Manifest: Building a Sustainable Artistic Practice	3	ARTHIST 162	Race, Gender, and Sexuality in Contemporary Art	4
AFRICAAM 18A	Jazz History: Ragtime to Bebop, 1900-1940	3	ARTHIST 178	Ethnicity and Dissent in United States Art and Literature	4
AFRICAAM 18B	Jazz History: Bebop to Present, 1940-Present	3	ARTHIST 192B	Art of the African Diaspora	4
AFRICAAM 19	Studies in Music, Media, and Popular Culture: The Soul Tradition in African American Music	3-4	CSRE 51Q	Comparative Fictions of Ethnicity	4
AFRICAAM 20A	Jazz Theory	3	CSRE 123A	American Indians and the Cinema	5
AFRICAAM 24	Introduction to Dance in the African Diaspora	4	CSRE 123B	Literature and Human Experimentation	3-5
AFRICAAM 32	The 5th Element: Hip Hop Knowledge, Pedagogy, and Social Justice	1-5	CSRE 127A	Can't Stop Won't Stop: A History Of The Hip-Hop Arts	4
AFRICAAM 34	Race, Policing, and Mass Incarceration	1	CSRE 129B	Literature and Global Health	3-5
AFRICAAM 35	On the Meaning of Freedom	5	CSRE 134	Museum Cultures: Material Representation in the Past and Present	5
AFRICAAM 36	REPRESENT! Covering Race, Culture, and Identity In The Arts through Writing, Media, and Transmedia.	5	CSRE 145B	Africa in Atlantic Writing	3
AFRICAAM 37	Chocolate Heads Movement Band Performance Workshop	2	CSRE 179G	Indigenous Identity in Diaspora: People of Color Art Practice in North America	3-5
AFRICAAM 40	Liquid Flow: Introduction to Contemporary Dance and Dance-making	1	DANCE 24	Introduction to Dance in the African Diaspora	4
AFRICAAM 45	Dance Improvisation Techniques and Strategies Lab: From Hip Hop to Contact	2	DANCE 26	Dance and at the African Diaspora	4
AFRICAAM 75E	Black Cinema	2	DANCE 30	Chocolate Heads Movement Band Performance Workshop	2
AFRICAAM 103	Dance, Text, Gesture: Performance and Composition	1	DANCE 31	Chocolate Head-Space: Crowd-Sourced Performance Experience	2
AFRICAAM 121X	Hip Hop, Youth Identities, and the Politics of Language	3-4	DANCE 39	Intro/Beginning Contemporary Modern	1
AFRICAAM 122E	Art in the Streets: Identity in Murals, Site-specific works, and Interventions in Public Spaces	4	DANCE 45	Dance Improvisation Techniques and Strategies Lab: From Hip Hop to Contact	2
AFRICAAM 127A	Can't Stop Won't Stop: A History Of The Hip-Hop Arts	4	DANCE 58	Beginning Hip Hop	1
AFRICAAM 148	Africa in Atlantic Writing	3	DANCE 60	The Evolution of Hip Hop and the Dance Stage: From Broadway to Hollywood and MTV	1
AFRICAAM 156	Performing History: Race, Politics, and Staging the Plays of August Wilson	4	DANCE 103	Dance, Text, Gesture: Performance and Composition	1
AFRICAAM 176B	Documentary Fictions	4	DANCE 106	Choreography Project: Dancing, Recollected	1
AFRICAAM 181Q	Alternative Viewpoints: Black Independent Film	4	DANCE 108	Hip Hop Meets Broadway	1
AFRICAAM 190	Directed Reading	1-5	DANCE 118	Developing Creativity In Dance	2
AFRICAAM 195	Independent Study	5	DANCE 141	Advanced Contemporary Modern Technique	2
AFRICAAM 199	Honors Project	1-5	DANCE 197	Dance in Prison: The Arts, Juvenile Justice, and Rehabilitation in America	4
AFRICAAM 200X	Honors Thesis and Senior Thesis Seminar	5	EDUC 12SC	Hip Hop as a Universal Language	2
AFRICAAM 255	Racial Identity in the American Imagination	4-5	HISTORY 74S	Sounds of the Century: Popular Music and the United States in the 20th Century	5
AFRICAAM 262D	African American Poetics	5	HISTORY 145B	Africa in the 20th Century	5
AFRICAST 127	African Art and Politics, c. 1900 - Present	4	ILAC 193	The Cinema of Pedro Almodovar	3-5
AMSTUD 15	Global Flows: The Globalization of Hip Hop Art, Culture, and Politics	1-2	MUSIC 18A	Jazz History: Ragtime to Bebop, 1900-1940	3
AMSTUD 178	Ethnicity and Dissent in United States Art and Literature	4	MUSIC 18B	Jazz History: Bebop to Present, 1940-Present	3
AMSTUD 262D	African American Poetics	5	MUSIC 20A	Jazz Theory	3
ANTHRO 121A	Hip Hop, Youth Identities, and the Politics of Language	3-4	MUSIC 186A	Music and Religious Experience in the Contemporary World	3-5
ARTHIST 127A	African Art and Politics, c. 1900 - Present	4	MUSIC 286A	Music and Religious Experience in the Contemporary World	3-5
			TAPS 32	The 5th Element: Hip Hop Knowledge, Pedagogy, and Social Justice	1-5
			TAPS 151H	ID21 STRATLAB: Interdisciplinary Approaches to Improvising Identities	4-5
			TAPS 156	Performing History: Race, Politics, and Staging the Plays of August Wilson	4
			TAPS 176S	Finding Meaning in Life's Struggles: Narrative Ways of Healing	5
			TAPS 181Q	Alternative Viewpoints: Black Independent Film	4

## Thematic Concentration in Linguistics

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

The concentration is not declared on Axess; it does not appear on the transcript or diploma. Students interested in this concentration should contact the AAAS undergraduate program office. Students may obtain credit for the study of approved AAAS languages towards their degree. If students take 15 or more units of an approved language relevant to AAAS, they may apply 5 of those units toward their degree.

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

		Units
AFRICAAM 21	African American Vernacular English	3-5
AFRICAAM 121X	Hip Hop, Youth Identities, and the Politics of Language	3-4
AFRICAAM 190	Directed Reading	1-5
AFRICAAM 195	Independent Study	5
AFRICAAM 199	Honors Project	1-5
AFRICAAM 200X	Honors Thesis and Senior Thesis Seminar	5
AMELANG 100A	Beginning Amharic, First Quarter	4
AMELANG 100B	First-Year Amharic, Second Quarter	4
AMELANG 100C	First-Year Amharic, Third Quarter	4
AMELANG 101A	Second-Year Amharic, First Quarter	4
AMELANG 101B	Second-Year Amharic, Second Quarter	4
AMELANG 101C	Second-Year Amharic, Third Quarter	4
AMELANG 103A	First-Year Hausa, First Quarter	4
AMELANG 103B	First-Year Hausa, Second Quarter	4
AMELANG 103C	First-Year Hausa, Third Quarter	4
AMELANG 106A	First-Year Swahili, First Quarter	5
AMELANG 106B	First-Year Swahili, Second Quarter	5
AMELANG 106C	First-Year Swahili, Third Quarter	5
AMELANG 107A	Second-Year Swahili, First Quarter	4
AMELANG 107B	Second-Year Swahili, Second Quarter	4
AMELANG 107C	Second-Year Swahili, Third Quarter	4
AMELANG 108A	Third-Year Swahili, First Quarter	3
AMELANG 108B	Third-Year Swahili, Second Quarter	4

AMELANG 108C	Third-Year Swahili, Third Quarter	4
AMELANG 110A	First-Year Wolof, First Quarter	3
AMELANG 114A	Beginning Afrikaans, First Quarter	4
AMELANG 114B	Beginning Afrikaans, Second Quarter	4
AMELANG 115A	Second year - Afrikaans, First Quarter	4
AMELANG 115B	Second - year Afrikaans, Second Quarter	4
AMELANG 115C	Second - Year Afrikaans, Third Quarter	4
AMELANG 134A	First-Year Igbo, First Quarter	4
AMELANG 134B	First-Year Igbo, Second Quarter	4
AMELANG 134C	First-Year Igbo, Third Quarter	4
AMELANG 135A	Second-Year Igbo, First Quarter	4
AMELANG 136A	First-Year Xhosa, First Quarter	4
AMELANG 136B	First-Year Xhosa, Second Quarter	4
AMELANG 136C	First-Year Xhosa, Third Quarter	4
AMELANG 137A	Second-Year Xhosa, First Quarter	4
AMELANG 137B	Second-Year Xhosa, Second Quarter	4
AMELANG 137C	Second-Year Xhosa, Third Quarter	4
AMELANG 153	Introduction to Twi	1
AMELANG 153A	First-Year Twi, First Quarter	4
AMELANG 153B	First-Year Twi, Second Quarter	4
AMELANG 153C	First-Year Beginning Twi, Third Quarter	4
AMELANG 154A	Second-Year Twi, First Quarter	4
AMELANG 154B	Second-Year Twi, Second Quarter	4
AMELANG 154C	Second-Year Twi, Third Quarter	4
AMELANG 156A	First-Year Zulu, First Quarter	4
AMELANG 156B	First-Year Zulu, Second Quarter	4
AMELANG 156C	First-Year Zulu, Third Quarter	4
AMELANG 157A	Second-Year Zulu, First Quarter	4
AMELANG 157B	Second-Year Zulu, Second Quarter	4
AMELANG 157C	Second-Year Zulu, Third Quarter	4
AMELANG 180A	First-Year Kinyarwanda, First Quarter	4

