

# Comparative Studies in Race and Ethnicity (CSRE)

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

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

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

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

The Interdepartmental Program in Comparative Studies in Race and Ethnicity (CSRE) is an interdisciplinary program offering students the opportunity to investigate the significance of race and ethnicity in all areas of human life.

Devoted to a rigorous analysis of race and ethnicity and using a comparative and interdisciplinary approach, CSRE is committed to promoting and deepening students' understanding of the multiple meanings of racial and ethnic diversity both in the United States and abroad in ways that prepare students for living and working effectively in a multicultural, global society.

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

## Learning Outcomes (Undergraduate)

The Program in Comparative Studies in Race and Ethnicity expects undergraduate majors in the program to be able to demonstrate the following learning outcomes. These learning outcomes are used in evaluating students and the undergraduate program. Students are expected to:

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

## Undergraduate Program in Comparative Studies in Race and Ethnicity Majors: Core Curriculum

The Interdepartmental Program in Comparative Studies in Race and Ethnicity (CSRE) provides students the opportunity to structure a major or minor in comparative ethnic studies or to focus their course work in a single ethnic studies area. Five majors and minors (Asian American Studies, Chicana/o-Latina/o Studies, Comparative Studies, Jewish Studies, and Native American Studies) are offered as part of the IDP in CSRE. All core courses taken for the major must be taken for a letter grade. The directors of the program and of each major constitute the CSRE curriculum committee, the policymaking body for the interdisciplinary program.

Students who declare any of the five majors participate in a common curriculum consisting of at least two core courses, a methodologies course, and a senior seminar.

There are two types of introductory courses taught by senior CSRE affiliated faculty: core courses that are interdisciplinary and compare how race and ethnicity have historically appeared across groups; and foundational courses that focus on a specific racial or ethnic group. These requirements illustrate how different disciplines approach the study and interpretation of race and ethnicity and provide a foundation for the student's program of study.

## Minors

Students who wish to minor in the study areas must complete a minimum of 30 units from the approved course list, one of which must be a core course and a second that is foundational to the area of study. Proposals for the minor must be approved by the director of each study area.

## Directed Reading and Research

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

Courses that fulfill directed reading and research requirements:

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

## Senior Seminar

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

## Special Programs

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

## Murray House

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

## Honors Program in Comparative Studies in Race and Ethnicity For Majors in Comparative Studies in Race and Ethnicity

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

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

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

The application for honors must be submitted by May 20 of the junior year, but students are encouraged to apply earlier. The application includes a proposal describing the project that is approved by the faculty adviser and director of the undergraduate program. Students are required to identify both a faculty adviser and a second reader for the thesis project. The faculty adviser for the honors thesis must be an academic council faculty member and affiliated faculty of the student's major.

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

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

Applications are available in the CSRE Undergraduate Program office and on the program web site (<http://csre.stanford.edu/honors.php>).

## For Majors in Other Departments

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

Honors certification will be open to students majoring in any field with a GPA in their chosen major of 3.5 and an overall GPA of 3.3. As a prerequisite, students apply for entry by Spring Quarter of the junior year (deadline June 1), but students are encouraged to begin earlier. During the application process, students outline a plan for course work and design an honors project in consultation with their proposed thesis adviser and the CSRE senior seminar coordinator.

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

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

## Requirements:

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

CSRE 196C	Introduction to Comparative Studies in Race and Ethnicity	
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And a second course identified as core or foundational to CSRE.

## Core Courses

		Units
ANTHRO 32	Theories in Race and Ethnicity: A Comparative Perspective	5
CSRE 125V	The Voting Rights Act	5
CSRE 148	Comparative Ethnic Conflict	4
CSRE 184C	Zionism and the State of Israel	5
CSRE 196C	Introduction to Comparative Studies in Race and Ethnicity	5
CSRE 200X	CSRE Senior Seminar	5
CSRE 226	Race and Racism in American Politics	5
CSRE 245	Understanding Racial and Ethnic Identity Development	3-5
CSRE 246	Constructing Race and Religion in America	4-5
CSRE 255D	Racial Identity in the American Imagination	4-5
HISTORY 64	Racial and Ethnic Diversity in Modern America	4-5
HISTORY 184	Zionism and the State of Israel	5
JEWISHST 106	Reflection on the Other: The Jew and the Arab in Literature	3-5
JEWISHST 184	Zionism and the State of Israel	5
PSYCH 75	Introduction to Cultural Psychology	5

## Foundational Courses

		Units
AFRICAAM 43	Introduction to English III: Introduction to African American Literature	5
AFRICAAM 105	Introduction to African and African American Studies	5
ASNAMST 146S	Asian American Culture and Community	3-5
CHILATST 171	Mexicans in the United States	5
CHILATST 180E	Introduction to Chicana/o-Latina/o Studies	5
NATIVEAM 16	Native Americans in the 21st Century: Encounters, Identity, and Sovereignty in Contemporary America	5

NATIVEAM 138	American Indians in Comparative Historical Perspective	4
NATIVEAM 139	American Indians in Contemporary Society	4

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

In addition, students are required to take:

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

These courses must be completed with a minimum grade of 'B+'.

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

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

## Asian American Studies

Director: TBA

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

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

### 1. Core Curriculum

Asian American majors must take the 15-unit CSRE core curriculum including two core courses and a senior seminar taken in Autumn Quarter of the senior year. One foundational course that focuses on a non-Asian ethnic group may be counted toward the 15-unit core requirement.

		Units
ANTHRO 32	Theories in Race and Ethnicity: A Comparative Perspective	5
CSRE 125V	The Voting Rights Act	5
CSRE 148	Comparative Ethnic Conflict	4
CSRE 184C	Zionism and the State of Israel	5
CSRE 196C	Introduction to Comparative Studies in Race and Ethnicity	5

CSRE 200X	CSRE Senior Seminar	5
CSRE 226	Race and Racism in American Politics	5
CSRE 245	Understanding Racial and Ethnic Identity Development	3-5
CSRE 246	Constructing Race and Religion in America	4-5
CSRE 255D	Racial Identity in the American Imagination	4-5
HISTORY 64	Racial and Ethnic Diversity in Modern America	4-5
HISTORY 184	Zionism and the State of Israel	5
JEWISHST 106	Reflection on the Other: The Jew and the Arab in Literature	3-5
JEWISHST 184	Zionism and the State of Israel	5
PSYCH 75	Introduction to Cultural Psychology	5

## 2. Foundational Course

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

		Units
ASNAMST 146S/COMPLIT 146/CSRE 146S	Asian American Culture and Community	3-5

## 3. Area Study

Majors must complete an additional 35 units of course work from an approved list. One course must have an international dimension, preferably a focus on Asia. One course should have a comparative focus, not restricted to Asian American identity. The remaining courses must have an Asian American focus and must be selected from social science and humanities departments.

## 4. Language Study (optional)

Students may obtain credit for their study of a related Asian language towards their degree. If students take 15 or more units of an Asian language relevant to Asian American Studies, they may apply 5 of those units toward their Asian American Studies degree.

## 5. Research/Methodology Requirement

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

## 6. Community Engagement Requirement

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

## 7. Senior Paper or Honors Thesis

All Asian American Studies majors complete a culminating research paper under the supervision of a faculty adviser. Honors students take CSRE 200X CSRE Senior Seminar, which fulfills the program's WIM requirement, and also enroll in CSRE 200Y CSRE Senior Honors Research and CSRE 200Z CSRE Senior Honors Research, in Winter

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

# Chicana/o-Latina/o Studies

Director: TBA

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

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

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

### 1. Core Curriculum

Chicana/o-Latina/o Studies majors must take the 15-unit CSRE core curriculum including two core courses and a senior seminar taken in Autumn Quarter of the senior year. One foundational course that focuses on a non-Latino origin group may be counted toward the 15-unit core requirement.

		Units
ANTHRO 32	Theories in Race and Ethnicity: A Comparative Perspective	5
CSRE 125V	The Voting Rights Act	5
CSRE 148	Comparative Ethnic Conflict	4
CSRE 184C	Zionism and the State of Israel	5
CSRE 196C	Introduction to Comparative Studies in Race and Ethnicity	5
CSRE 200X	CSRE Senior Seminar	5
CSRE 226	Race and Racism in American Politics	5
CSRE 245	Understanding Racial and Ethnic Identity Development	3-5
CSRE 246	Constructing Race and Religion in America	4-5
CSRE 255D	Racial Identity in the American Imagination	4-5
HISTORY 64	Racial and Ethnic Diversity in Modern America	4-5
HISTORY 184	Zionism and the State of Israel	5
JEWISHST 106	Reflection on the Other: The Jew and the Arab in Literature	3-5
JEWISHST 184	Zionism and the State of Israel	5
PSYCH 75	Introduction to Cultural Psychology	5

### 2. Foundational Courses

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

		Units
CHILATST 180E	Introduction to Chicana/o-Latina/o Studies	5
CHILATST 171	Mexicans in the United States	5



### 3. Thematic Concentration

Chicana/o-Latina/o Studies majors select a thematic concentration which allows students to customize their curriculum and to synthesize course work taken across various departments into a coherent focus. Majors complete an additional 35 units of courses relevant to the thematic concentration and approved by the adviser.

### 4. Language Study (optional)

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

### 5. Research/Methodology Requirement

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

### 6. Community Engagement Requirement

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

### 7. Senior Paper or Honors Thesis

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

## Comparative Studies in Race and Ethnicity

Director: TBA

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

## Bachelor of Arts in Comparative Studies in Race and Ethnicity

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

### 1. Core Curriculum

All CSRE majors enroll in the 15-unit core curriculum, which consists of two core courses and a senior seminar taken in Autumn Quarter of the senior year. One foundational course may be counted toward the 15-unit core requirement.

		Units
ANTHRO 32	Theories in Race and Ethnicity: A Comparative Perspective	5
CSRE 125V	The Voting Rights Act	5
CSRE 148	Comparative Ethnic Conflict	4
CSRE 184C	Zionism and the State of Israel	5
CSRE 196C	Introduction to Comparative Studies in Race and Ethnicity	5
CSRE 200X	CSRE Senior Seminar	5
CSRE 226	Race and Racism in American Politics	5
CSRE 245	Understanding Racial and Ethnic Identity Development	3-5
CSRE 246	Constructing Race and Religion in America	4-5
CSRE 255D	Racial Identity in the American Imagination	4-5
HISTORY 64	Racial and Ethnic Diversity in Modern America	4-5
HISTORY 184	Zionism and the State of Israel	5
JEWISHST 106	Reflection on the Other: The Jew and the Arab in Literature	3-5
JEWISHST 184	Zionism and the State of Israel	5
PSYCH 75	Introduction to Cultural Psychology	5

### 2. Thematic Concentration

Comparative Studies majors complete another 40 units of course work relevant to the thematic concentration (p. 7) they have chosen in consultation with the adviser.

### 3. Research/Methodology Requirement

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

### 4. Community Engagement Requirement

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

## 5. Senior Paper or Honors Thesis

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

## Jewish Studies

*Director:* Charlotte Fonrobert

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

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

## Bachelor of Arts in Jewish Studies

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

### 1. Core Curriculum

Jewish Studies majors must take the 15-unit CSRE core curriculum including two core courses and a senior seminar taken in Autumn Quarter of the senior year.