AMELANG 180B	First-Year Kinyarwanda, Second Quarter	4
AMELANG 182A	Intermediate Fulani, First Quarter	3
AMELANG 182B	Intermediate Fulani, Second Quarter	3
AMELANG 182C	Intermediate Fulani, Third Quarter	3
AMELANG 187A	First-Year Yoruba, First Quarter	4
AMELANG 187B	First-Year Yoruba, Second Quarter	4
AMELANG 187C	First-Year Yoruba, Third Quarter	4
AMELANG 203A	Beginning Hausa, First Quarter	3
AMELANG 203B	Beginning Hausa, Second Quarter	3
AMELANG 206B	Intensive Beginning Swahili, Part B	4
AMELANG 206C	Intensive Beginning Swahili, Part C	4
EDUC 12SC	Hip Hop as a Universal Language	2
LINGUIST 65	African American Vernacular English	3-5
LINGUIST 152	Sociolinguistics and Pidgin Creole Studies	2-4
LINGUIST 251	Sociolinguistic Field Methods	3-5
LINGUIST 252	Sociolinguistics and Pidgin Creole Studies	2-4
LINGUIST 256	Language, Gender and Sexuality	1-4

## Thematic Concentration in Mixed Race

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

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

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

		Units
AFRICAAM 31	RealTalk: Intimate Discussions about the African Diaspora	1
AFRICAAM 41	Genes and Identity	3
AFRICAAM 126B	Curricular Public Policies for the Recognition of Afro-Brazilians and Indigenous Population	3-4
AFRICAAM 131	Genes and Identity	5
AFRICAAM 156	Performing History: Race, Politics, and Staging the Plays of August Wilson	4
AFRICAAM 158	Black Queer Theory	5
AFRICAAM 190	Directed Reading	1-5
AFRICAAM 195	Independent Study	5

AFRICAAM 199	Honors Project	1-5
AFRICAAM 200X	Honors Thesis and Senior Thesis Seminar	5
AFRICAAM 200Y	Honors Thesis and Senior Thesis Research	3-5
AFRICAAM 200Z	Honors Thesis and Senior Thesis Research	3-5
AFRICAAM 226	Mixed-Race Politics and Culture	5
AFRICAAM 233A	Counseling Theories and Interventions from a Multicultural Perspective	3-5
AFRICAAM 255	Racial Identity in the American Imagination	4-5
AFRICAAM 261E	Mixed Race Literature in the U.S. and South Africa	5
AMSTUD 51Q	Comparative Fictions of Ethnicity	4
AMSTUD 101	American Fiction into Film: How Hollywood Scripts and Projects Black and White Relations	3-5
AMSTUD 121L	Racial-Ethnic Politics in US	5
AMSTUD 178	Ethnicity and Dissent in United States Art and Literature	4
AMSTUD 226	Race and Racism in American Politics	5
AMSTUD 255D	Racial Identity in the American Imagination	4-5
ANTHRO 27N	Ethnicity and Violence: Anthropological Perspectives	3-5
ANTHRO 32	Theories in Race and Ethnicity: A Comparative Perspective	5
ANTHRO 135H	Conversations in CSRE: Case Studies in the Stanford Community	1-2
ANTHRO 135I	CSRE House Seminar: Race and Ethnicity at Stanford	1-2
ANTHRO 145	Race and Power	5
ANTHRO 187A	The Anthropology of Race, Nature, and Animality	5
ANTHRO 245	Race and Power	5
ARTHIST 162	Race, Gender, and Sexuality in Contemporary Art	4
ARTHIST 178	Ethnicity and Dissent in United States Art and Literature	4
COMPLIT 41Q	Ethnicity and Literature	5
COMPLIT 51Q	Comparative Fictions of Ethnicity	4
CSRE 144	Transforming Self and Systems: Crossing Borders of Race, Nation, Gender, Sexuality, and Class	5
EDUC 103B	Race, Ethnicity, and Linguistic Diversity in Classrooms: Sociocultural Theory and Practices	3-5
ENGLISH 15SC	The New Millennium Mix: Crossings of Race & Culture	2
HISTORY 49C	THE SLAVE TRADE	3
HISTORY 254D	Law, Slavery, and Race	5
HISTORY 255D	Racial Identity in the American Imagination	4-5
POLISCI 11N	The Rwandan Genocide	3
POLISCI 28N	The Changing Nature of Racial Identity in American Politics	3
POLISCI 121L	Racial-Ethnic Politics in US	5
PSYCH 29N	Growing Up in America	3
PSYCH 215	Mind, Culture, and Society	3
PUBLPOL 121L	Racial-Ethnic Politics in US	5
SOC 145	Race and Ethnic Relations in the USA	4
SOC 155	The Changing American Family	4
TAPS 176S	Finding Meaning in Life's Struggles: Narrative Ways of Healing	5

## Thematic Concentration in Theory

Students in the African and African American Studies major can choose a concentration in Theory. The Thematic Concentration in Theory concentration is a program designed to explore the meta-narratives and theoretical frameworks for analyzing enduring issues of cultural, religious, and political life both within African and/or African American societies and between political communities. Students will also explore the role of identities, values and prejudices that are the product of historical processes and the interaction of different peoples.

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

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

		Units
AFRICAAM 31	RealTalk: Intimate Discussions about the African Diaspora	1
AFRICAAM 33	From Moments to Movements: New Media, Narrative, and 21st Century Activism	5
AFRICAAM 35	On the Meaning of Freedom	5
AFRICAAM 107C	The Black Mediterranean: Greece, Rome and Antiquity	4-5
AFRICAAM 125V	The Voting Rights Act	5
AFRICAAM 127A	Can't Stop Won't Stop: A History Of The Hip-Hop Arts	4
AFRICAAM 154	Black Feminist Theory	5
AFRICAAM 158	Black Queer Theory	5
AFRICAAM 190	Directed Reading	1-5
AFRICAAM 195	Independent Study	5
AFRICAAM 199	Honors Project	1-5
AFRICAAM 200X	Honors Thesis and Senior Thesis Seminar	5
AFRICAAM 200Y	Honors Thesis and Senior Thesis Research	3-5
AFRICAAM 200Z	Honors Thesis and Senior Thesis Research	3-5
AFRICAAM 233A	Counseling Theories and Interventions from a Multicultural Perspective	3-5
AFRICAAM 254D	Law, Slavery, and Race	5
AFRICAST 135	Designing Research-Based Interventions to Solve Global Health Problems	3-4
AFRICAST 142	Challenging the Status Quo: Social Entrepreneurs Advancing Democracy, Development and Justice	3-5
AFRICAST 195	Back from Africa Workshop	1-2
AMSTUD 121L	Racial-Ethnic Politics in US	5
HISTORY 254D	Law, Slavery, and Race	5
HUMBIO 170	Justice, Policy, and Science	5
LAWGEN 112N	Law and Inequality	3
LAWGEN 114Q	Dilemmas of Regulating Race and Inequality in American Society	3
LINGUIST 156	Language and Gender	4
LINGUIST 251	Sociolinguistic Field Methods	3-5
LINGUIST 255B	Sociolinguistics Classics and Community Studies	3-5
POLISCI 146A	African Politics	4-5
POLISCI 226	Race and Racism in American Politics	5

POLISCI 242A	Why is Africa Poor?, Civil War and Peace Processes	5
PSYCH 75	Introduction to Cultural Psychology	5
RELIGST 246	Constructing Race and Religion in America	4-5
SOC 14N	Inequality in American Society	4
SOC 15N	The Transformation of Socialist Societies	3
SOC 46N	Race, Ethnic, and National Identities: Imagined Communities	3
SOC 118	Social Movements and Collective Action	4
SOC 119	Understanding Large-Scale Societal Change: The Case of the 1960s	5
URBANST 123	Approaching Research and the Community	2-3

## Minor in African and African American Studies

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

- One of two required courses:
  - AFRICAAM 43 Introduction to English III: Introduction to African American Literature (5 units) or
  - AFRICAAM 105 Introduction to African and African American Studies (5 units)
- One Social Science course from AAAS approved core course list. (<https://explorecourses.stanford.edu/search?page=0&catalog=&q=AAAS%3a%3ass&filter-coursestatus-Active=on&view=catalog&academicYear=&collapse=>) (5 units)
- One Humanities course from AAAS approved core course list. (<https://explorecourses.stanford.edu/search?view=catalog&filter-coursestatus-Active=on&page=0&catalog=&academicYear=&q=AAAS%3A%3Ah&collapse=>) (5 units)

*Director:* Dr. H. Samy Alim (Education)

*Associate Director:* Dr. Cheryl A. Brown

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

*Affiliated Faculty:* David Abernethy (Political Science, emeritus), H. Samy Alim (Education), R. Lanier Anderson (Philosophy), Anthony Antonio (Education), Arnetha Ball (Education), Ralph Richard Banks (Law), Lucius Barker (Political Science, emeritus), Don Barr (Sociology), Shasad Bashir (Religious Studies), Carl Bielefeldt (Religious Studies), Jennifer Brody (Drama), Bryan Anthony Brown (Education), Cheryl Brown (Associate Director, Program in African and African American Studies), Albert Camarillo (History), James Campbell (History), Clayborne Carson (History), Prudence Carter (Education), Gordon Chang (History), Wanda Corn (Art and Art History, emerita), David Degusta (Anthropology), Sandra Drake (English, emerita), Jennifer Eberhardt (Psychology), Paulla Ebron (Anthropology), Harry Elam (Vice Provost), Michele Elam (English), Corey Fields (Sociology), James Ferguson (Anthropology), Shelley Fisher Fishkin (English), Charlotte Fonrobert (Religious Studies), Aleta Hayes (Drama), Jeff Chang (Director, Identity Diversity, and Aesthetics), Allyson Hobbs (History), Gavin Jones (English), Terry Karl (Political Science), Anthony Kramer (Drama), Teresa LaFromboise (Education), Brian Lowery (Graduate School of Business), Lisa Malkki (Anthropology), Hazel Markus