		Units
ANTHRO 32	Theories in Race and Ethnicity: A Comparative Perspective	5
CSRE 125V	The Voting Rights Act	5
CSRE 148	Comparative Ethnic Conflict	4
CSRE 184C	Zionism and the State of Israel	5
CSRE 196C	Introduction to Comparative Studies in Race and Ethnicity	5
CSRE 200X	CSRE Senior Seminar	5
CSRE 226	Race and Racism in American Politics	5
CSRE 245	Understanding Racial and Ethnic Identity Development	3-5
CSRE 246	Constructing Race and Religion in America	4-5
CSRE 255D	Racial Identity in the American Imagination	4-5
HISTORY 64	Racial and Ethnic Diversity in Modern America	4-5
HISTORY 184	Zionism and the State of Israel	5
JEWISHST 106	Reflection on the Other: The Jew and the Arab in Literature	3-5

JEWISHST 184	Zionism and the State of Israel	5
PSYCH 75	Introduction to Cultural Psychology	5

### 2. Foundational Courses

Majors are required to take one foundational course in Jewish Studies. Courses offered this year include:

		Units
JEWISHST 71	Jews and Christians: Conflict and Coexistence	3
JEWISHST 183	The Holocaust	4

### 3. Thematic Concentration

Jewish Studies majors select a thematic concentration which allows students to customize their curriculum and to synthesize course work taken across various departments into a coherent focus. Majors complete at least 20 units of courses at the 100 level or above relevant to the thematic concentration as approved by the Jewish Studies director.

### 4. Language

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

### 5. Research/Methodology Requirement

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

### 6. Community Engagement Requirement

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

### 7. Senior Paper or Honors Thesis

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

## Native American Studies

*Director:* TBA

Native American Studies (NAS) provides an intensive approach to understanding the historical and contemporary experiences of Native

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

The purpose of the Native American Studies major and minor is to introduce students to approaches in the academic study of Native American people, history, and culture. Students who major in Native American Studies have the opportunity of doing advanced work in related fields, including literature, sociology, education, and law. In addition to specialized course work on Native American issues, students also are expected to concentrate in a traditional discipline such as anthropology, history, or psychology to ensure a well rounded educational experience. The area of concentration and related course work should be chosen in consultation with a faculty adviser in Native American Studies. All courses in the program promote the discussion of how academic knowledge about Native Americans relates to the historical and contemporary experiences of Native American people and communities.

## Bachelor of Arts in Native American Studies

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

### 1. Core Curriculum

Native American Studies majors must take the 15-unit CSRE core curriculum, including two core courses and a senior seminar taken in Autumn Quarter of the senior year. One foundational course that focuses on a non-Native American group may be counted toward the 15-unit core requirement.

		Units
ANTHRO 32	Theories in Race and Ethnicity: A Comparative Perspective	5
CSRE 125V	The Voting Rights Act	5
CSRE 148	Comparative Ethnic Conflict	4
CSRE 184C	Zionism and the State of Israel	5
CSRE 196C	Introduction to Comparative Studies in Race and Ethnicity	5
CSRE 200X	CSRE Senior Seminar	5
CSRE 226	Race and Racism in American Politics	5
CSRE 245	Understanding Racial and Ethnic Identity Development	3-5
CSRE 246	Constructing Race and Religion in America	4-5
CSRE 255D	Racial Identity in the American Imagination	4-5
HISTORY 64	Racial and Ethnic Diversity in Modern America	4-5
HISTORY 184	Zionism and the State of Israel	5
JEWISHST 106	Reflection on the Other: The Jew and the Arab in Literature	3-5
JEWISHST 184	Zionism and the State of Israel	5
PSYCH 75	Introduction to Cultural Psychology	5

### 2. Foundational Courses

Majors are required to take one foundational course in Native American Studies. Students who completed NATIVEAM/ANTHRO 16 in a previous year may count this course toward their Foundational Course requirement.

Select one of the following:

NATIVEAM 138	American Indians in Comparative Historical Perspective	4
NATIVEAM 139	American Indians in Contemporary Society	4

### 3. Area Study

Majors complete an additional 40 units of course work that satisfy three categories in their area of study: Native American focus, comparative focus, and a methodology/research course.

### 4. Language Study (optional)

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

### 5. Research/Methodology Requirement

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

### 6. Community Engagement Requirement

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

### 7. Senior Paper or Honors Thesis

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

## Thematic Concentration in American Diversity

The American Diversity concentration is designed for students who wish to explore how the United States was and is constituted with relation to issues of race and ethnicity. The concentration investigates how American domestic and foreign policy, law, history, culture, and society are formed within conversations, debates, policies and studies regarding race and ethnicity. Issues of immigration, citizenship, empire and expansion, defense, diplomacy, human rights, public welfare, social justice and law, educational rights and other topics are explored from the angle of how racial and ethnic difference impacts debate and policy.

**Units** The concentration is not declared on Axxess; it does not appear on the transcript or diploma. Students interested in the American Diversity

thematic concentration should contact the CSRE undergraduate program office.

The American Diversity concentration requires 15 units including two approved CSRE core courses and CSRE 200X CSRE Senior Seminar (WIM), taken Autumn Quarter of the senior year. One foundational course may be counted toward the 15 unit core requirement. In addition to the core curriculum, students complete a Research/Methodology requirement (5 units). The remaining 40 units of course work should be relevant to the thematic concentration and selected in consultation with the faculty adviser.

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

		Units
AFRICAAM 166	Introduction to African American History - the Modern Freedom Struggle	3-5
AMSTUD 183	Re- Imagining American Borders	5
CSRE 14N	Growing Up Bilingual	3
CSRE 45Q	Understanding Race and Ethnicity in American Society	4
CSRE 108	Introduction to Feminist, Gender, and Sexuality Studies	4-5
CSRE 125V	The Voting Rights Act	5
CSRE 127A	Can't Stop Won't Stop: A History Of The Hip-Hop Arts	4
CSRE 150	Race and Political Sociology	3
CSRE 164	Immigration and the Changing United States	4
CSRE 201B	From Racial Justice to Multiculturalism: Movement-based Arts Organizing in the Post Civil Rights Era	5
CSRE 203A	The Changing Face of America: Building Leaders for Civil Rights and Education	5
EDUC 114N	Growing Up Bilingual	3
EDUC 201	History of Education in the United States	3-5
HISTORY 50B	19th Century America	3
HISTORY 150C	The United States in the Twentieth Century	5
HISTORY 166B	Immigration Debates in America, Past and Present	3-5
POLISCI 120B	Campaigns, Voting, Media, and Elections	4-5
POLISCI 125V	The Voting Rights Act	5
POLISCI 327	Minority Behavior and Representation	5
SOC 135	Poverty, Inequality, and Social Policy in the United States	3
SOC 140	Introduction to Social Stratification	3
SOC 150	Race and Political Sociology	3
SOC 155	The Changing American Family	4
SOC 164	Immigration and the Changing United States	4

## Thematic Concentration in Education, Access, and Equity

The concentration in Education, Access, and Equity explores history, policy, and practice in education to understand how educational opportunity is shaped by issues of race, ethnicity, and difference. The goal of the 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 in the U.S.

The concentration is not declared on Axxess; it does not appear on the transcript or diploma. Students interested in the Education, Access, and Equity concentration should contact the CSRE undergraduate program office.

The Education, Access, and Equity concentration requires 15 units including two approved CSRE core courses and CSRE 200X CSRE Senior Seminar(WIM), taken Autumn Quarter of the senior year. One foundational course may be counted toward the 15 unit core requirement. In addition to the core curriculum, students complete a Research/Methodology requirement (5 units). The remaining 40 units of course work should be relevant to the thematic concentration and selected in consultation with the faculty adviser.

Students may find the following courses useful in fulfilling requirements in the Education, Access, and Equity thematic concentration.

		Units
AFRICAAM 112	Urban Education	3-4
AFRICAST 111	Education for All? The Global and Local in Public Policy Making in Africa	5
CSRE 11W	Service-Learning Workshop on Issues of Education Equity	1
CSRE 121X	Hip Hop, Youth Identities, and the Politics of Language	3-4
CSRE 126B	Curricular Public Policies for the Recognition of Afro-Brazilians and Indigenous Population	3-4
CSRE 203A	The Changing Face of America: Building Leaders for Civil Rights and Education	5
CSRE 216X	Education, Race, and Inequality in African American History, 1880-1990	3-5
CSRE 233A	Counseling Theories and Interventions from a Multicultural Perspective	3-5
CSRE 245	Understanding Racial and Ethnic Identity Development	3-5
EDUC 100B	EAST House Seminar: Current Issues and Debates in Education	1
EDUC 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 120C	Education and Society	4-5
EDUC 149	Theory and Issues in the Study of Bilingualism	3-5
EDUC 165	History of Higher Education in the U.S.	3-5
EDUC 197	Education, Gender, and Development	4
EDUC 277	Education of Immigrant Students: Psychological Perspectives	4
HISTORY 158C	History of Higher Education in the U.S.	3-5
LINGUIST 65	African American Vernacular English	3-5
SOC 132	Sociology of Education: The Social Organization of Schools	4

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

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



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

The IDA concentration requires 15 units including two approved CSRE core courses and CSRE 200X CSRE Senior Seminar (WIM), taken Autumn Quarter of the senior year. One foundational course may be counted toward the 15 unit core requirement. CSRE majors are also required to take a course in research methods (5 units). In addition to the core curriculum, students complete 40 units of course work relevant to the thematic concentration. Thematic courses may focus on artistic practice and performance, art history, creative writing, community arts, art and social change, writing for performance, critical studies in art and performance, and critical arts theory.

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

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

		Units
AFRICAAM 18B	Jazz History: Bebop to Present, 1940-Present	3
AFRICAAM 34	Race, Policing, and Mass Incarceration	1
AFRICAAM 35	On the Meaning of Freedom	5
AFRICAAM 36	REPRESENT! Covering Race, Culture, and Identity In The Arts through Writing, Media, and Transmedia.	5
AFRICAAM 45	Dance Improvisation Techniques and Strategies Lab: From Hip Hop to Contact	2
AFRICAAM 181Q	Alternative Viewpoints: Black Independent Film	4
CHILATST 179	Chicano & Chicana Theater: Politics In Performance	4
COMPLIT 290	Human Rights in a Global Frame: Race, Place, Redress, Resistance	3-5
CSRE 51Q	Comparative Fictions of Ethnicity	4
CSRE 121X	Hip Hop, Youth Identities, and the Politics of Language	3-4
CSRE 122E	Art in the Streets: Identity in Murals, Site-specific works, and Interventions in Public Spaces	4
CSRE 123A	American Indians and the Cinema	5
CSRE 123B	Literature and Human Experimentation	3-5
CSRE 127A	Can't Stop Won't Stop: A History Of The Hip-Hop Arts	4
CSRE 129B	Literature and Global Health	3-5
CSRE 134	Museum Cultures: Material Representation in the Past and Present	5
CSRE 142	The Literature of the Americas	5
CSRE 145B	Africa in Atlantic Writing	3
CSRE 172	Out of Place: (W)riting Home	4
CSRE 177	Writing for Performance: The Fundamentals	4
CSRE 177B	Introduction to Dance on the Global Stage	4
CSRE 179C	Chroniclers of Desire: Creative Non-Fiction Writing Workshop	3-5
CSRE 179G	Indigenous Identity in Diaspora: People of Color Art Practice in North America	3-5
CSRE 201B	From Racial Justice to Multiculturalism: Movement-based Arts Organizing in the Post Civil Rights Era	5
DANCE 30	Chocolate Heads Movement Band Performance Workshop	2
DANCE 39	Intro/Beginning Contemporary Modern	1

DANCE 45	Dance Improvisation Techniques and Strategies Lab: From Hip Hop to Contact	2
DANCE 118	Developing Creativity In Dance	2
DANCE 141	Advanced Contemporary Modern Technique	2
DANCE 197	Dance in Prison: The Arts, Juvenile Justice, and Rehabilitation in America	4
ILAC 193	The Cinema of Pedro Almodovar	3-5
MUSIC 17Q	Perspectives in North American Taiko	4
NATIVEAM 167	Performing Indigeneity on Global Stage	4
TAPS 156	Performing History: Race, Politics, and Staging the Plays of August Wilson	4

## Thematic Concentration in Intersectionality

The intersectionality concentration is designed for students who wish to explore the intersections between race and ethnicity and other social identities including gender, sexuality, class, and ability. This concentration investigates how notions of racial and ethnic identity are complicated by gender, sexuality and other categories. Students will examine the construction of power systems to better contextualize how certain identities become privileged over others. Drawing from contributions of women of color feminism and queer of color studies, this concentration challenges normative constructions of 'race' and 'ethnicity' by equipping students with analytical tools from feminist theory, queer theory, post-colonial theory, critical race theory, and other critical methods.