(Psychology), Barbaro Martinez-Ruiz (Art and Art History), Daniel Murray (Director, Service Learning in Comparative Studies in Race and Ethnicity), Paula Moya (English), Elisabeth Mudimbe-Boyi (French and Comparative Literature), Susan Olzak (Sociology), David Palumbo-Liu (Comparative Literature), Arnold Rampersad (English), Vaughn Rasberry (English), John R. Rickford (Linguistics), Richard Roberts (History), Sonia Rocha (Sociology), Michael Rosenfeld (Sociology), José David Saldívar (English), Ramón Saldívar (English), Joel Samoff (African Studies), Gary Segura (Political Science), Paul Sniderman (Political Science), C. Matthew Snipp (Sociology), Ewart Thomas (Psychology), Jeane Tsai (Psychology), Jeremy Weinstein (Political Science), Bryan Wolf (American Art and Culture), Yvonne Yarbo-Bejarno (Spanish and Portuguese), Grant Parker (Classics), Alvan Ikoku (Comparative Literature and Medicine), Lauren Davenport (Political Science), Adam Banks (Education)

## Related Courses

		Units
AFRICAAM 8	Conjure and Manifest: Building a Sustainable Artistic Practice	3
AFRICAAM 18A	Jazz History: Ragtime to Bebop, 1900-1940	3
AFRICAAM 18B	Jazz History: Bebop to Present, 1940-Present	3
AFRICAAM 20A	Jazz Theory	3
AFRICAAM 24	Introduction to Dance in the African Diaspora	4
AFRICAAM 31	RealTalk: Intimate Discussions about the African Diaspora	1
AFRICAAM 36	REPRESENT! Covering Race, Culture, and Identity In The Arts through Writing, Media, and Transmedia.	5
AFRICAAM 37	Chocolate Heads Movement Band Performance Workshop	2
AFRICAAM 40	Liquid Flow: Introduction to Contemporary Dance and Dance-making	1
AFRICAAM 41	Genes and Identity	3
AFRICAAM 45	Dance Improvisation Techniques and Strategies Lab: From Hip Hop to Contact	2
AFRICAAM 100	Grassroots Community Organizing: Building Power for Collective Liberation	4-5
AFRICAAM 101F	Race & Technology	1-2
AFRICAAM 102	Introduction to Public History and Public Service	4-5
AFRICAAM 103	Dance, Text, Gesture: Performance and Composition	1
AFRICAAM 106	Race, Ethnicity, and Linguistic Diversity in Classrooms: Sociocultural Theory and Practices	3-5
AFRICAAM 107C	The Black Mediterranean: Greece, Rome and Antiquity	4-5
AFRICAAM 112	Urban Education	3-4
AFRICAAM 115	South African Encounters	1
AFRICAAM 121X	Hip Hop, Youth Identities, and the Politics of Language	3-4
AFRICAAM 122E	Art in the Streets: Identity in Murals, Site-specific works, and Interventions in Public Spaces	4
AFRICAAM 125V	The Voting Rights Act	5
AFRICAAM 126B	Curricular Public Policies for the Recognition of Afro-Brazilians and Indigenous Population	3-4
AFRICAAM 127A	Can't Stop Won't Stop: A History Of The Hip-Hop Arts	4
AFRICAAM 130	Community-based Research As Tool for Social Change:Discourses of Equity in Communities & Classrooms	3-5
AFRICAAM 131	Genes and Identity	5
AFRICAAM 133	Literature and Society in Africa and the Caribbean	4
AFRICAAM 145A	Poetics and Politics of Caribbean Women's Literature	5
AFRICAAM 145B	Africa in the 20th Century	5
AFRICAAM 146A	African Politics	4-5
AFRICAAM 148	Africa in Atlantic Writing	3
AFRICAAM 150B	19th-Century America	5
AFRICAAM 154	Black Feminist Theory	5
AFRICAAM 157P	Allyship: Challenging Privilege and Doing Solidarity in Movements for Collective Liberation	2-4
AFRICAAM 158	Black Queer Theory	5
AFRICAAM 165	Race, Athletics and College Achievement	3
AFRICAAM 176B	Documentary Fictions	4
AFRICAAM 200X	Honors Thesis and Senior Thesis Seminar	5
AFRICAAM 223	Literature and Human Experimentation	3-5
AFRICAAM 229	Literature and Global Health	3-5
AFRICAAM 233A	Counseling Theories and Interventions from a Multicultural Perspective	3-5
AFRICAAM 254D	Law, Slavery, and Race	5
AFRICAAM 255	Racial Identity in the American Imagination	4-5
AFRICAAM 261E	Mixed Race Literature in the U.S. and South Africa	5
AFRICAAM 290	Human Rights in a Global Frame: Race, Place, Redress, Resistance	3-5
AMELANG 108A	Third-Year Swahili, First Quarter	3
AMSTUD 15	Global Flows: The Globalization of Hip Hop Art, Culture, and Politics	1-2
AMSTUD 50N	The Literature of Inequality: Have and Have-Nots from the Gilded Age to the Occupy Era	3
AMSTUD 51Q	Comparative Fictions of Ethnicity	4
AMSTUD 101	American Fiction into Film: How Hollywood Scripts and Projects Black and White Relations	3-5
AMSTUD 121L	Racial-Ethnic Politics in US	5
AMSTUD 121X	Hip Hop, Youth Identities, and the Politics of Language	3-4
AMSTUD 121Z	Political Power in American Cities	5
AMSTUD 150B	19th-Century America	5
AMSTUD 164C	From Freedom to Freedom Now: African American History, 1865-1965	5
AMSTUD 166	Introduction to African American History - the Modern Freedom Struggle	3-5
AMSTUD 178	Ethnicity and Dissent in United States Art and Literature	4
AMSTUD 201	History of Education in the United States	3-5
AMSTUD 214	The American 1960s: Thought, Protest, and Culture	5
AMSTUD 226	Race and Racism in American Politics	5
AMSTUD 255D	Racial Identity in the American Imagination	4-5
ANTHRO 27N	Ethnicity and Violence: Anthropological Perspectives	3-5
ANTHRO 32	Theories in Race and Ethnicity: A Comparative Perspective	5