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

The Intersectionality concentration requires 15 units including two approved CSRE core courses and CSRE 200X CSRE Senior Seminar (WIM), taken Autumn Quarter of the senior year. One foundational course may be counted toward the 15 unit core requirement. In addition to the core curriculum, students complete a Research/Methodology requirement (5 units). The remaining 40 units of course work should be relevant to the thematic concentration and selected in consultation with the faculty adviser.

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

		Units
AFRICAAM 54N	African American Women's Lives	3-4
AFRICAAM 121X	Hip Hop, Youth Identities, and the Politics of Language	3-4
ARTHIST 176	Feminism and Contemporary Art	4
COMPLIT 110	Introduction to Comparative Queer Literary Studies	3-5
CSRE 28SI	What is Whiteness? Historical and Contemporary Definitions of White Racial Identity in the U.S.	1-2
CSRE 108	Introduction to Feminist, Gender, and Sexuality Studies	4-5
CSRE 162	Women in Modern America	4-5
CSRE 168	New Citizenship: Grassroots Movements for Social Justice in the U.S.	5
CSRE 172	Out of Place: (W)riting Home	4
CSRE 179G	Indigenous Identity in Diaspora: People of Color Art Practice in North America	3-5
CSRE 192E	Sexual Violence in America	4-5
CSRE 255D	Racial Identity in the American Imagination	4-5
FEMGEN 188Q	Imagining Women: Writers in Print and in Person	4-5
HISTORY 257C	LGBT/Queer Life in the United States	4-5
LINGUIST 156	Language and Gender	4

NATIVEAM 103S	Native American Women, Gender Roles, and Status	5
PHIL 153	Feminist Theories and Methods Across the Disciplines	2-5
TAPS 160N	Chican@/Latin@ Performance in the U.S.	4
TAPS 164T	Queer Art and Performance	4-5

## Thematic Concentration in Public Service

The Public Service thematic concentration is open to students in any major in the Comparative Studies in Race and Ethnicity Undergraduate Program. The concentration allows a student to develop an area of study focused on community development, public service, and social change. Studying how issues of race and ethnicity impact and are impacted by community and social problems, this concentration is designed to ensure that students interested in service and community have access to a structured curriculum that provides a solid grounding in the theory and practice of community and civic engagement in order to provide the skills and experiences that enable students to become leaders and actors in the sphere of public life.

Students who wish to pursue a thematic concentration in public service must organize their studies to include 15 units, including two approved CSRE core courses and CSRE 200X CSRE Senior Seminar (WIM), taken Autumn Quarter of the senior year. One foundational course may be counted toward the 15 unit core requirement. In addition to the core curriculum, students complete a Research/Methodology requirement (5 units). Public Service concentration students should also prepare to complete 25 units (at least 5 courses) relevant to the theme of public service. Three of these courses should include a service learning component (i.e., require the student to participate in service in the local community as a central component to the course).

Students who select a thematic concentration in public service must complete an internship as part of their program of study. This internship can be completed during the academic year for credit or during the summer, but must be at least 300 hours.

Finally, students who pursue the concentration in public service should select a topic for their senior paper or honors thesis that reflects their interest in community work (i.e., service or organizing) or a community issue or concern that is addressed through public service.

This concentration is not declared on ACESS; it does not appear on the transcript or diploma. Students interested in this thematic concentration should contact the CSRE Undergraduate Program Office for details about its requirements.

Students may find the following courses useful in fulfilling requirements for the Public Service thematic concentration:

		Units
AFRICAAM 166	Introduction to African American History - the Modern Freedom Struggle	3-5
ANTHRO 169A	New Citizenship: Grassroots Movements for Social Justice in the U.S.	5
ASNAMST 112	Public Archaeology: Market Street Chinatown Archaeology Project	4-5
ASNAMST 144	Transforming Self and Systems: Crossing Borders of Race, Nation, Gender, Sexuality, and Class	5
ASNAMST 146S	Asian American Culture and Community	3-5
CHILATST 177A	Well-Being in Immigrant Children & Youth: A Service Learning Course	3
CHILATST 183X	Practicum in English-Spanish School & Community Interpreting	3-4
CSRE 11W	Service-Learning Workshop on Issues of Education Equity	1

CSRE 128	What We Want is We: Identity in Visual Arts, Social Engagement, and Civic Propositions	4
CSRE 146	Community Matters: Research and Service with Community Organizations	2-4
CSRE 146S	Asian American Culture and Community	3-5
CSRE 162A	Spirituality and Nonviolent Urban and Social Transformation	3
CSRE 168	New Citizenship: Grassroots Movements for Social Justice in the U.S.	5
CSRE 178	Ethics and Politics of Public Service	5
CSRE 201	Introduction to Public History and Public Service	4-5
CSRE 201B	From Racial Justice to Multiculturalism: Movement-based Arts Organizing in the Post Civil Rights Era	5
CSRE 203A	The Changing Face of America: Building Leaders for Civil Rights and Education	5
CSRE 260	California's Minority-Majority Cities	4-5
DANCE 197	Dance in Prison: The Arts, Juvenile Justice, and Rehabilitation in America	4
ETHICSOC 133	Ethics and Politics of Public Service	5
HISTORY 259A	Poverty and Homelessness in America	4-5
HUMBIO 178	Ethics and Politics of Public Service	5
PHIL 175A	Ethics and Politics of Public Service	5
POLISCI 133	Ethics and Politics of Public Service	5
PUBLPOL 103D	Ethics and Politics of Public Service	5
SOC 118	Social Movements and Collective Action	4
SOC 119	Understanding Large-Scale Societal Change: The Case of the 1960s	5
SOC 135	Poverty, Inequality, and Social Policy in the United States	3
SOC 141	Controversies about Inequality	5
URBANST 112	The Urban Underclass	4
URBANST 122	Ethics and Politics of Public Service	5

## Thematic Concentration in Race and Health

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

The concentration is not declared on ACESS; it does not appear on the transcript or diploma. Students interested in the Race and Health concentration should contact the CSRE undergraduate program office.

The Race and Health concentration requires 15 units including two approved CSRE core courses and CSRE 200X CSRE Senior Seminar (WIM), taken Autumn Quarter of the senior year. One foundational course may be counted toward the 15 unit core requirement. In addition to the core curriculum, students complete a Research/Methodology requirement (5 units). The remaining 40 units of course work should be relevant to the thematic concentration and selected in consultation with the faculty adviser.

Students may find the following courses useful in fulfilling requirements in the Race and Health thematic concentration.

		Units
ANTHRO 82	Medical Anthropology	4
ANTHRO 138	Medical Ethics in a Global World: Examining Race, Difference and Power in the Research Enterprise	5
ANTHRO 185A	Race and Biomedicine	3-5
HRP 212	Cross Cultural Medicine	3

HUMBIO 120	Health Care in America: An Introduction to U.S. Health Policy	4
HUMBIO 121E	Ethnicity and Medicine	1-3
HUMBIO 122S	Social Class, Race, Ethnicity, and Health	4
HUMBIO 128	Community Health Psychology	4
HUMBIO 129	Critical Issues in International Women's Health	4
MED 159A	Service-Learning in Migrant Health	2
MED 159B	Service-Learning in Migrant Health	2
NATIVEAM 240	Psychology and American Indian Mental Health	3-5
PEDS 222	Beyond Health Care: Seeking Health in Society	3
PEDS 250	Social and Environmental Determinants of Health	3
PSYCH 101	Community Health Psychology	4

## Thematic Concentration in Race and the American City

The Race and the American City concentration is designed for students who wish to develop methodologies, data, and theoretical and conceptual materials concerning how urban life, infrastructure, and policies are influenced by race and ethnicity. As virtual laboratories of social interaction, cities embody negotiations around resources, residences, financial districting, economic flow, health and educational resources, environmental policies, and city planning. A primary goal is for students to learn how they might contribute to the social and political discourse on race and ethnicity in the U.S. Participation in a public service internship and/or Stanford in Washington is encouraged.

The concentration is not declared on Axxess; it does not appear on the transcript or diploma. Students interested in the Race and the American City concentration should contact the CSRE undergraduate program office.

The Race and the American City concentration requires 15 units including two approved CSRE core courses and CSRE 200X CSRE Senior Seminar (WIM), taken Autumn Quarter of the senior year. One foundational course may be counted toward the 15 unit core requirement. In addition to the core curriculum, students complete a Research/Methodology requirement (5 units). The remaining 40 units of course work should be relevant to the thematic concentration and selected in consultation with the faculty adviser.

Students may find the following courses useful in fulfilling requirements in the Race and the American City thematic concentration.

		Units
CSRE 260	California's Minority-Majority Cities	4-5
PEDS 250	Social and Environmental Determinants of Health	3
SOC 135	Poverty, Inequality, and Social Policy in the United States	3
SOC 155	The Changing American Family	4
URBANST 112	The Urban Underclass	4
URBANST 114	Urban Culture in Global Perspective	5
URBANST 162	Managing Local Governments	4

## Asian American Studies Minor

A total of 30 units of approved course work is required for the minor. One CSRE core course and at least one foundational course are needed to fulfill the requirements for the minor. Proposals must be approved by the director.

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

## Core Courses

		Units
ANTHRO 32	Theories in Race and Ethnicity: A Comparative Perspective	5
CSRE 125V	The Voting Rights Act	5
CSRE 148	Comparative Ethnic Conflict	4
CSRE 184C	Zionism and the State of Israel	5
CSRE 196C	Introduction to Comparative Studies in Race and Ethnicity	5
CSRE 200X	CSRE Senior Seminar	5
CSRE 226	Race and Racism in American Politics	5
CSRE 245	Understanding Racial and Ethnic Identity Development	3-5
CSRE 246	Constructing Race and Religion in America	4-5
CSRE 255D	Racial Identity in the American Imagination	4-5
HISTORY 64	Racial and Ethnic Diversity in Modern America	4-5
HISTORY 184	Zionism and the State of Israel	5
JEWISHST 106	Reflection on the Other: The Jew and the Arab in Literature	3-5
JEWISHST 184	Zionism and the State of Israel	5
PSYCH 75	Introduction to Cultural Psychology	5

## Foundational Courses

Students who completed ASNAMST 159/HISTORY 159 or ENGLISH 43C/143C last year may count this toward their Foundational Course Requirement. These are not offered in 2012-13.

		Units
ASNAMST 146S	Asian American Culture and Community	3-5

## Thematic Courses

		Units
ASNAMST 112	Public Archaeology: Market Street Chinatown Archaeology Project	4-5
ASNAMST 52D	Asian American Human Development: Cultural Perspectives on Psychology, Education and Critical Issues	3
ASNAMST 185A	Race and Biomedicine	3-5
ASNAMST 131	Trauma, healing, and empowerment in Asian America	3-5
ASNAMST 107	Asian American Leadership: Controversies, Dilemmas, and Decision-Making Strategies (adding new course for spring quarter)	3-5
ASNAMST 187	Geography, Time, and Trauma in Asian American Literature	5
ASNAMST 189	The Vietnamese Experience in America	3
ASNAMST 265	Writing Asian American History	5

## Chicana/o-Latina/o Studies Minor

A total of 30 units of approved course work is required for the minor. One CSRE core course and at least one foundational course are needed to fulfill the requirements for the minor. Proposals must be approved by the director.

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

## Core Courses

		Units
ANTHRO 32	Theories in Race and Ethnicity: A Comparative Perspective	5
CSRE 125V	The Voting Rights Act	5
CSRE 148	Comparative Ethnic Conflict	4
CSRE 184C	Zionism and the State of Israel	5
CSRE 196C	Introduction to Comparative Studies in Race and Ethnicity	5
CSRE 200X	CSRE Senior Seminar	5
CSRE 226	Race and Racism in American Politics	5
CSRE 245	Understanding Racial and Ethnic Identity Development	3-5
CSRE 246	Constructing Race and Religion in America	4-5
CSRE 255D	Racial Identity in the American Imagination	4-5
HISTORY 64	Racial and Ethnic Diversity in Modern America	4-5
HISTORY 184	Zionism and the State of Israel	5
JEWISHST 106	Reflection on the Other: The Jew and the Arab in Literature	3-5
JEWISHST 184	Zionism and the State of Israel	5
PSYCH 75	Introduction to Cultural Psychology	5

## Foundational Courses

		Units
CHILATST 180E	Introduction to Chicana/o-Latina/o Studies	5

## Thematic Courses

		Units
CHILATST 14N	Growing Up Bilingual	3
CHILATST 125S	Chicano/Latino Politics	5
CHILATST 179	Chicano & Chicana Theater: Politics In Performance	3-5
CHILATST 125S	Chicano/Latino Politics	5
CHILATST 172	Theories of Citizenship and Sovereignty in a Transnational Context	4-5
CHILATST 164	Immigration and the Changing United States	4
CHILATST 177A	Well-Being in Immigrant Children & Youth: A Service Learning Course	3
CHILATST 177B	Well-Being in Immigrant Children & Youth: A Service Learning Course	1-3
CHILATST 177C	Well-Being in Immigrant Children & Youth: A Service Learning Course	1-3
CHILATST 183X	Practicum in English-Spanish School & Community Interpreting	3-4
CHILATST 200	Latin@ Literature	3-5
CHILATST 201B	From Racial Justice to Multiculturalism: Movement-based Arts Organizing in the Post Civil Rights Era	5
CHILATST 201C	Critical Concepts in Chican@ Literature	3-5
CHILATST 275B	History of Modern Mexico	5

## Comparative Studies Minor

Students who wish to minor in Comparative Studies must complete a minimum of 30 units from the approved course list. Two core courses (or one core and one foundational course) are needed to fulfill the minor requirements.

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

## Core Courses

		Units
ANTHRO 32	Theories in Race and Ethnicity: A Comparative Perspective	5
CSRE 125V	The Voting Rights Act	5
CSRE 148	Comparative Ethnic Conflict	4
CSRE 184C	Zionism and the State of Israel	5
CSRE 196C	Introduction to Comparative Studies in Race and Ethnicity	5
CSRE 200X	CSRE Senior Seminar	5
CSRE 226	Race and Racism in American Politics	5
CSRE 245	Understanding Racial and Ethnic Identity Development	3-5
CSRE 246	Constructing Race and Religion in America	4-5
CSRE 255D	Racial Identity in the American Imagination	4-5
HISTORY 64	Racial and Ethnic Diversity in Modern America	4-5
HISTORY 184	Zionism and the State of Israel	5
JEWISHST 106	Reflection on the Other: The Jew and the Arab in Literature	3-5
JEWISHST 184	Zionism and the State of Israel	5
PSYCH 75	Introduction to Cultural Psychology	5

## Foundational Courses

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

AFRICAAM 105	Introduction to African and African American Studies	5
ASNAMST 146S	Asian American Culture and Community	3-5
CHILATST 171	Mexicans in the United States	5
CHILATST 180E	Introduction to Chicana/o-Latina/o Studies	5
NATIVEAM 16	Native Americans in the 21st Century: Encounters, Identity, and Sovereignty in Contemporary America	5
NATIVEAM 138	American Indians in Comparative Historical Perspective	4
NATIVEAM 139	American Indians in Contemporary Society	4

## Thematic Courses

		Units
CSRE 103B	Race, Ethnicity, and Linguistic Diversity in Classrooms: Sociocultural Theory and Practices	3-5
CSRE 107	The Black Mediterranean: Greece, Rome and Antiquity	4-5
CSRE 117S	History of California Indians	5
CSRE 11W	Service-Learning Workshop on Issues of Education Equity	1
CSRE 121X	Hip Hop, Youth Identities, and the Politics of Language	3-4
CSRE 127A	Can't Stop Won't Stop: A History Of The Hip-Hop Arts	4
CSRE 135I	CSRE House Seminar: Race and Ethnicity at Stanford	1-2
CSRE 142	The Literature of the Americas	5
CSRE 142A	What is Hemispheric Studies?	5
CSRE 145	Race and Ethnic Relations in the USA	5
CSRE 146S	Asian American Culture and Community	3-5
CSRE 14N	Growing Up Bilingual	3



CSRE 162	Women in Modern America	4-5
CSRE 166B	Immigration Debates in America, Past and Present	3-5
CSRE 16N	African Americans and Social Movements	3
CSRE 177	Writing for Performance: The Fundamentals	5
CSRE 177B	Introduction to Dance on the Global Stage	4
CSRE 179C	Chroniclers of Desire: Creative Non-Fiction Writing Workshop	3-5
CSRE 179G	Indigenous Identity in Diaspora: People of Color Art Practice in North America	3-5
CSRE 183	Re- Imagining American Borders	5
CSRE 192E	Sexual Violence in America	4-5
CSRE 196C	Introduction to Comparative Studies in Race and Ethnicity	5
CSRE 201B	From Racial Justice to Multiculturalism: Movement-based Arts Organizing in the Post Civil Rights Era	5
CSRE 201C	Critical Concepts in Chican@ Literature	3-5
CSRE 203A	The Changing Face of America: Building Leaders for Civil Rights and Education	5
CSRE 216X	Education, Race, and Inequality in African American History, 1880-1990	3-5
CSRE 226	Race and Racism in American Politics	5
CSRE 233A	Counseling Theories and Interventions from a Multicultural Perspective	3-5
CSRE 28SI	What is Whiteness? Historical and Contemporary Definitions of White Racial Identity in the U.S.	1-2
CSRE 45Q	Understanding Race and Ethnicity in American Society	5
CSRE 51Q	Comparative Fictions of Ethnicity	4
CSRE 52D	Asian American Human Development: Cultural Perspectives on Psychology, Education and Critical Issues	3
CSRE 53J		3
CSRE 103S	Native American Women, Gender Roles, and Status	5
CSRE 106A	Gang Colors: The Racialization of Violence and the American City	5
CSRE 135H	Conversations in CSRE: Case Studies in the Stanford Community	1-2
CSRE 145F	Race and Power	5
CSRE 150	Race and Political Sociology	3
CSRE 162A	Spirituality and Nonviolent Urban and Social Transformation	5
CSRE 178	Ethics and Politics of Public Service	5
CSRE 187A	The Anthropology of Race, Nature, and Animality	5
CSRE 226X	Curating Experience: Representation in and beyond Museums	4
CSRE 260	California's Minority-Majority Cities	4-5
CSRE 279C	Chroniclers of Desire: Creative Non-Fiction Writing Workshop	3-5
CSRE 279G	Indigenous Identity in Diaspora: People of Color Art Practice in North America	3-5
CSRE 289E	Queer of Color Critique: Race, Sex, Gender in Cultural Representations	3-5

## Jewish Studies Minor

Students who wish to minor in Jewish Studies must complete one CSRE core course, one Jewish Studies foundational course, at least one quarter of the Hebrew language or another approved Jewish language, and draw remaining courses from an approved list of Jewish Studies courses. A total

of 30 units of approved course work is required for the Jewish Studies minor. Proposals must be approved by the director.

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

## Foundational Courses

		Units
JEWISHST 71	Jews and Christians: Conflict and Coexistence	3
JEWISHST 183	The Holocaust	4

## Thematic Courses

Students may take any JEWISHST courses in fulfillment of this requirements

		Units
JEWISHST 4N	A World History of Genocide	3-5
JEWISHST 5	Biblical Greek	3-5
JEWISHST 5B	Biblical Greek	3-5
JEWISHST 37Q	Zionism and the Novel	4
JEWISHST 101A	First-Year Hebrew, First Quarter	5
JEWISHST 102A	Second-Year Hebrew, First Quarter	4
JEWISHST 104	Hebrew Forum	2-4
JEWISHST 104A	First-Year Yiddish, First Quarter	4
JEWISHST 120	Sex and Gender in Judaism and Christianity	3
JEWISHST 127D	Readings in Talmudic Literature	1
JEWISHST 139	Rereading Judaism in Light of Feminism	4
JEWISHST 143	Literature and Society in Africa and the Caribbean	4
JEWISHST 144B	Poetic Thinking Across Media	4
JEWISHST 147A	The Hebrew Bible in Literature	3-5
JEWISHST 199B	Directed Reading in Yiddish, Second Quarter	1-5
JEWISHST 282	Circles of Hell: Poland in World War II	5
JEWISHST 286	Jews Among Muslims in Modern Times	4-5
JEWISHST 287S	Research Seminar in Middle East History	4-5
JEWISHST 291X	Knowing God: Learning Religion in Popular Culture	4
JEWISHST 299A	Directed Reading in Yiddish, First Quarter	1-5

## Native American Studies Minor

Students who wish to minor in Native American Studies must complete one CSRE core course and at least one foundational course in Native American Studies. Additional courses relevant to the area of concentration selected by the student in consultation with a faculty adviser must also be completed.

A total of 30 units of approved course work is required for the minor. Proposals must be approved by the director.

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

## Core Courses

		Units
ANTHRO 32	Theories in Race and Ethnicity: A Comparative Perspective	5
CSRE 125V	The Voting Rights Act	5
CSRE 148	Comparative Ethnic Conflict	4
CSRE 184C	Zionism and the State of Israel	5
CSRE 196C	Introduction to Comparative Studies in Race and Ethnicity	5
CSRE 200X	CSRE Senior Seminar	5
CSRE 226	Race and Racism in American Politics	5

CSRE 245	Understanding Racial and Ethnic Identity Development	3-5
CSRE 246	Constructing Race and Religion in America	4-5
CSRE 255D	Racial Identity in the American Imagination	4-5
HISTORY 64	Racial and Ethnic Diversity in Modern America	4-5
HISTORY 184	Zionism and the State of Israel	5
JEWISHST 106	Reflection on the Other: The Jew and the Arab in Literature	3-5
JEWISHST 184	Zionism and the State of Israel	5
PSYCH 75	Introduction to Cultural Psychology	5

## Foundational courses

Students who completed NATIVEAM/ANTHRO 16 may count this course toward their Foundational Course requirement. This course is not offered in 2012-13.