ANTHRO 121A	Hip Hop, Youth Identities, and the Politics of Language	3-4	EDUC 232	Culture, Learning, and Poverty	2-3
ANTHRO 135H	Conversations in CSRE: Case Studies in the Stanford Community	1-2	EDUC 243	Writing Across Languages and Cultures: Research in Writing and Writing Instruction	3-5
ANTHRO 135I	CSRE House Seminar: Race and Ethnicity at Stanford	1-2	EDUC 245	Understanding Racial and Ethnic Identity Development	3-5
ANTHRO 138	Medical Ethics in a Global World: Examining Race, Difference and Power in the Research Enterprise	5	EDUC 322	Community-based Research As Tool for Social Change:Discourses of Equity in Communities & Classrooms	3-5
ANTHRO 138B	Urban Africa	5	ENGLISH 15SC	The New Millennium Mix: Crossings of Race & Culture	2
ANTHRO 139	Ethnography of Africa	5	ENGLISH 68N	Mark Twain and American Culture	4
ANTHRO 139A	Forgotten Africa: An Introduction to the Archaeology of Africa	5	FEMGEN 154	Black Feminist Theory	5
ANTHRO 140	Ethnography of Africa	3	HISTORY 11W	Service-Learning Workshop on Issues of Education Equity	1
ANTHRO 141A	Science, Technology, and Medicine in Africa	4	HISTORY 49C	THE SLAVE TRADE	3
ANTHRO 145	Race and Power	5	HISTORY 50A	Colonial and Revolutionary America	3
ANTHRO 185	Medical Anthropology of Contemporary Africa	5	HISTORY 50B	19th Century America	3
ANTHRO 187A	The Anthropology of Race, Nature, and Animality	5	HISTORY 50C	The United States in the Twentieth Century	3
ANTHRO 238	Medical Ethics in a Global World: Examining Race, Difference and Power in the Research Enterprise	5	HISTORY 64	Racial and Ethnic Diversity in Modern America	4-5
ANTHRO 239	Ethnography of Africa	5	HISTORY 74S	Sounds of the Century: Popular Music and the United States in the 20th Century	5
ANTHRO 241	The State in Africa	5	HISTORY 106A	Global Human Geography: Asia and Africa	5
ANTHRO 245	Race and Power	5	HISTORY 146	History of Humanitarian Aid in sub-Saharan Africa	4-5
ANTHRO 285	Medical Anthropology of Contemporary Africa	5	HISTORY 147	History of South Africa	5
ARTHIST 162	Race, Gender, and Sexuality in Contemporary Art	4	HISTORY 150B	19th-Century America	5
ARTHIST 192B	Art of the African Diaspora	4	HISTORY 150C	The United States in the Twentieth Century	5
COMPLIT 41Q	Ethnicity and Literature	5	HISTORY 158B	History of Education in the United States	3-5
COMPLIT 51Q	Comparative Fictions of Ethnicity	4	HISTORY 167A	Martin Luther King, Jr. and the Global Freedom Struggle	3-5
COMPLIT 290	Human Rights in a Global Frame: Race, Place, Redress, Resistance	3-5	HISTORY 244	Egyptomania! The Allure of Ancient Egypt Over the Past 3,500 Years	5
CSRE 127A	Can't Stop Won't Stop: A History Of The Hip-Hop Arts	4	HISTORY 247	Violence in African History: Conflict and Healing in sub-Saharan Africa	4-5
CSRE 144	Transforming Self and Systems: Crossing Borders of Race, Nation, Gender, Sexuality, and Class	5	HISTORY 248S	Colonial States and African Societies, Part I	4-5
DANCE 24	Introduction to Dance in the African Diaspora	4	HISTORY 249S	Colonial States and African Societies, Part II	4-5
DANCE 26	Dance and at the African Diaspora	4	HISTORY 255D	Racial Identity in the American Imagination	4-5
DANCE 30	Chocolate Heads Movement Band Performance Workshop	2	HISTORY 255E	Education, Race, and Inequality in African American History, 1880-1990	3-5
DANCE 31	Chocolate Head-Space: Crowd-Sourced Performance Experience	2	HISTORY 260	California's Minority-Majority Cities	4-5
DANCE 45	Dance Improvisation Techniques and Strategies Lab: From Hip Hop to Contact	2	HUMBIO 121E	Ethnicity and Medicine	1-3
DANCE 58	Beginning Hip Hop	1	HUMBIO 122S	Social Class, Race, Ethnicity, and Health	4
DANCE 60	The Evolution of Hip Hop and the Dance Stage: From Broadway to Hollywood and MTV	1	HUMBIO 170	Justice, Policy, and Science	5
DANCE 103	Dance, Text, Gesture: Performance and Composition	1	LAWGEN 112N	Law and Inequality	3
DANCE 106	Choreography Project: Dancing, Recollected	1	LAWGEN 114Q	Dilemmas of Regulating Race and Inequality in American Society	3
DANCE 108	Hip Hop Meets Broadway	1	LINGUIST 65	African American Vernacular English	3-5
EDUC 12SC	Hip Hop as a Universal Language	2	LINGUIST 156	Language and Gender	4
EDUC 103B	Race, Ethnicity, and Linguistic Diversity in Classrooms: Sociocultural Theory and Practices	3-5	LINGUIST 251	Sociolinguistic Field Methods	3-5
EDUC 110	Sociology of Education: The Social Organization of Schools	4	LINGUIST 255B	Sociolinguistics Classics and Community Studies	3-5
EDUC 165	History of Higher Education in the U.S.	3-5	LINGUIST 256	Language, Gender and Sexuality	1-4
EDUC 193C	Psychological Well-Being On Campus: Perspectives Of The Black Diaspora	1	MUSIC 18A	Jazz History: Ragtime to Bebop, 1900-1940	3
EDUC 201	History of Education in the United States	3-5	MUSIC 18B	Jazz History: Bebop to Present, 1940-Present	3
EDUC 216	Education, Race, and Inequality in African American History, 1880-1990	3-5	MUSIC 20A	Jazz Theory	3
			MUSIC 186A	Music and Religious Experience in the Contemporary World	3-5
			MUSIC 286A	Music and Religious Experience in the Contemporary World	3-5
			POLISCI 11N	The Rwandan Genocide	3

POLISCI 28N	The Changing Nature of Racial Identity in American Politics	3	OSPCPTWN 24B	Targeted Research Project in Community Health and Development	5
POLISCI 121L	Racial-Ethnic Politics in US	5	OSPCPTWN 31	Political Economy of Foreign Aid	3
POLISCI 125V	The Voting Rights Act	5	OSPCPTWN 33	Southern Africa: from Liberation Struggles to Region-Building	4
POLISCI 226	Race and Racism in American Politics	5	OSPCPTWN 36	The Archaeology of Southern African Hunter Gatherers	4
POLISCI 242A	Why is Africa Poor?, Civil War and Peace Processes	5	OSPCPTWN 38	Genocide: African Experiences in Comparative Perspective	3-5
PSYCH 29N	Growing Up in America	3	OSPCPTWN 44	South African Urban Challenges in Comparative Context	4
PSYCH 75	Introduction to Cultural Psychology	5	OSPPARIS 186F	Contemporary African Literature in French	4
PSYCH 183	Mind, Culture, and Society Research Core	2-3			
PSYCH 215	Mind, Culture, and Society	3			
PUBLPOL 121L	Racial-Ethnic Politics in US	5			
RELIGST 246	Constructing Race and Religion in America	4-5			
SOC 14N	Inequality in American Society	4			
SOC 15N	The Transformation of Socialist Societies	3			
SOC 45Q	Understanding Race and Ethnicity in American Society	4			
SOC 46N	Race, Ethnic, and National Identities: Imagined Communities	3			
SOC 118	Social Movements and Collective Action	4			
SOC 119	Understanding Large-Scale Societal Change: The Case of the 1960s	5			
SOC 132	Sociology of Education: The Social Organization of Schools	4			
SOC 135	Poverty, Inequality, and Social Policy in the United States	3			
SOC 140	Introduction to Social Stratification	3			
SOC 142	Sociology of Gender	5			
SOC 145	Race and Ethnic Relations in the USA	4			
SOC 148	Comparative Ethnic Conflict	4			
SOC 155	The Changing American Family	4			
TAPS 151H	ID21 STRATLAB: Interdisciplinary Approaches to Improvising Identities	4-5			
TAPS 156	Performing History: Race, Politics, and Staging the Plays of August Wilson	4			
TAPS 176S	Finding Meaning in Life's Struggles: Narrative Ways of Healing	5			
URBANST 112	The Urban Underclass	4			
URBANST 123	Approaching Research and the Community	2-3			

## Overseas Studies Courses in African and African American Studies

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

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

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

		Units
OSPCPTWN 18	Xhosa Language and Culture	2
OSPCPTWN 24A	Targeted Research Project in Community Health and Development	3

## Courses

### AFRICAAM 8. Conjure and Manifest: Building a Sustainable Artistic Practice. 3 Units.

In this course, student-artists spend time investigating their artistic practice as a framework for promoting power, wellness, and creativity; and as a tangible means for navigating the first steps of their artistic careers. We spend time critically examining the philosophies and works of Black artists including James Baldwin, Octavia Butler, RZA (Wu-Tang Clan) and Nayyirah Waheed, in order to explore new visions for the artist as activist, as futurist and as spiritual healer. We then use a mixture of these ideas and our own quest; along with meditation and mindfulness experiences; to begin conjuring and manifesting intimate relationships with our art practice and ourselves. Student-artists will develop creative confidence, formulate game plans for success, and begin to find balance between the uncertainty and ultimate freedom that life as an artist can bring.

Same as: CSRE 8

### AFRICAAM 16N. African Americans and Social Movements. 3 Units.

Theory and research on African Americans' roles in post-Civil Rights, US social movements. Topics include women's rights, LGBT rights, environmental movement, and contemporary political conservatism.

Same as: CSRE 16N, SOC 16N

### AFRICAAM 18A. Jazz History: Ragtime to Bebop, 1900-1940. 3 Units.

From the beginning of jazz to the war years.

Same as: MUSIC 18A

### AFRICAAM 18B. Jazz History: Bebop to Present, 1940-Present. 3 Units.

Modern jazz styles from Bebop to the current scene. Emphasis is on the significant artists of each style.

Same as: MUSIC 18B

### AFRICAAM 19. Studies in Music, Media, and Popular Culture: The Soul Tradition in African American Music. 3-4 Units.

The African American tradition of soul music from its origins in blues, gospel, and jazz to its influence on today's r&b, hip hop, and dance music. Style such as rhythm and blues, Motown, Southern soul, funk, Philadelphia soul, disco, Chicago house, Detroit techno, trip hop, and neo-soul. Soul's cultural influence and global reach; its interaction with politics, gender, place, technology, and the economy. Pre-/corequisite (for music majors): MUSIC 22. (WIM at 4 units only.)

Same as: AMSTUD 147J, CSRE 147J, MUSIC 147J, MUSIC 247J

### AFRICAAM 20A. Jazz Theory. 3 Units.

Introduces the language and sounds of jazz through listening, analysis, and compositional exercises. Students apply the fundamentals of music theory to the study of jazz. Prerequisite: 19 or consent of instructor.

Same as: MUSIC 20A



**AFRICAAM 21. African American Vernacular English. 3-5 Units.**

The English vernacular spoken by African Americans in big city settings, and its relation to Creole English dialects spoken on the S. Carolina Sea Islands (Gullah), in the Caribbean, and in W. Africa. The history of expressive uses of African American English (in soundin' and rappin'), and its educational implications. Service Learning Course (certified by Haas Center).

Same as: LINGUIST 65

**AFRICAAM 24. Introduction to Dance in the African Diaspora. 4 Units.**

This course introduces students to dance as an important cultural force in the African Diaspora. From capoeira in Brazil to dance hall in Jamaica to hip hop in the United States and Ghana, we will analyze dance as a form of resistance to slavery, colonialism, and oppression; as an integral component of community formation; and as a practice that shapes racial, gendered, and national identity. We will explore these topics through readings, film viewings, and movement workshops (no previous dance experience required). Students will have the option to do a creative performance as part of their final project.

Same as: CSRE 24D, DANCE 24, TAPS 152D

**AFRICAAM 30. The Egyptians. 3-5 Units.**

Overview of ancient Egyptian pasts, from predynastic times to Greco-Roman rule, roughly 3000 BCE to 30 BCE. Attention to archaeological sites and artifacts; workings of society; and cultural productions, both artistic and literary. Participation in class is required.

Same as: CLASSICS 82, HISTORY 48, HISTORY 148

**AFRICAAM 31. RealTalk: Intimate Discussions about the African Diaspora. 1 Unit.**

Students to engage in an intellectual discussion about the African Diaspora with leading faculty at Stanford across departments including Education, Linguistics, Sociology, History, Political Science, English, and Theater & Performance Studies. Several lunches with guest speakers. This course will meet in the Program for African & African American Studies Office in Building 360 Room 362B (Main Quad). This course is limited to Freshman and Sophomore enrollment.

**AFRICAAM 32. The 5th Element: Hip Hop Knowledge, Pedagogy, and Social Justice. 1-5 Unit.**

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

Same as: AMSTUD 32, CSRE 32A, EDUC 32, EDUC 432, TAPS 32

**AFRICAAM 33. From Moments to Movements: New Media, Narrative, and 21st Century Activism. 5 Units.**

In this course, taught by leading cultural critic, dream hampton, we'll look at 21st century activism as influenced by both new media and an emphasis on narrative, critically investigating the opportunities and limitations created by #hashtag activism. We'll examine the work and talk to the organizers who are developing new strategies for on and offline activism. In real time, students will track, engage and create metric analytics of certain online activism trends, looking closely at those whose impact and success is measurable. Students will have the opportunity to participate in a day long, youth lead activist training. We will read classic twentieth century media: texts, posters, pamphlets and papers with an emphasis on the intersection of the political and cultural. Students will produce their own low fi zine or help a student organization of their choice develop their online presence.

**AFRICAAM 34. Race, Policing, and Mass Incarceration. 1 Unit.**

This course is a critical examination of the relationship between race, policing, and mass incarceration. Students will be reading the most important contemporary texts to discuss and deconstruct this relationship, as well as attending lectures and workshops by leading scholars and activists. The course will approach this critical nexus of concerns--race, policing, and mass incarceration--from social scientific, legal, theoretical and activist viewpoints.

Same as: CSRE 34

**AFRICAAM 35. On the Meaning of Freedom. 5 Units.**

This course will be taught by Professor Angela Davis. This course examines this fundamental question: What is the meaning of freedom? We will read work that explores this question and seeks to end all social hierarchies that deny people their political, economic, cultural, and sexual freedom. We will confront the interconnected issues of race, gender, and class, as well as the on-going problems of incarceration, police violence, and barriers to food access and security. Students will consider the radical notion of freedom as a collective striving for real democracy, not a thing granted by the state, law, proclamation, or policy, but a participatory social process, rooted in difficult dialogues, that demands new ways of thinking and being.

**AFRICAAM 36. REPRESENT! Covering Race, Culture, and Identity In The Arts through Writing, Media, and Transmedia.. 5 Units.**

Probably since the first audience formed for the first chalk scrawls in a cave, there have been storytellers to narrate that caveperson's art and life, and critics to troll that caveperson's choice and usage of color. And so it goes. This course is an exploration into how to cover race, culture, and identity in the arts in journalism, such as print, web, video, radio, and podcasting. It is also an arts journalism practicum. During the quarter, we will be working toward creating work that is publishable in various venues and outlets. In this course, we will be discussing exemplary arts writers and their works and interrogating critical questions around race, identity, representation, and ethics. Experienced journalists, editors, and experts from different platforms and backgrounds will also be imparting important skills and training that will help you to navigate today's working media and transmedia environments. Those who enroll in the class will be expected to produce quality content (e.g. articles, blog posts, video reports, podcasts) for media outlets. Some travel outside of class may be required for additional reporting and training. This seminar class will be By Instructor Approval Only. Please submit an application by February 22 at 11:59pm. Starred items are required. The app is available at: <http://bit.ly/RepresentClass36> Those selected for this class will be informed by March 2nd so that they may enroll in the course. Please do not apply for the course if you are unsure about completing it. If you have any questions, you may email the instructor at: [jeffc410@stanford.edu](mailto:jeffc410@stanford.edu).

Same as: CSRE 36

**AFRICAAM 37. Chocolate Heads Movement Band Performance Workshop. 2 Units.**

Students from diverse dance styles (ballet to hip-hop to contemporary) participate in the dance-making/remix process and collaborate with musicians, visual artists, designers and spoken word artists, to co-create multidisciplinary fully produced production and installation. Open to student artists of different genres, styles, disciplines and levels. By audition and/or discussion with the instructor.

Same as: DANCE 30

**AFRICAAM 40. Liquid Flow: Introduction to Contemporary Dance and Dance-making. 1 Unit.**

This introductory dance course combines the fundamentals of contemporary dance technique and exercises from various movement practices, such as yoga and Tai chi. Liquid Flow implies the continuum from the dance of the everyday to the studio to the stage. Students will develop articulation, flexibility and "grace", learn contemporary, popular and classic dance vocabulary, and gain freedom dancing with others. Designed for beginners, we welcome student movers from diverse dance traditions, non-dancers, athletes, and more advanced dancers, who desire fluidity in their daily life, from thought to action.

Same as: DANCE 43

**AFRICAAM 40SI. Possessive Investment in Whiteness. 1-2 Unit.**

An approachable but nuanced way of developing a notion of the construction and maintenance of whiteness in the United States. By focusing on George Lipsitz's book, the class works to challenge and refine the ideas of white privilege and race in the history and contemporary United States. By focusing on the single text, with some outside supplementary material, the course does not contend that Lipsitz is providing the only truth, but the class looks to complicate his notions and expand them with personal and outside understandings. May be repeated for credit.

**AFRICAAM 41. Genes and Identity. 3 Units.**

In recent decades genes have increasingly become endowed with the cultural power to explain many aspects of human life: physical traits, diseases, behaviors, ancestral histories, and identity. In this course we will explore a deepening societal intrigue with genetic accounts of personal identity and political meaning. Students will engage with varied interdisciplinary sources that range from legal cases to scientific articles, medical ethics guidelines, films, and anthropological works (ethnographies). We will explore several case studies where the use of DNA markers (as proof of heritage, disease risk, or legal standing) has spawned cultural movements that are biosocial in nature. Throughout we will look at how new social movements are organized around gene-based definitions of personhood, health, and legal truth. Several examples include political analyses of citizenship and belonging. On this count we will discuss issues of African ancestry testing as evidence in slavery reparations cases, revisit debates on whether Black Freedman should be allowed into the Cherokee and Seminole Nations, and hear arguments on whether people with genetic links to Jewish groups should have a right of return to Israel. We will also examine the ways genetic knowledge may shape different health politics at the individual and societal level. On this count we will do close readings of how personal genomics testing companies operate, we will investigate how health disparities funding as well as orphan disease research take on new valences when re-framed in genetic terms, and we will see how new articulations of global health priorities are emerging through genetic research in places like Africa. Finally we will explore social implications of forensic uses of DNA. Here we will examine civil liberties concerns about genetic familial searching in forensic databases that disproportionately target specific minority groups as criminal suspects, and inquire into the use of DNA to generate digital mugshots of suspects that re-introduce genetic concepts of race.

Same as: ANTHRO 41, CSRE 41A

**AFRICAAM 43. Introduction to English III: Introduction to African American Literature. 5 Units.**

(Formerly English 43/143). In his bold study, *What Was African American Literature?*, Kenneth Warren defines African American literature as a late nineteenth- to mid-twentieth-century response to the nation's Jim Crow segregated order. But in the aftermath of the Jim Crow era and the Civil Rights movement, can critics still speak, coherently, of "African American literature"? And how does this political conception of African American literary production compare with accounts grounded in black language and culture? Taking up Warren's intervention, this course will explore African American literature from its earliest manifestations in the spirituals and slave narratives to texts composed at the height of desegregation and decolonization struggles at mid-century and beyond.

Same as: AMSTUD 12A, ENGLISH 12A

**AFRICAAM 45. Dance Improvisation Techniques and Strategies Lab: From Hip Hop to Contact. 2 Units.**

By learning various dance improvisation forms across cultures, students will develop techniques to gain a deep understanding of generating movement from the inside-out, inspired by conceptual strategies from master improvisors while harnessing that potential for creating dances. Guest dancer/choreographer workshops and Dance Jams enhance the learning experience. All Levels welcome.

Same as: DANCE 45

**AFRICAAM 47. History of South Africa. 3 Units.**

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

Same as: HISTORY 47

**AFRICAAM 48Q. South Africa: Contested Transitions. 3 Units.**

Preference to sophomores. The inauguration of Nelson Mandela as president in May 1994 marked the end of an era and a way of life for South Africa. The changes have been dramatic, yet the legacies of racism and inequality persist. Focus: overlapping and sharply contested transitions. Who advocates and opposes change? Why? What are their historical and social roots and strategies? How do people reconstruct their society? Historical and current sources, including films, novels, and the Internet.

Same as: HISTORY 48Q

**AFRICAAM 50B. 19th Century America. 3 Units.**

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

Same as: HISTORY 50B

**AFRICAAM 54N. African American Women's Lives. 3-4 Units.**

Preference to freshmen. The everyday lives of African American women in 19th- and 20th-century America in comparative context of histories of European, Hispanic, Asian, and Native American women. Primary sources including personal journals, memoirs, music, literature, and film, and historical texts. Topics include slavery and emancipation, labor and leisure, consumer culture, social activism, changing gender roles, and the politics of sexuality.