		Units
NATIVEAM 138	American Indians in Comparative Historical Perspective	4
NATIVEAM 139	American Indians in Contemporary Society	4

## Thematic courses

		Units
NATIVEAM 103S	Native American Women, Gender Roles, and Status	5
NATIVEAM 115	Introduction to Native American History	5
NATIVEAM 139	American Indians in Contemporary Society	5
NATIVEAM 143A	American Indian Mythology, Legend, and Lore	3-5
NATIVEAM 167	Performing Indigeneity on Global Stage	4
NATIVEAM 240	Psychology and American Indian Mental Health	3-5

## Asian American Studies

*Director:* Anthony Antonio (Education)

*Affiliated Faculty and Teaching Staff:* Gordon Chang (History), Hien Do (Asian American Studies) Kathryn Gin Lum (Religious Studies), Pamela Lee (Art and Art History), Jean Ma (Art and Art History), David Palumbo-Liu (Comparative Literature), Stephen Sano (Music), Stephen Sohn (English), Stephen Murphy-Shigematsu (Asian American Studies), Jeanne L. Tsai (Psychology), Linda Uyechi (Music), Barbara Voss (Anthropology), Christine Min Wotipka (Education), Sylvia Yanagisako (Anthropology)

## Chicana/o-Latina/o Studies

*Director:* Tomás Jiménez (Sociology)

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

## Comparative Studies in Race and Ethnicity

*Director:* David Palumbo-Liu (Comparative Literature)

*Core Affiliated Faculty:*

- Anthropology: Duana Fullwiley, Angela Garcia, Barbara Voss, Sylvia Yanagisako
- Comparative Literature: David Palumbo-Liu, José David Saldívar, Alexander Key
- Drama: Jennifer Brody, Harry Elam, Cherríe Moraga
- English: Michele Elam, Paula Moya, Vaughn Rasberry, Ramón Saldívar
- History: Al Camarillo, James Campbell, Gordon Chang, Allyson Hobbs, Ana Minian,
- Iberian and Latin American Cultures: Lisa Surwillo, Hector Hoyos
- Linguistics: John Rickford
- Political Science: Gary Segura, Lauren Davenport
- Psychology: Jennifer Eberhardt, Hazel Markus, Jeanne Tsai
- Religious Studies: Kathryn Gin Lum, Charlotte Fonrobert
- Sociology: Corey Fields, Tomás Jiménez, Matthew Snipp, Aliya Saperstein
- Taube Center for Jewish Studies: Vered Shemtov
- Graduate School Education: H. Samy Alim, Anthony Antonio, Prudence Carter, Teresa LaFromboise, Guadalupe Valdes, Christine Min Wotipka, Ari Kelman
- School of Law: Richard Banks, Richard Ford
- Lecturers: Karen Biestman, Stephen Murphy-Shigematsu, Hilton Obenzinger, Laura Saldívar, James Steyer

*Affiliated Faculty and Teaching Staff:* David Abernethy (Political Science, emeritus), Arnetha Ball (Education), Lucius Barker (Political Science, emeritus), Donald Barr (Pediatrics), Bryan Brown (Education), Cheryl Brown (African and African American Studies), Martin Carnoy (Education), Clayborne Carson (History), Jeff Chang (Comparative Studies in Race and Ethnicity), Karen Cook (Sociology), Michele Dauber (Law), Linda Darling-Hammond (Education), Carolyn Duffey (American Studies), Jennifer Eberhardt (Psychology), Ala Ebtakar (Comparative Studies in Race and Ethnicity), Paulla Ebron (Anthropology), Penny Eckert (Linguistics), James Ferguson (Anthropology), Shelley Fisher Fishkin (English), James Fishkin (Communication), Estelle Freedman (History), Susana Gallardo (Chicana/o Studies), Gabriel Garcia (Medicine), Kathryn Gin Lum (Religious Studies), Leah Gordon (Education), David Grusky (Sociology), Sean Hanretta (History), Gina Hernandez-Clarke (Comparative Studies in Race and Ethnicity), Miyako Inoue (Anthropology), Shanto Iyengar (Communication), Tomás Jiménez (Sociology), Gavin Jones (English), Terry Karl (Political Science), Pamela Karlan (Law), Matthew Kohrman (Anthropology), Jan Krawitz (Art and Art History), Jon Krosnick (Communication), Teresa LaFromboise (Education), David Laitin (Political Science), Liisa Malkki (Anthropology), Hazel Markus (Psychology), Ruben Martínez (Comparative Studies in Race and Ethnicity), Barbaro Martínez-Ruiz (Art and Art History), Douglas McAdam (Sociology), Jisha Menon (Theater and Performance Studies), Ana Minian (History), Elisabeth Mudimbe-Boyi (French and Italian), Thomas S. Mullaney (History), Stephen Murphy-Shigematsu (Asian American Studies), Hilton Obenzinger (American Studies), Susan Olzak (Sociology), Amado Padilla (Education), Arnold Rampersad (English), Vaughn Rasberry (English), Robert Reich (Political Science), Cecilia Ridgeway (Sociology), Richard Roberts (History), Aron Rodrigue (History), Michael Rosenfeld (Sociology), Joel Samoff (History), Debra Satz (Philosophy), Vered Shemtov (Division of Literatures, Cultures and Languages), C. Matthew Snipp (Sociology), Paul Sniderman (Political Science), Jayashiri Srikantiah (Law), Ewart Thomas (Psychology), Jeanne L. Tsai (Psychology), Linda Uyechi (Music), Gregory Walton (Psychology), Richard White (History), Jeremy Weinstein (Political Science), Michael Wilcox (Anthropology), Bryan Wolf (Art and Art History), Sylvia Yanagisako (Anthropology), Yvonne Yarbro-Bejarano (Iberian and Latin American Cultures), Steven Zipperstein (History)

*Teaching Fellows:* Adam Horowitz, Mark Gardiner

*Senior Seminar Coordinator:* Patricia Seo

## Jewish Studies

*Director:* Charlotte Fonrobert (Religious Studies)

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

*Hebrew Instructional Staff:* Gallia Porat, Estee Greif

*Visiting Faculty:* Avi Tchamni (Music)

*Writer in Residence:* Maya Arad

## Native American Studies

*Director:* C. Matthew Snipp (Sociology)

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

## Asian American Studies

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

		Units
COMPLIT 41Q	Ethnicity and Literature	5
EDUC 181	Multicultural Issues in Higher Education	4
EDUC 193F	Psychological Well-Being on Campus: Asian American Perspectives	1
ENGLISH 172	Modernity and the Vernacular in Indian Literature	5
HISTORY 166B	Immigration Debates in America, Past and Present	3-5
HISTORY 265	Writing Asian American History	5
MUSIC 17Q	Perspectives in North American Taiko	4
PSYCH 217	Topics and Methods Related to Culture and Emotion	1-3

## Chicana/o-Latina/o Studies

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

		Units
EDUC 149	Theory and Issues in the Study of Bilingualism	3-5
EDUC 193B	Peer Counseling in the Chicano/Latino Community	1
EDUC 277	Education of Immigrant Students: Psychological Perspectives	4
HISTORY 165	Mexican American History through Film	5
HISTORY 166B	Immigration Debates in America, Past and Present	3-5
HISTORY 201	Introduction to Public History and Public Service	4-5
HISTORY 203E	Global Catholicism	5
ILAC 193	The Cinema of Pedro Almodovar	3-5

POLISCI 125V	The Voting Rights Act	5
POLISCI 327	Minority Behavior and Representation	5
RELIGST 203	Myth, Place, and Ritual in the Study of Religion	3-5
TAPS 160N	Chican@/Latin@ Performance in the U.S.	4

## Comparative Studies in Race and Ethnicity

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

		Units
AFRICAAM 43	Introduction to English III: Introduction to African American Literature	5
AFRICAAM 54N	African American Women's Lives	3-4
AFRICAAM 64C	From Freedom to Freedom Now!: African American History, 1865-1965	3
AFRICAAM 105	Introduction to African and African American Studies	5
AFRICAAM 147	History of South Africa	5
AFRICAAM 152G	Harlem Renaissance and Modernism	5
AFRICAAM 166	Introduction to African American History - the Modern Freedom Struggle	3-5
AFRICAAM 261E	Mixed Race Literature in the U.S. and South Africa	5
AFRICAAM 262D	African American Poetics	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
AMSTUD 140	Stand Up Comedy and the "Great American Joke" Since 1945	5
ANTHRO 22N	Ethnographies of North America: An Introduction to Cultural and Social Anthropology	3-4
ANTHRO 30Q	The Big Shift	4
ANTHRO 32	Theories in Race and Ethnicity: A Comparative Perspective	5
ANTHRO 82	Medical Anthropology	4
ANTHRO 102	Urban Ethnography	5
ANTHRO 106A	Gang Colors: The Racialization of Violence and the American City	5
ANTHRO 320A	Race, Ethnicity, and Language	3-4
ARTHIST 176	Feminism and Contemporary Art	4
CHILATST 179	Chicano & Chicana Theater: Politics In Performance	4
COMM 160	The Press and the Political Process	4-5
COMPLIT 41Q	Ethnicity and Literature	5
COMPLIT 110	Introduction to Comparative Queer Literary Studies	3-5
COMPLIT 290	Human Rights in a Global Frame: Race, Place, Redress, Resistance	3-5
CSRE 108	Introduction to Feminist, Gender, and Sexuality Studies	4-5
DANCE 30	Chocolate Heads Movement Band Performance Workshop	2
DANCE 45	Dance Improvisation Techniques and Strategies Lab: From Hip Hop to Contact	2
DANCE 197	Dance in Prison: The Arts, Juvenile Justice, and Rehabilitation in America	4