Same as: AMSTUD 54N, CSRE 54N, FEMGEN 54N, HISTORY 54N

**AFRICAAM 54Q. African American Women's Lives. 3-4 Units.**

Preference to sophomores. African American women have been placed on the periphery of many historical documents. This course will encourage students to think critically about historical sources and to use creative and rigorous historical methods to recover African American women's experiences. Drawing largely on primary sources such as letters, personal journals, literature and film, this course explores the everyday lives of African American women in 19th- and 20th-century America. We will begin in our present moment with a discussion of Michelle Obama and then we will look back on the lives and times of a wide range of African American women including: Charlotte Forten Grimké, a 19th-century reformer and teacher; Nella Larsen, a Harlem Renaissance novelist; Josephine Baker, the expatriate entertainer and singer; and Ida B. Wells and Ella Baker, two luminaries of civil rights activism. We will examine the struggles of African American women to define their own lives and improve the social, economic, political and cultural conditions of black communities. Topics will include women's enslavement and freedom, kinship and family relations, institution and community building, violence, labor and leisure, changing gender roles, consumer and beauty culture, social activism, and the politics of sexuality.

Same as: AMSTUD 54Q, FEMGEN 54Q, HISTORY 54Q

**AFRICAAM 64C. From Freedom to Freedom Now!: African American History, 1865-1965. 3 Units.**

(Same as HISTORY 164C. History majors and others taking 5 units, register for 164C.) Explores the working lives, social worlds, political ideologies and cultural expressions of African Americans from emancipation to the early civil rights era. Topics include: the transition from slavery to freedom, family life, work, culture, leisure patterns, resistance, migration and social activism. Draws largely on primary sources including autobiographies, memoirs, letters, personal journals, newspaper articles, pamphlets, speeches, literature, film and music.

**AFRICAAM 75E. Black Cinema. 2 Units.**

How filmmakers represent historical and cultural issues in Black cinema.

**AFRICAAM 100. Grassroots Community Organizing: Building Power for Collective Liberation. 4-5 Units.**

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

Same as: CSRE 100, FEMGEN 100X

**AFRICAAM 101F. Race & Technology. 1-2 Unit.**

The program in African & African American Studies will be offering a weekly lecture series to expose and introduce underrepresented groups to the world of technology by creating a space where the idea of starting can lead to a "Start Up". The AAAS "Race & Technology" course endeavors to de-code the language of technology creation, how to build a team, problem solving, pitching an idea, leveraging the work of all disciplines in creating an entrepreneurship mindset. nnnScholars and industry people will cover topics such as the digital divide, women in technology, and social media. Same as: AFRICAAM 201F

**AFRICAAM 102. Introduction to Public History and Public Service. 4-5 Units.**

Gateway course for the History and Public Service interdisciplinary track. Topics include the production, presentation, and practice of public history through narratives, exhibits, web sites, and events in museums, historical sites, parks, and public service settings in nonprofit organizations, government agencies, and educational institutions. Service Learning Course (certified by Haas Center).

Same as: CSRE 201, HISTORY 201, HISTORY 301

**AFRICAAM 103. Dance, Text, Gesture: Performance and Composition. 1 Unit.**

Students practice, compose and combine the languages of dance, gestural movement, music and text, to render complete expression in performance. Suitable for dancers, actors, spoken word artists and triple threat performers to devise original performance, dance and theater, culminating in an end of quarter showing.

Same as: DANCE 103

**AFRICAAM 105. Introduction to African and African American Studies. 5 Units.**

Interdisciplinary. Central themes in African American culture and history related to race as a definitive American phenomenon. African survivals and interpretations of slavery in the New World, contrasting interpretations of the Black family, African American literature, and art. Possible readings: Frederick Douglass, Harriet Jacobs, Booker T. Washington, W.E.B. DuBois, Richard Wright, Maya Angelou, James Baldwin, Malcolm X, Alice Walker, and Bell Hooks. Focus may vary each year.

**AFRICAAM 106. Race, Ethnicity, and Linguistic Diversity in Classrooms: Sociocultural Theory and Practices. 3-5 Units.**

Focus is on classrooms with students from diverse racial, ethnic and linguistic backgrounds. Studies, writing, and media representation of urban and diverse school settings; implications for transforming teaching and learning. Issues related to developing teachers with attitudes, dispositions, and skills necessary to teach diverse students.

Same as: CSRE 103B, EDUC 103B, EDUC 337

**AFRICAAM 107C. The Black Mediterranean: Greece, Rome and Antiquity. 4-5 Units.**

Explore problems of race and ethnicity as viable criteria in studying ancient societies and consider the question, What is the Mediterranean?, in relation to premodern evidence. Investigate the role of blackness as a marker of ethnicity; the demography of slavery and its roles in forming social identities; and environmental determinism as a factor in ethnic and racial thinking. Consider Greek and Roman perspectives and behavior, and their impact on later theories of race and ethnicity as well as the Mediterranean as a whole.

Same as: CSRE 107

**AFRICAAM 112. Urban Education. 3-4 Units.**

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

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

**AFRICAAM 115. South African Encounters. 1 Unit.**

This course is a prerequisite for all those accepted to or on the wait list for the following quarter's BOSP Cape Town term abroad. It will explore issues in contemporary South Africa.

Same as: AFRICAST 115

**AFRICAAM 116. Education, Race, and Inequality in African American History, 1880-1990. 3-5 Units.**

Seminar. The relationship among race, power, inequality, and education from the 1880s to the 1990s. How schools have constructed race, the politics of school desegregation, and ties between education and the late 20th-century urban crisis.

Same as: CSRE 216X, EDUC 216, HISTORY 255E

**AFRICAAM 121X. Hip Hop, Youth Identities, and the Politics of Language. 3-4 Units.**

Focus is on issues of language, identity, and globalization, with a focus on Hip Hop cultures and the verbal virtuosity within the Hip Hop nation. Beginning with the U.S., a broad, comparative perspective in exploring youth identities and the politics of language in what is now a global Hip Hop movement. Readings draw from the interdisciplinary literature on Hip Hop cultures with a focus on sociolinguistics and youth culture.

Same as: AMSTUD 121X, ANTHRO 121A, CSRE 121X, EDUC 121, LINGUIST 155

**AFRICAAM 122E. Art in the Streets: Identity in Murals, Site-specific works, and Interventions in Public Spaces. 4 Units.**

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

Same as: CSRE 122E

**AFRICAAM 123. Great Works of the African American Tradition. 5 Units.**

Foundational African and African American scholarly figures and their work from the 19th century to the present. Historical, political, and scholarly context. Dialogues distinctive to African American culture. May be repeated for credit.

**AFRICAAM 125V. The Voting Rights Act. 5 Units.**

Focus is on whether and how racial and ethnic minorities including African Americans, Asian Americans, and Latinos are able to organize and press their demands on the political system. Topics include the political behavior of minority citizens, the strength and effect of these groups at the polls, the theory and practice of group formation among minorities, the responsiveness of elected officials, and the constitutional obstacles and issues that shape these phenomena.

Same as: CSRE 125V, POLISCI 125V

**AFRICAAM 126B. Curricular Public Policies for the Recognition of Afro-Brazilians and Indigenous Population. 3-4 Units.**

Recently two laws in Brazil (10639/2003 and 13465/2008), which came about due to intense pressure from Black and Indigenous social movements throughout the 20th century, have introduced changes in public education curriculum policies. These new curriculum policies mandate that the study of Afro-Brazilian, African, and Indigenous histories and cultures must be taught at all educational levels including at the elementary, secondary, and post-secondary levels. As part of this mandate, educators are now directed to incorporate considerations of ethnic-racial diversity in relation to people's thinking and experiences. These policies aim to fight racism as well as other forms of discrimination, and moreover, encourage the building of more equitable pedagogies. This course will discuss past and current policies and practices in Brazilian education from the point of view of different social projects organized by Indigenous Peoples, Afro-Brazilians, Asian-Brazilians, as well as Euro-Brazilians. It will also focus on Latin American efforts to promote equity in education, as well as to articulate different points of view, and reinforce and build epistemologies that support the decolonization of thinking, behaviors, research and policies. As part of this process, the course will study the experiences of people demanding these new public policies in terms of the extent to which they were able to influence institutional structures and to establish particular policy reforms. The course will also analyze theoretical frameworks employed by opponents of these movements to resist policies that might challenge their privileged place in society. In doing this, the course will offer theoretical and methodological avenues to promote research that can counter hegemonic curricular policies and pedagogical practices. The course will be fully participatory and oriented towards generating ongoing conversations and discussion about the various issues that arose in Brazil in relation to these two recent laws. To meet these goals, we will do a close reading of relevant scholarly works, paying particular attention to their theoretical frameworks, research designs, and findings.

Same as: CSRE 126B, EDUC 136B, EDUC 236B, PUBLPOL 126B

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

This course explores the history and development of the hip-hop arts movement, from its precursor movements in music, dance, visual arts, literature, and folk and street cultures to its rise as a neighborhood subculture in the Bronx in the early 1970s through its local, regional and global expansion and development. Hip-hop aesthetics, structures, and politics will be explored within the context of the movement's rise as a post-multicultural form in an era of neoliberal globalization.

Same as: CSRE 127A

**AFRICAAM 130. Community-based Research As Tool for Social Change: Discourses of Equity in Communities & Classrooms. 3-5 Units.**

Issues and strategies for studying oral and written discourse as a means for understanding classrooms, students, and teachers, and teaching and learning in educational contexts. The forms and functions of oral and written language in the classroom, emphasizing teacher-student and peer interaction, and student-produced texts. Individual projects utilize discourse analytic techniques.