EDUC 100A	EAST House Seminar: Current Issues and Debates in Education	1	PSYCH 27N	The Psychology of Prejudice	3
EDUC 100B	EAST House Seminar: Current Issues and Debates in Education	1	PSYCH 75	Introduction to Cultural Psychology	5
EDUC 149	Theory and Issues in the Study of Bilingualism	3-5	PSYCH 150	Race and Crime	3
EDUC 165	History of Higher Education in the U.S.	3-5	PSYCH 183	Mind, Culture, and Society Research Core	2-3
EDUC 193B	Peer Counseling in the Chicano/Latino Community	1	PSYCH 215	Mind, Culture, and Society	3
EDUC 193C	Psychological Well-Being On Campus: Perspectives Of The Black Diaspora	1	PSYCH 217	Topics and Methods Related to Culture and Emotion	1-3
EDUC 193F	Psychological Well-Being on Campus: Asian American Perspectives	1	PSYCH 245	Social Psychological Perspectives on Stereotyping and Prejudice	3
EDUC 193N	Peer Counseling in the Native American Community	1	RELIGST 188A	Issues in Liberation: Central America	5
EDUC 201	History of Education in the United States	3-5	SOC 46N	Race, Ethnic, and National Identities: Imagined Communities	3
EDUC 232	Culture, Learning, and Poverty	2-3	SOC 118	Social Movements and Collective Action	4
EDUC 367	Cultural Psychology	3-5	SOC 119	Understanding Large-Scale Societal Change: The Case of the 1960s	5
EDUC 381	Multicultural Issues in Higher Education	4	SOC 120	Interpersonal Relations	4
FEMGEN 140D	LGBT/Queer Life in the United States	4-5	SOC 132	Sociology of Education: The Social Organization of Schools	4
FEMGEN 188Q	Imagining Women: Writers in Print and in Person	4-5	SOC 133	Law and Wikinomics: The Economic and Social Organization of the Legal Profession	1-5
HISTORY 48Q	South Africa: Contested Transitions	3	SOC 135	Poverty, Inequality, and Social Policy in the United States	3
HISTORY 50B	19th Century America	3	SOC 136	Sociology of Law	4
HISTORY 50C	The United States in the Twentieth Century	3	SOC 140	Introduction to Social Stratification	3
HISTORY 54N	African American Women's Lives	3-4	SOC 141	Controversies about Inequality	5
HISTORY 150B	19th-Century America	5	SOC 142	Sociology of Gender	5
HISTORY 150C	The United States in the Twentieth Century	5	SOC 145	Race and Ethnic Relations in the USA	4
HISTORY 158C	History of Higher Education in the U.S.	3-5	SOC 155	The Changing American Family	4
HISTORY 201	Introduction to Public History and Public Service	4-5	TAPS 156	Performing History: Race, Politics, and Staging the Plays of August Wilson	4
HISTORY 203E	Global Catholicism	5	TAPS 160N	Chican@/Latin@ Performance in the U.S.	4
HISTORY 255	Martin Luther King, Jr.: The Social Gospel and the Struggle for Justice	5	TAPS 164T	Queer Art and Performance	4-5
HISTORY 255E	Education, Race, and Inequality in African American History, 1880-1990	3-5	URBANST 112	The Urban Underclass	4
HISTORY 257C	LGBT/Queer Life in the United States	4-5	URBANST 114	Urban Culture in Global Perspective	5
HISTORY 259A	Poverty and Homelessness in America	4-5	URBANST 140	Urban Ethnography	5
HISTORY 261	Race, Gender, and Class in Jim Crow America	5	<b>Native American Studies</b>		
HRP 212	Cross Cultural Medicine	3	Students in Native American Studies may find the following related courses useful in fulfilling course requirements in the major or minor.		
HUMBIO 120	Health Care in America: An Introduction to U.S. Health Policy	4	<b>Units</b>		
HUMBIO 121E	Ethnicity and Medicine	1-3	ANTHRO 162	Indigenous Peoples and Environmental Problems	3-5
HUMBIO 122S	Social Class, Race, Ethnicity, and Health	4	EDUC 193N	Peer Counseling in the Native American Community	1
HUMBIO 129	Critical Issues in International Women's Health	4	RELIGST 203	Myth, Place, and Ritual in the Study of Religion	3-5
ILAC 193	The Cinema of Pedro Almodovar	3-5	RELIGST 303	Myth, Place, and Ritual in the Study of Religion	3-5
JEWISHST 183	The Holocaust	4	SPECLANG 189A	First-Year Hawaiian, First Quarter	4
LINGUIST 65	African American Vernacular English	3-5	SPECLANG 189B	First-Year Beginning Hawaiian, Second Quarter	4
LINGUIST 150	Language in Society	2-4	SPECLANG 189C	First-Year Hawaiian, Third Quarter	4
LINGUIST 156	Language and Gender	4	SPECLANG 247A	First-Year Lakota, First Quarter	4
MED 159A	Service-Learning in Migrant Health	2	SPECLANG 247B	First-Year Lakota, Second Quarter	4
MED 159B	Service-Learning in Migrant Health	2	SPECLANG 247C	First-Year Lakota, Third Quarter	4
MUSIC 17Q	Perspectives in North American Taiko	4	SPECLANG 248	Introduction to Siouan Language & Culture II	5
PHIL 153	Feminist Theories and Methods Across the Disciplines	2-5			
POLISCI 28N	The Changing Nature of Racial Identity in American Politics	3			
POLISCI 120B	Campaigns, Voting, Media, and Elections	4-5			
POLISCI 121L	Racial-Ethnic Politics in US	5			
POLISCI 327	Minority Behavior and Representation	5			
PSYCH 25N	Psychology, Inequality, and the American Dream	3			



## Overseas Studies Courses in Comparative Studies in Race and Ethnicity

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

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

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

		Units
OSPBER 13	Jewish and Muslim Berlin	3
OSPCPTWN 18	Xhosa Language and Culture	2
OSPCPTWN 33	Southern Africa: from Liberation Struggles to Region-Building	4
OSPCPTWN 38	Genocide: African Experiences in Comparative Perspective	3-5
OSPCPTWN 44	South African Urban Challenges in Comparative Context	4
OSPMADRD 62	Spanish California: Historical Issues	4
OSPMADRD 74	Islam in Spain and Europe: 1300 Years of Contact	4
OSPMADRD 75	Sefarad: The Jewish Community in Spain	4

## Asian American Studies Courses

### ASNAMST 17Q. Perspectives in North American Taiko. 4 Units.

Preference to sophomores. Taiko, or Japanese drum, is a newcomer to the American music scene. Emergence of the first N. American taiko groups coincided with increased Japanese American activism, and to some it is symbolic of Japanese American identity. N. American taiko is associated with Japanese American Buddhism. Musical, cultural, historical, and political perspectives of taiko. Hands-on drumming. Japanese music and Japanese American history, and relations among performance, cultural expression, community, and identity.

Same as: MUSIC 17Q

### ASNAMST 52D. Asian American Human Development: Cultural Perspectives on Psychology, Education and Critical Issues. 3 Units.

In this course, we will examine the critical issues in Asian American growth and development with particular attention given to current theoretical and research perspectives within a diverse society. We will consider topics related to their cultural identity, cognitive, and socio-emotional development, engaging in the ethnic discourse on Confucian history and culture, Eastern and Western thought and learning, tiger parenting, gender roles, the model minority stereotype, acculturation and bicultural identity, and mental health. This course uniquely integrates the fields of history, education, psychology, human biology, and ethnic studies as we seek to understand the underlying processes of the Asian American person as an individual and as an effective member of the larger society.

Same as: CSRE 52D

### ASNAMST 107. Asian American Leadership: Controversies, Dilemmas, and Decision-Making Strategies. 3-5 Units.

This course examines the experiences of Asian Americans in a variety of contemporary leadership contexts to identify the complexities of race, gender, class, and ethnicity for both understanding and responding to social relations of power. Through seminar discussion, readings, guest speakers, case studies, and experiential activities, students evaluate situated practices of Asian American leadership in consideration of longstanding themes that have animated the field of Asian American Studies: self- and collective identification, representation and equality, community organizing and advocacy, interracial coalition-building, and minority empowerment. Students explore how Asian American leadership is conceptualized, practiced, and assessed in relation to the following contexts: campus and community activism of the Asian American movement of the 1960s to the present, institutional settings of employment, electoral politics, the field of Asian American Studies, and public intellectual life. A multidisciplinary approach will draw upon anthropology, psychology, political science, sociology, and Asian American Studies.

### ASNAMST 112. Public Archaeology: Market Street Chinatown Archaeology Project. 4-5 Units.

This internship-style course centers on the practice and theory of historical archaeology research and interpretation through a focused study of San Jose's historic Chinese communities. The course includes classroom lectures, seminar discussion, laboratory analysis of historic artifacts, and participation in public archaeology events. Course themes include immigration, urbanization, material culture, landscape, transnational identities, race and ethnicity, gender, cultural resource management, public history, and heritage politics. The course includes required lab sections, field trips, and public service. Transportation will be provided for off-site activities.

Same as: ANTHRO 112, ANTHRO 212

### ASNAMST 118A. Digital Heritage: Bringing the Past Online with the Chinese American Historical Museum. 5 Units.

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

Same as: ANTHRO 118A, CSRE 118A

### ASNAMST 131. Trauma, healing, and empowerment in Asian America. 3-5 Units.

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

Same as: CSRE 131C

**ASNAMST 144. Transforming Self and Systems: Crossing Borders of Race, Nation, Gender, Sexuality, and Class. 5 Units.**

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

**ASNAMST 146S. Asian American Culture and Community. 3-5 Units.**

This course introduces students to the histories of Asians in America, specifically as these histories are part of a broader Asia-US-Pacific history that characterized the 20th century and now the 21st. We will combine readings in history, literature, sociology, with community-based learning. The course takes place over two quarters. The first quarter focuses on gaining knowledge of Asian America and discussion key topics that students wish to focus on collaboratively. During this first quarter we also learn about community-based learning, set up teams and projects, and develop relationships with community organizations. The second quarter students work with student liaisons (senior students who have experience in service learning) and complete their work with the community; there are no formal class meetings this second quarter. Service Learning Course (certified by Haas Center). Course can be repeated once.  
Same as: AMSTUD 146, COMPLIT 146, CSRE 146S

**ASNAMST 185A. Race and Biomedicine. 3-5 Units.**

Race, identity, culture, biology, and political power in biomedicine. Biological theories of racial ordering, sexuality and the medicalization of group difference. Sources include ethnography, film, and biomedical literature. Topics include colonial history and medicine, the politics of racial categorization in biomedical research, the protection of human subjects and research ethics, immigration health and citizenship, race-based models in health disparities research and policy, and recent developments in human genetic variation research.  
Same as: ANTHRO 185A

**ASNAMST 187. Geography, Time, and Trauma in Asian American Literature. 5 Units.**

The notion that homes can be stable locations for cultural, racial, ethnic, and similarly situated identity categories. The possibility that there really is no place like home for Asian American subjects. How geography, landscape, and time situate traumas within fictional Asian American narratives.  
Same as: AMSTUD 261A

**ASNAMST 189. The Vietnamese Experience in America. 3 Units.**

The purpose of this course to study the experience of the Vietnamese refugees from their exodus after the Vietnam War to their resettlement in America, and to examine larger historical, social, political, and economic processes at work. We will focus on the processes that lead to the formation of this community the variables leading to various locations.

**ASNAMST 193F. Psychological Well-Being on Campus: Asian American Perspectives. 1 Unit.**

Topics: the Asian family structure, and concepts of identity, ethnicity, culture, and racism in terms of their impact on individual development and the counseling process. Emphasis is on empathic understanding of Asians in America. Group exercises.  
Same as: EDUC 193F

**ASNAMST 200R. Directed Research. 1-5 Unit.**

May be repeated for credit.

**ASNAMST 200W. Directed Reading. 1-5 Unit. (Staff).****ASNAMST 265. Writing Asian American History. 5 Units.**

Recent scholarship in Asian American history, with attention to methodologies and sources. Topics: racial ideologies, gender, transnationalism, culture, and Asian American art history. Primary research paper.

Same as: AMSTUD 265, HISTORY 265, HISTORY 365

**ASNAMST 281. Asian Religions in America; Asian American Religions. 4 Units.**

This course will analyze both the reception in America of Asian religions (i.e. of Buddhism in the 19th century), and the development in America of Asian American religious traditions.

Same as: AMSTUD 281, RELIGST 281, RELIGST 381

**ASNAMST 295F. Race and Ethnicity in East Asia. 4-5 Units.**

Intensive exploration of major issues in the history of race and ethnicity in China, Japan, and Korea from the early modern period to the present day.

Same as: HISTORY 295F, HISTORY 395F

## Chicana/o-Latina/o Studies Courses

**CHILATST 14N. Growing Up Bilingual. 3 Units.**

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

Same as: CSRE 14N, EDUC 114N

**CHILATST 125S. Chicano/Latino Politics. 5 Units.**

The political position of Latinos and Latinas in the U.S.. Focus is on Mexican Americans, with attention to Cuban Americans, Puerto Ricans, and other groups. The history of each group in the American polity; their political circumstances with respect to the electoral process, the policy process, and government; the extent to which the demographic category Latino is meaningful; and group identity and solidarity among Americans of Latin American ancestry. Topics include immigration, education, affirmative action, language policy, and environmental justice.  
Same as: POLISCI 125S

**CHILATST 140. Migration in 21st Century Latin American Film. 3-5 Units.**

Focus on how images and narratives of migration are depicted in recent Latin American film. It compares migration as it takes place within Latin America to migration from Latin America to Europe and to the U.S. We will analyze these films, and their making, in the global context of an evergrowing tension between "inside" and "outside"; we consider how these films represent or explore precariousness and exclusion; visibility and invisibility; racial and gender dynamics; national and social boundaries; new subjectivities and cultural practices. Films include: *El nintilde;opez*, *Bolivia*, *Ulises*, *Faustino*, *Mayta visita a su prima*, *Copacabana*, *Chico y Rita*, *Sin nombre*, *Los que se quedan*, *Amador*, and *En la puta calle*. Films in Spanish, with English subtitles. Discussions and assignments in Spanish.  
Same as: ILAC 140

**CHILATST 160N. Chican@/Latin@ Performance in the U.S.. 4 Units.**

This course will introduce works by U.S. Latino and Latina performance artists producing from the margins of the mainstream Euro-American theater world. We will examine how performance art serves as a kind of dramatized political forum for Latino/a artists, producing some of the most transgressive explorations of queer and national/ethnic identities in the U.S. today. By the course's conclusion, each student will create and perform in a staged reading of an original performance piece.

Same as: TAPS 160N

**CHILATST 164. Immigration and the Changing United States. 4 Units.**

The role of race and ethnicity in immigrant group integration in the U.S. Topics include: theories of integration; racial and ethnic identity formation; racial and ethnic change; immigration policy; intermarriage; hybrid racial and ethnic identities; comparisons between contemporary and historical waves of immigration.

Same as: CSRE 164, SOC 164, SOC 264

**CHILATST 168. New Citizenship: Grassroots Movements for Social Justice in the U.S.. 5 Units.**

Focus is on the contributions of immigrants and communities of color to the meaning of citizenship in the U.S. Citizenship, more than only a legal status, is a dynamic cultural field in which people claim equal rights while demanding respect for differences. Academic studies of citizenship examined in dialogue with the theory and practice of activists and movements. Engagement with immigrant organizing and community-based research is a central emphasis.

Same as: ANTHRO 169A, CSRE 168, FEMGEN 140H

**CHILATST 171. Mexicans in the United States. 5 Units.**

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

Same as: AMSTUD 271, CSRE 171H, HISTORY 271

**CHILATST 172. Theories of Citizenship and Sovereignty in a Transnational Context. 4-5 Units.**

This course explores the multiple meanings of citizenship and the ways in which they change when examined using different geographic scales (from the local to the transnational). The course will pair theoretical readings on citizenship with case studies that focus on North America. Topics include: definitions of citizenship; the interrelation of ideas of citizenship with those of race, ethnicity, gender, and sexuality; the relationship between sovereignty and territoriality; human and civil rights; and immigration.

Same as: AMSTUD 272E, CSRE 172H, FEMGEN 272E, HISTORY 272E, HISTORY 372E

**CHILATST 177A. Well-Being in Immigrant Children & Youth: A Service Learning Course. 3 Units.**

This is an interdisciplinary course that will examine the dramatic demographic changes in American society that are challenging the institutions of our country, from health care and education to business and politics. This demographic transformation is occurring first in children and youth, and understanding how social institutions are responding to the needs of immigrant children and youth to support their well-being is the goal of this course.

Same as: CSRE 177E, EDUC 177A, HUMBIO 29A

**CHILATST 177B. Well-Being in Immigrant Children & Youth: A Service Learning Course. 1-2 Unit.**

This is an interdisciplinary course that will examine the dramatic demographic changes in American society that are challenging the institutions of our country, from health care and education to business and politics. This demographic transformation is occurring first in children and youth, and understanding how social institutions are responding to the needs of immigrant children and youth to support their well-being is the goal of this course.

Same as: CSRE 177F, EDUC 177B

**CHILATST 177C. Well-Being in Immigrant Children & Youth: A Service Learning Course. 1-3 Unit.**

This is an interdisciplinary course that will examine the dramatic demographic changes in American society that are challenging the institutions of our country, from health care and education to business and politics. This demographic transformation is occurring first in children and youth, and understanding how social institutions are responding to the needs of immigrant children and youth to support their well-being is the goal of this course.

Same as: CSRE 177G, EDUC 177C

**CHILATST 179. Chicano & Chicana Theater: Politics In Performance. 4 Units.**

This is a practicum course, where the basic tenets and evolving political and philosophies of Chicano and Latin American liberationist theater are examined through direct engagement with its theatrical forms, including, social protest & agit-prop, myth & ritual, scripting through improvisation, in-depth character and solo work, collective conceptualization and more. The course will culminate in an end-of-the quarter play performance in the Nitery Theater (Old Union) and at a Mission District theater in San Francisco.

Same as: TAPS 179, TAPS 379

**CHILATST 179F. Flor y Canto: Poetry Workshop. 3-5 Units.**

Poetry reading and writing. The poet as philosopher and the poet as revolutionary. Texts: the philosophical meditations of pre-Columbian Aztec poetry known as *flor y canto*, and reflections on the poetry of resistance born out of the nationalist and feminist struggles of Latin America and Aztlaacute;n. Required 20-page poetry manuscript.

Same as: CSRE 179F, TAPS 179F, TAPS 279F

**CHILATST 180E. Introduction to Chicana/o-Latina/o Studies. 5 Units.**

Historical and contemporary experiences that have defined the status of Latina/o peoples living in the U.S. Topics include the U.S./Mexico border and the borderlands; immigration and transnational migrations; literary and cultural traditions; music; labor; historical perspectives on Latina/o peoples in the U.S. and the Chicano movement; urban realities; gender relations; political and economic changes; and inter- and intra-group interactions. Sources include social science and humanities scholarship.

**CHILATST 181. LATINO SOCIAL MOVEMENTS. 5 Units.**

Historically significant and contemporary political and social movements in Latino communities in the U.S., with a focus on events of the modern era such as the Spring 2006 marches and student walkouts, the 2009 Basta Dobbs campaign, the 2010 resistance to Arizonaquest;s SB1070, and ongoing efforts in 2014 and 2015 related to detention and deportation policies.

**CHILATST 183X. Practicum in English-Spanish School & Community Interpreting. 3-4 Units.**

This practicum will assist students in developing a set of skills in English-Spanish interpreting that will prepare them to provide interpretation services in school and community settings. The course will build students' abilities to transfer intended meanings between two or more monolingual individuals of who are physically present in a school or community setting and who must communicate with each other for professional (and personal) purposes.

Same as: EDUC 183, EDUC 257

**CHILATST 198. Internship for Public Service. 1-5 Unit.**

Students should consult with CCSRE Director of Service-Learning (nadiad@stanford.edu) to develop or sign-up for a community service internship. Group meetings may be required. May be repeated for credit. Service Learning Course (certified by Haas Center).

Same as: CSRE 198

**CHILATST 200. Latin@ Literature. 3-5 Units.**

Examines a diverse set of narratives by U.S. Latin@s of Mexican, Puerto Rican, Cuban, Guatemalan, and Dominican heritage through the lens of *latinidad*. All share the historical experience of Spanish colonization and U.S. imperialism, yet their im/migration patterns differ, affecting social, cultural, and political trajectories in the US and relationships to "home" and "homeland," nation, diaspora, history, and memory. Explores how racialization informs genders as well as sexualities. Emphasis on textual analysis. Taught in English.

Same as: CSRE 200, ILAC 280, ILAC 382

**CHILATST 200R. Directed Research. 1-5 Unit.****CHILATST 200W. Directed Reading. 1-5 Unit.**

(Staff).

**CHILATST 201B. From Racial Justice to Multiculturalism: Movement-based Arts Organizing in the Post Civil Rights Era. 5 Units.**

How creative projects build and strengthen communities of common concern. Projects focus on cultural reclamation, multiculturalism, cultural equity and contemporary cultural wars, media literacy, independent film, and community-based art. Guest artists and organizers, films, and case studies.

Same as: CSRE 201B

**CHILATST 201C. Critical Concepts in Chican@ Literature. 3-5 Units.**

Combines primary texts of Chican@ literature with a metacritical interrogation of key concepts informing Chican@ literary criticism, the construction of Chican@ literary history, and a Chican@ literary canon. Interrogates the resistance paradigm and the "proper" subject of this literature, and critiques established genealogies and foundational authors and texts, as well as issues of periodization, including the notion of "emergence" (e.g. of feminist voices or dissident sexualities). Considers texts, authors and subjects that present alternatives to the resistance paradigm.

Same as: CSRE 201C, ILAC 380E

**CHILATST 275B. History of Modern Mexico. 4-5 Units.**

Surveys the history of governance, resistance, and identity formation in Mexico from the nineteenth century to the present. Explores Mexico's historical struggles to achieve political stability, economic prosperity, and social justice and examines how regional, class, ethnic, and gender differences have figured prominently in the shaping of Mexican affairs. Topics include Mexico's wars and their legacies, the power of the state, violence and protest, debates over the meaning of "Mexicanness," youth culture, and the politics of indigenismo.

Same as: HISTORY 275B, HISTORY 375C

## Comparative Studies in Race Ethnicity Courses

**CSRE 1A. Meet the Profs: Conversations on Race and Ethnicity. 1-2 Unit.**

This course meets once a week for one hour, over lunch (provided). Students will meet with CSRE faculty who will share their work, their life stories, their reasons for believing that race and ethnicity are of central concern to all members of our society. Diverse fields will be represented: sociology, history, literature, psychology and others. The course may be taken for either one or two units. Open to freshmen and sophomores only.

**CSRE 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: AFRICAAM 8

**CSRE 11W. Service-Learning Workshop on Issues of Education Equity. 1 Unit.**

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

Same as: HISTORY 11W

**CSRE 14N. Growing Up Bilingual. 3 Units.**

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

Same as: CHILATST 14N, EDUC 114N

**CSRE 15N. Imagining India: Art, Culture, Politics in Modern India. 3 Units.**

This course explores history via cultural responses in modern India. We will examine a range of fiction, film and drama to consider the ways in which India emerges through its cultural productions. The course will consider key historical events such as the partition of the subcontinent, independence from British rule, Green Revolution, Emergency, liberalization of the Indian economy, among others. We will reflect on epochal historical moments by means of artistic responses to these events. For example, Ritwik Ghatak's experimental cinema intervenes into debates around the Bengal partition; Rohinton Mistry's novel, *A Fine Balance* grapples with the suspension of civil liberties during the emergency between 1975-77; Rahul Varma's play *Bhopal* reflects on the Bhopal gas tragedy, considered the world's worst industrial disaster. Students will read, view and reflect on the aesthetic and historical texts through their thoughtful engagement in class discussions and written essays. They will also have opportunities to imaginatively respond to these texts via short creative projects, which could range from poems, monologues, solo pieces, web installations, etc. Readings will also include Mahashweta Devi, Amitav Ghosh, Girish Karnad, Jhumpa Lahiri, Manjula Padmanabhan, Salman Rushdie, Aparna Sen, among others.

Same as: COMPLIT 14N, FEMGEN 14N, TAPS 14N

**CSRE 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 right, LGBT rights, environmental movement, and contemporary political conservatism.

Same as: AFRICAAM 16N, SOC 16N



**CSRE 19N. "Land of Milk and Honey": Food, Justice, and Ethnic Identity in Jewish Culture. 3 Units.**

Food is an essential aspect of the human experience. The decisions and choices we make about food define who we have been, who we are now, and who we want to become. This seminar examines Jewish culture and the food practices and traditions that have shaped and continue to shape it. Why has Jewish culture been centered around food practices? How have religious laws and rituals about food and food production shaped Jewish culture and vice versa? Dietary laws prescribe which animals are and are not "kosher" and what can be eaten with them, holidays are celebrated with traditional foods, and regional foods contribute to the formation of distinct Jewish ethnic identities. More recently, American Jews have begun to organize around issues of food justice, and joined the sustainability movement, adapting Jewish traditions about food production into their cause. What is the significance of animal welfare, environmental issues, and labor practices in Jewish culture? This multi-disciplinary seminar explores the connection between food practices and ethnic and religious identity(ies), the history of the dietary laws and their multiple interpretations, the cultural significance of the phenomenal success of kosher certification in the U.S. food market, and the rise of the Jewish food justice movement. These issues raise a multitude of comparative questions, and you are encouraged to engage in research into other religious and ethnic food cultures. Course materials include: biblical and later religious, legal, and philosophical texts; cook-books (as cultural and historical sources); literature (both fiction and academic); films; news media, and food experts. We will visit an urban farming community (Urban Adamah) to learn from those involved in the Jewish sustainability movement.