Same as: CSRE 130, EDUC 123, EDUC 322

**AFRICAAM 131. Genes and Identity. 5 Units.**

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

Same as: ANTHRO 131, CSRE 131

**AFRICAAM 133. Literature and Society in Africa and the Caribbean. 4 Units.**

This course aims to equip students with an understanding of the cultural, political and literary aspects at play in the literatures of Francophone Africa and the Caribbean. Our primary readings will be Francophone novels and poetry, though we will also read some theoretical texts, as well as excerpts of Francophone theater. The assigned readings will expose students to literature from diverse French-speaking regions of the African/Caribbean world. This course will also serve as a "literary toolbox," with the intention of facilitating an understanding of literary forms, terms and practices. Students can expect to work on their production of written and spoken French (in addition to reading comprehension) both in and outside of class. Required readings include: Aimee, Cécile, "Cahier d'un retour au pays natal," Albert Memmi, "La Statue de Sel," Kaouther Adimi, "L'envers des autres", Maryse Condé, "La Vie sans fards". Movies include "Goodbye Morocco", "Aya de Yopougon", "Rome plutocratie; sue Vous". Taught in French. Prerequisite: FRENLANG 124 or consent of instructor.

Same as: FRENCH 133, JEWISHST 143

**AFRICAAM 145A. Poetics and Politics of Caribbean Women's Literature. 5 Units.**

Mid 20th-century to the present. How historical, economic, and political conditions in Haiti, Cuba, Jamaica, Antigua, and Guadeloupe affected women. How Francophone, Anglophone, and Hispanophone women novelists, poets, and short story writers respond to similar issues and pose related questions. Caribbean literary identity within a multicultural and diasporic context; the place of the oral in the written feminine text; family and sexuality; translation of European master texts; history, memory, and myth; and responses to slave history, colonialism, neocolonialism, and globalization.

**AFRICAAM 145B. Africa in the 20th Century. 5 Units.**

(Same as HISTORY 45B. History majors and others taking 5 units, register for 145B.) The challenges facing Africans from when the continent fell under colonial rule until independence. Case studies of colonialism and its impact on African men and women drawn from West, Central, and Southern Africa. Novels, plays, polemics, and autobiographies written by Africans.

Same as: HISTORY 145B

**AFRICAAM 146A. African Politics. 4-5 Units.**

Africa has lagged the rest of the developing world in terms of economic development, the establishment of social order, and the consolidation of democracy. This course seeks to identify the historical and political sources accounting for this lag, and to provide extensive case study and statistical material to understand what sustains it, and how it might be overcome.

Same as: POLISCI 146A

**AFRICAAM 147. History of South Africa. 5 Units.**

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

Same as: HISTORY 147

**AFRICAAM 148. Africa in Atlantic Writing. 3 Units.**

This course explores the central place Africa holds in prose writing emerging during periods of globalization across the Atlantic, including the middle passage, colonialism, black internationalism, decolonization, immigration and diasporic return. We will begin with Equiano's *Interesting Narrative* (1789), a touchstone for the Atlantic prose tradition, and study how writers crossing the Atlantic have continued to depict Africa in later centuries: to dramatize scenes of departure and arrival in stories of new citizenship, to evoke histories of racial unity and examine social fragmentation, to imagine new national communities or question their norms and borders. Our readings will be selected from English, French, Portuguese and Spanish-language traditions. And we will pay close attention to genres of prose fiction (Adichie, Condé, Olinto), prose poetry (Césaire, Neto, Walcott), theoretical reflection (Fanon, Glissant), reportage (Gide, Gourevitch), ethnography (Leiris, Oulougem) and autobiography (Barack Obama).

Same as: AFRICAST 145B, COMPLIT 145B, COMPLIT 345B, CSRE 145B, FRENCH 145B, FRENCH 345B

**AFRICAAM 150B. 19th-Century America. 5 Units.**

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

Same as: AMSTUD 150B, HISTORY 150B

**AFRICAAM 152G. Harlem Renaissance and Modernism. 5 Units.**

Examination of the explosion of African American artistic expression during 1920s and 30s New York known as the Harlem Renaissance. Amiri Baraka once referred to the Renaissance as a kind of "vicious Modernism", as a "BangClash", that impacted and was impacted by political, cultural and aesthetic changes not only in the U.S. but Europe, the Caribbean and Latin America. Focus on the literature, graphic arts, and the music of the era in this global context.

Same as: AMSTUD 152G, ENGLISH 152G

**AFRICAAM 154. Black Feminist Theory. 5 Units.**

This course will examine black feminist theoretical traditions, marking black women's analytic interventions into sexual and pleasure politics and reproduction, critical culture and race theory, citizenship, identity, power and agency, representation, and questions of the body. Exploring concepts such as intersectionality, controlling images, the politics of respectability and the particularities of a black feminist liberation politics, we will look to black feminist scholars, activists, and artists from the 19th century to today.

Same as: FEMGEN 154

**AFRICAAM 156. Performing History: Race, Politics, and Staging the Plays of August Wilson. 4 Units.**

This course purposefully and explicitly mixes theory and practice. Students will read and discuss the plays of August Wilson, the most celebrated and most produced contemporary American playwright, that comprise his 20th Century History Cycle. Class stages scenes from each of these plays, culminating in a final showcase of longer scenes from his work as a final project.

Same as: TAPS 156, TAPS 356

**AFRICAAM 157P. Allyship: Challenging Privilege and Doing Solidarity in Movements for Collective Liberation. 2-4 Units.**

Many activists in the racial justice, immigrant, indigenous, feminist, and LGBTQ movements, are committed to principles of leadership by frontline communities - their goal is to build power in communities that are disempowered by dominant institutions and practices. This makes for complicated relationships with those that are not part of those frontline communities but recognize that their own silence makes them complicit in systems of oppression. In this course, we will examine how power and privilege can undermine attempts to collaborate in social justice work, and then explore principles and practices of solidarity and allyship that attempt to overcome these challenges. We will discuss texts on white privilege and anti-racism as our primary point of reference, but will connect to other kinds of ally work and movements for collective liberation. As a community-engaged learning course, students will work with community partners to establish long-term relationships based in solidarity. Students are encouraged to work with movements and organizations with whom they already have relationships (e.g., through student-activism). Throughout the quarter, we will have guest lectures and workshops with community partners and movement strategy organizations.

Same as: AMSTUD 157P, CSRE 157P, FEMGEN 157P

**AFRICAAM 158. Black Queer Theory. 5 Units.**

This course takes a multifaceted approach to black queer theory, not only taking up black theories of gender and queer sexuality, but queer theoretical interrogations of blackness and race. The course will also examine some of the important ways that black queer theory reads and is intersected with issues like affect, epistemology, space and geography, power and subjectivity, religion, economy, the body, and the law, asking questions like: How have scholars critiqued the very language of queer and the ways it works as a signifier of white marginality? What are the different spaces we can find queer black relationality, eroticism, and kinship? How do we negotiate issues like trans\*misogyny or tensions around gender and sexuality in the context of race? Throughout the course, students will become versed in foundational and emerging black queer theory as we engage scholars like Sharon Holland, Cathy Cohen, Hortense Spillers, Marlon B. Ross, Aliyyah Abdur-Rahman, Barbara Smith, Roderick Ferguson, Robert Reid-Pharr, E. Patrick Johnson, and many others. Students will also gain practice applying black queer theory as an interpretive lens for contemporary social issues and cultural production including film, music, art, and performance.

Same as: FEMGEN 158

**AFRICAAM 165. Race, Athletics and College Achievement. 3 Units.**

How does racial group membership affect academic experiences, and how do race and athletic participation intersect with collegiate life? In this class, we will explore the relationships among race, athletic status, and academic experiences, with a focus on social science data and the specific experiences of Stanford students. Readings will draw from psychology, sociology, education, and popular press. This class is a seminar format with no prerequisites.

Same as: CSRE 165, CTL 165

**AFRICAAM 166. Introduction to African American History - the Modern Freedom Struggle. 3-5 Units.**

Using the unique documentary resources and publications of Stanford's Martin Luther King Jr. Research and Education Institute, this course will utilize multi-media materials to shed light on the relationship between grassroots activism and King's visionary leadership.

Same as: AMSTUD 166, HISTORY 66, HISTORY 166

**AFRICAAM 176B. Documentary Fictions. 4 Units.**

More and more of our best fiction, plays, and comics are being created out of documentary practices such as in-depth interviewing, oral histories, and reporting. Novels like Dave Egger's *What is the What* and plays like Anna Deavere Smith's *Let Me Down Easy* act as both witnesses and translators of people's direct experience and push art into social activism in new ways. This course takes a close look at a diverse range of these contemporary works and explores how to adopt their research and aesthetic strategies for work of your own. We start with a brief look back at the recent origins of this trend and look at excerpts from forerunners such as Richard Wright, Truman Capote, and Bertolt Brecht. We then turn to the rise of documentary fictions in the last few decades and read works by Eggers, Adam Johnson, G.B. Tran, Maria Hummel, and Daniel Alarcon and watch performances by the Tectonic Theater Project and Elevator Repair Service. Students write one analytic essay and then conduct or study interviews to design a work of their own. The course will feature class visits by a number of our authors and a special half-day workshop with Smith.

Same as: TAPS 176B

**AFRICAAM 181Q. Alternative Viewpoints: Black Independent Film. 4 Units.**

Preference to sophomores. Do you want to learn more about independent film as it was practiced in major urban centers by young filmmakers?

This class focuses on major movements by groups such as the Sankofa Film Collective and the L.A. Rebellion. Learn how to analyze film and to discuss the politics of production as you watch films by Spike Lee, Julie Dash, Melvin Van Peebles, Ngozi Onwurah and more. We will discuss representation, lighting, press material, and of course the films themselves. This course includes a workshop on production, trips to local film festivals and time to critique films frame-by-frame. It matters who makes film and how they do so. When you have completed this class you will be able to think critically about "alternative viewpoints" to Hollywood cinema. You will understand how independent films are made and you will be inspired to seek out and perhaps produce or promote new visions.

Same as: FILMSTUD 181Q, TAPS 181Q

**AFRICAAM 190. Directed Reading. 1-5 Unit.**

May be repeated for credit. Prerequisite: consent of instructor.

**AFRICAAM 195. Independent Study. 5 Units.**

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**AFRICAAM 199. Honors Project. 1-5 Unit.**

May be repeated for credit. Prerequisite: consent of instructor.

**AFRICAAM 200X. Honors Thesis and Senior Thesis Seminar. 5 Units.**

Required for seniors. Weekly colloquia with AAAS Director and Associate Director to assist with refinement of research topic, advisor support, literature review, research, and thesis writing. Readings include foundational and cutting-edge scholarship in the interdisciplinary fields of African and African American studies and comparative race studies. Readings assist students situate their individual research interests and project within the larger. Students may also enroll in AFRICAAM 200Y in Winter and AFRICAAM 200Z in Spring for additional research units (up to 10 units total).

**AFRICAAM 200Y. Honors Thesis and Senior Thesis Research. 3-5 Units.**

Winter. Required for students writing an Honors Thesis. Optional for Students writing a Senior Thesis.

**AFRICAAM 200Z. Honors Thesis and Senior Thesis Research. 3-5 Units.**

Spring. Required for students writing an Honors Thesis. Optional for Students writing a Senior Thesis.

**AFRICAAM 201F. Race & Technology. 1-2 Unit.**

The program in African & African American Studies will be offering a weekly lecture series to expose and introduce underrepresented groups to the world of technology by creating a space where the idea of starting can lead to a "Start Up". The AAAS "Race & Technology" course endeavors to de-code the language of technology creation, how to build a team, problem solving, pitching an idea, leveraging the work of all disciplines in creating an entrepreneurship mindset. nnnScholars and industry people will cover topics such as the digital divide, women in technology, and social media. Same as: AFRICAAM 101F

**AFRICAAM 212. AIDS, Literacy, and Land: Foreign Aid and Development in Africa. 5 Units.**

Is foreign aid a solution? or a problem? Should there be more aid, less aid, or none at all? How do foreign aid and local initiatives intersect? A clinic in Uganda that addresses AIDS as a family and community problem. Multiple strategies in Tanzania to increase girls' schooling. These are imaginative and innovative approaches to pressing and contested policy challenges. We will examine several contentious issues in contemporary Africa, exploring their roots and the intense conflicts they engender, with special attention to foreign aid and the aid relationship. As African communities and countries work to shape their future, what are the foreign roles and what are their consequences?.

Same as: AFRICAST 112, AFRICAST 212

**AFRICAAM 223. Literature and Human Experimentation. 3-5 Units.**

This course introduces students to the ways literature has been used to think through the ethics of human subjects research and experimental medicine. We will focus primarily on readings that imaginatively revisit experiments conducted on vulnerable populations: namely groups placed at risk by their classification according to perceived human and cultural differences. We will begin with Mary Shelley's *Frankenstein* (1818), and continue our study via later works of fiction, drama and literary journalism, including Toni Morrison's *Beloved*, David Feldshuh's *Miss Evers Boys*, Hannah Arendt's *Eichmann* and Vivien Spitz's *Doctors from Hell*, Rebecca Skloot's *Immortal Life of Henrietta Lacks*, and Kazuo Ishiguro's *Never Let Me Go*. Each literary reading will be paired with medical, philosophical and policy writings of the period; and our ultimate goal will be to understand modes of ethics deliberation that are possible via creative uses of the imagination, and literature's place in a history of ethical thinking about humane research and care.

Same as: COMPLIT 223, CSRE 123B, HUMBIO 175H, MED 220

**AFRICAAM 226. Mixed-Race Politics and Culture. 5 Units.**

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

Same as: AMSTUD 152K, CSRE 152K

**AFRICAAM 229. Literature and Global Health. 3-5 Units.**

This course examines the ways writers in literature and medicine have used the narrative form to explore the ethics of care in what has been called the developing world. We will begin with an introduction to global health ethics as a field rooted in philosophy and policy that address questions raised by practice in resource-constrained communities abroad. We will then spend the quarter understanding the way literature may deepen and even alter those questions. For instance: how have writers used scenes of practice in Africa, the Caribbean or South Asia to think through ideas of mercy, charity, beneficence and justice? How differently do they imagine such scenes when examining issues of autonomy, paternalism and language? To what extent, then, do novels and memoirs serve as sites of ethical inquiry? And how has literary study revealed the complexities of narrating care for underserved communities, and therefore presented close reading as a mode of ethics for global health? Readings will include prose fiction by Albert Camus, Joseph Conrad, Amitav Ghosh and Susan Sontag as well as physician memoirs featuring Frantz Fanon, Albert Schweitzer, Abraham Verghese and Paul Farmer.

Same as: AFRICAST 229, COMPLIT 229, CSRE 129B, FRENCH 229, HUMBIO 175L, MED 234

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

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

Same as: CSRE 233A, EDUC 233A

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

African American, Native American, Mexican American, and Asian American racial and ethnic identity development; the influence of social, political and psychological forces in shaping the experience of people of color in the U.S. The importance of race in relationship to social identity variables including gender, class, and occupational, generational, and regional identifications. Bi- and multiracial identity status, and types of white racial consciousness.

Same as: CSRE 245, EDUC 245

**AFRICAAM 254D. Law, Slavery, and Race. 5 Units.**

(Same as LAW 747.) This course will explore the interaction of law, slavery and race in the United States, as well as from a comparative perspective. We will read original documents, including excerpts of trial transcripts, appellate opinions, treatises, codes, and first-person narratives. We will study the way law, politics and culture interacted to shape the institution of slavery and the development of modern conceptions of race. Course lectures and discussions will focus on questions such as: Did different legal regimes (Spanish, French, British) foster different systems of race and slavery in the Americas? How did/does law work "on the ground" to shape the production of racial hierarchy and creation of racial identities? In what ways did slavery influence the U.S. Constitution? How has race shaped citizenship in the U.S., and how can we compare it to other constitutional regimes? The course will begin with the origins of New World slavery, race and racism, and move chronologically to the present day.

Same as: CSRE 154D, HISTORY 254D, HISTORY 354

**AFRICAAM 255. Racial Identity in the American Imagination. 4-5 Units.**

From Sally Hemings to Barack Obama, this course explores the ways that racial identity has been experienced, represented and contested throughout American history. Engaging historical, legal and literary texts and films, this course examines major historical transformations that have shaped our understanding of racial identity. This course also draws on other imaginative modes including autobiography, memoir, photography and music to consider the ways that racial identity has been represented in American society. Most broadly, this course interrogates the problem of American identity and examines the interplay between racial identity and American identity. This course moves along both chronological and thematic axes to investigate the problems of racial mixture, mixed-race identity, racial passing and racial performance across historical periods. Themes of ambiguous, hidden and hybrid identity will be critical to this course. This course will also explore the interplay of the problems of class, gender and sexuality in the construction of racial identity.

Same as: AMSTUD 255D, CSRE 255D, HISTORY 255D, HISTORY 355D

**AFRICAAM 261E. Mixed Race Literature in the U.S. and South Africa. 5 Units.**

As scholar Werner Sollors recently suggested, novels, poems, stories about interracial contacts and mixed race constitute an orphan literature belonging to no clear ethnic or national tradition. Yet the theme of mixed race is at the center of many national self-definitions, even in our U.S. post-Civil Rights and South Africa's post-Apartheid era. This course examines aesthetic engagements with mixed race politics in these trans- and post-national dialogues, beginning in the 1700s and focusing on the 20th and 21st centuries.

Same as: AMSTUD 261E

**AFRICAAM 262D. African American Poetics. 5 Units.**

Examination of African American poetic expressive forms from the 1700s to the 2000s, considering the central role of the genre--from sonnets to spoken word, from blues poetry to new media performance--in defining an evolving literary tradition and cultural identity.

Same as: AMSTUD 262D

**AFRICAAM 267E. Martin Luther King, Jr. - His Life, Ideas, and Legacy. 4-5 Units.**

Using the unique documentary resources and publications of Stanford's King Research and Education Institute, this course will provide a general introduction to King's life, visionary ideas, and historical significance. In addition to lectures and discussions, the course will include presentations of documentaries such as *Eyes on the Prize*. Students will be expected to read the required texts, participate in class discussions, and submit a research paper or an audio-visual project developed in consultation with the professor.

Same as: AMSTUD 267E, HISTORY 267E

**AFRICAAM 290. Human Rights in a Global Frame: Race, Place, Redress, Resistance. 3-5 Units.**

A presentation of human rights discourse around issues of how we "occupy" space. Centering on racialized spaces and the effects on a wide range of rights in US and in other countries. Readings on human rights, history, critique. Deep readings in cultural texts and practices that name injustice and seek redress in a number of forms.

Same as: COMPLIT 290, CSRE 290

**AFRICAAM 301. RealTalk: Intimate Discussions about the African Diaspora. 1 Unit.**

Students engage in an intellectual discussion about the African Diaspora with leading faculty at Stanford across departments including Education, Linguistics, Sociology, History, Political Science, English, and Theater and Performance Studies. Several lunches with guest speakers. Open graduate students. This course will meet in the Program for African & African American Studies Office in Building 360 Room 362B (Main Quad).