Same as: JEWISHST 19N, RELIGST 19N

**CSRE 24D. 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: AFRICAAM 24, DANCE 24, TAPS 152D

**CSRE 28SI. What is Whiteness? Historical and Contemporary Definitions of White Racial Identity in the U.S.. 1-2 Unit.**

This course will explore one central question: What does it mean to be White, and how has that changed over time and place? From Abigail Fisher to Kreyshawn to the Tsarnaev brothers, we will use narratives and experiences of Whiteness to illuminate historical and contemporary understandings of what it means to be White in 2013. Through this class, students will share their own encounters with Whiteness, and will develop tools and strategies for navigating privileged identities and engaging within Stanford's diverse student community.

**CSRE 32. Theories in Race and Ethnicity: A Comparative Perspective. 5 Units.**

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

Same as: ANTHRO 32

**CSRE 32A. 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: AFRICAAM 32, AMSTUD 32, EDUC 32, EDUC 432, TAPS 32

**CSRE 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: AFRICAAM 34

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

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

Same as: AFRICAAM 36

**CSRE 41A. 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: AFRICAAM 41, ANTHRO 41

**CSRE 45Q. Understanding Race and Ethnicity in American Society. 4 Units.**

Preference to sophomores. Historical overview of race in America, race and violence, race and socioeconomic well-being, and the future of race relations in America. Enrollment limited to 16.

Same as: SOC 45Q

**CSRE 51Q. Comparative Fictions of Ethnicity. 4 Units.**

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

Same as: AMSTUD 51Q, COMPLIT 51Q

**CSRE 52D. Asian American Human Development: Cultural Perspectives on Psychology, Education and Critical Issues. 3 Units.**

In this course, we will examine the critical issues in Asian American growth and development with particular attention given to current theoretical and research perspectives within a diverse society. We will consider topics related to their cultural identity, cognitive, and socio-emotional development, engaging in the ethnic discourse on Confucian history and culture, Eastern and Western thought and learning, tiger parenting, gender roles, the model minority stereotype, acculturation and bicultural identity, and mental health. This course uniquely integrates the fields of history, education, psychology, human biology, and ethnic studies as we seek to understand the underlying processes of the Asian American person as an individual and as an effective member of the larger society.

Same as: ASNAMST 52D

**CSRE 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: AFRICAAM 54N, AMSTUD 54N, FEMGEN 54N, HISTORY 54N

**CSRE 55M. MMUF Seminar. 1 Unit.**

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

**CSRE 63N. The Feminist Critique: The History and Politics of Gender Equality. 3-4 Units.**

This course explores the emergence of concepts of gender equality in world history. It asks how gender inequality relates to racial, ethnicity, and sexual identities, how men engage with feminism, whether gender equality is purely a western cultural tradition, and much more. We approach the long history of ideas about gender and equality by reading primary historical documents from around the world, moving from the 15th century to the present. Topics include education, the body, sexuality, violence, labor, and politics.

Same as: AMSTUD 63N, FEMGEN 63N, HISTORY 63N

**CSRE 64. Racial and Ethnic Diversity in Modern America. 4-5 Units.**

How ethnicity influenced the American experience and how prevailing attitudes about racial and ethnic groups over time have affected the historical and contemporary reality of the nation's major minority populations. Focus is on the past two centuries.

Same as: HISTORY 64

**CSRE 65. Nation in Motion: Film, Race and Immigration in Contemporary French Cinema. 3-5 Units.**

An examination of the current debates in France regarding national identity, secularism, and the integration of immigrants, notably from the former colonies. Confronts films' and other media's visual and discursive rhetorical strategies used to represent ethnic or religious minorities, discrimination, citizens' resistance to government policies, inter-racial marriages, or women's rights within immigrant communities. By embodying such themes in stories of love, hardships, or solidarity, the motion pictures make the movements and emotions inherent to immigration tangible: to what effect? Taught in French. Films in French with English subtitles. Additional paper for students enrolled in 235.

Same as: FRENCH 122

**CSRE 69M. Race, Science, and Medicine in U.S. History. 5 Units.**

How have scientific ideas about race been shaped by their historical contexts, and what effects do these ideas have on people, institutions, law, and medicine? Is racial science always racist science? How do ideas about race intersect with ideas about gender, class, and disability? This course explores how natural philosophers and scientists have defined, used, and sometimes challenged ideas about race from the eighteenth century to today. Topics include medicine and slavery, eugenics, sociology, psychiatry, race-based medicine, and genetic ancestry. This course fulfills the departmental Sources and Methods requirement.

Same as: FEMGEN 69S, HISTORY 69S

**CSRE 84. Zionism and the State of Israel. 3 Units.**

(Same as HISTORY 184. History majors and others taking 5 units, register for 184.) Hotly contested still, this course will open up the movement's ideas, practices, achievements and crises in such a way as to allow students to hear the fullest range of voices - Jewish, Arab, religious, secular, etc. It will track the movement from its appearance in the late nineteenth century until the establishment of State of Israel in 1948, and beyond.

Same as: HISTORY 84, JEWISHST 84, REES 84

**CSRE 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: AFRICAAM 100, FEMGEN 100X

**CSRE 103B. Race, Ethnicity, and Linguistic Diversity in Classrooms: Sociocultural Theory and Practices. 3-5 Units.**

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

Same as: AFRICAAM 106, EDUC 103B, EDUC 337

**CSRE 103S. Native American Women, Gender Roles, and Status. 5 Units.**

Historical and cultural forces at work in traditional and contemporary Native American women's lives through life stories and literature. How women are fashioning gendered indigenous selves. Focus is on the diversity of Native American communities and cultures.

Same as: FEMGEN 103S, NATIVEAM 103S

**CSRE 106A. Gang Colors: The Racialization of Violence and the American City. 5 Units.**

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

Same as: ANTHRO 106A

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

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

Same as: AFRICAAM 107C

**CSRE 108. Introduction to Feminist, Gender, and Sexuality Studies. 4-5 Units.**

Introduction to interdisciplinary approaches to gender, sexuality, queer, trans and feminist studies. Topics include the emergence of sexuality studies in the academy, social justice and new subjects, science and technology, art and activism, history, film and memory, the documentation and performance of difference, and relevant socio-economic and political formations such as work and the family. Students learn to think critically about race, gender, and sexuality from local and global perspectives.

Same as: AMSTUD 107, FEMGEN 101, TAPS 108

**CSRE 108S. American Indian Religious Freedom. 5 Units.**

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

Same as: NATIVEAM 108S

**CSRE 109A. Federal Indian Law. 5 Units.**

Cases, legislation, comparative justice models, and historical and cultural material. The interlocking relationships of tribal, federal, and state governments. Emphasis is on economic development, religious freedom, and environmental justice issues in Indian country.

Same as: NATIVEAM 109A

**CSRE 112X. 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: AFRICAAM 112, EDUC 112, EDUC 212, SOC 129X, SOC 229X

**CSRE 117S. History of California Indians. 5 Units.**

Demographic, political, and economic history of California Indians, 1700s-1950s. Processes and events leading to the destruction of California tribes, and their effects on the groups who survived. Geographic and cultural diversity. Spanish, Mexican, and Anglo-American periods. The mission system.

Same as: HISTORY 250A, NATIVEAM 117S

**CSRE 118A. Digital Heritage: Bringing the Past Online with the Chinese American Historical Museum. 5 Units.**

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

Same as: ANTHRO 118A, ASNAMST 118A

**CSRE 121. Discourse of the Colonized: Native American and Indigenous Voices. 5 Units.**

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

Same as: NATIVEAM 121

**CSRE 121L. Racial-Ethnic Politics in US. 5 Units.**

This course examines various issues surrounding the role of race and ethnicity in the American political system. Specifically, this course will evaluate the development of racial group solidarity and the influence of race on public opinion, political behavior, the media, and in the criminal justice system. We will also examine the politics surrounding the Multiracial Movement and the development of racial identity and political attitudes in the 21st century. Stats 60 or Econ 1 is strongly recommended.

Same as: AMSTUD 121L, POLISCI 121L, PUBLPOL 121L

**CSRE 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: AFRICAAM 121X, AMSTUD 121X, ANTHRO 121A, EDUC 121, LINGUIST 155

**CSRE 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: AFRICAAM 122E

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

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

Same as: NATIVEAM 123A

**CSRE 123B. 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: AFRICAAM 223, COMPLIT 223, HUMBIO 175H, MED 220

**CSRE 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: AFRICAAM 125V, POLISCI 125V

**CSRE 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: AFRICAAM 126B, EDUC 136B, EDUC 236B, PUBLPOL 126B



**CSRE 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: AFRICAAM 127A

**CSRE 128. What We Want is We: Identity in Visual Arts, Social Engagement, and Civic Propositions. 4 Units.**

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

**CSRE 129B. 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: AFRICAAM 229, AFRICAST 229, COMPLIT 229, FRENCH 229, HUMBIO 175L, MED 234

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

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

Same as: AFRICAAM 130, EDUC 123, EDUC 322

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

In recent decades genes have increasingly become endowed with the cultural power to explain many aspects of human life: physical traits, diseases, behaviors, ancestral histories, and identity. In this course we will explore a deepening societal 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 evidence; in slavery reparations cases, debates on whether Black Freedman should be allowed into the Cherokee and Seminole Nations, considerations on whether people with genetic links to Jewish groups should have a right of return to Israel, close readings of The U.S. Food and Drug Administration's crackdown on personal genomics testing companies (such as 23andMe), examinations of genetic identity politics in health disparities funding and orphan disease research, inquiries into new social movements organized around gene-based definitions of personhood, and civil liberties concerns about genetic/familial searching; in forensic databases that disproportionately target specific minority groups as criminal suspects. Students will engage in a short observational/pilot/ethnographic project that allows them to further explore issues from the course for their final paper.

Same as: AFRICAAM 131, ANTHRO 131

**CSRE 131C. Trauma, healing, and empowerment in Asian America. 3-5 Units.**

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

Same as: ASNAMST 131

**CSRE 132J. Sociology of Jewishness. 3-5 Units.**

Examines the place of the Jewish people in society throughout various locales and historical periods to understand how interactions among Jews and with other groups have shaped Jewish identities. Topics include modernism, the Holocaust, Israel/nationhood, race/ethnicity, intermarriage, and assimilation. Uses theoretical, empirical, and historical material from multiple social scientific fields of study and explores the study of Judaism from several major sociological lenses.

Same as: JEWISHST 132D, SOC 132J

**CSRE 133A. Anthropology of the Middle East. 3-5 Units.**

This course examines social, political, and religious dimensions of various Middle Eastern societies. Key topics include the development of the modern nation-state, the Islamic revival, human rights, and discourses of democracy. Course materials include ethnographic studies, novels, and films, which provide a rich contextualization of social life and cultural politics in the region.

Same as: ANTHRO 133A

**CSRE 133B. Covering Islam: On What We Learn to See, Think and Hear about Islam & Muslims. 3-5 Units.**

In this course, students will think critically about how knowledge about Islam, Muslims, and Muslim Societies is produced and circulated. As a class, we will consider why and how certain kinds of ideas about Islam and Muslims become representative (i.e., authoritative discourse) while others ideas do not. This is an interdisciplinary class; course material will draw on readings from anthropology, literary criticism, history, sociology and media and cultural studies. We will also be engaging with other kinds of material, including news articles, editorials, documentaries, and films.

Same as: AFRICAST 133B, ANTHRO 133B

**CSRE 134. Museum Cultures: Material Representation in the Past and Present. 5 Units.**

Students will open the iquest;black boxiquest; of museums to consider the past and present roles of institutional collections, culminating in a student-curated exhibition. Today, museums assert their relevance as dynamic spaces for debate and learning. Colonialism and restitution, the politics of representation, human/object relationships, and changing frameworks of authority make museum work widely significant and consistently challenging. Through thinking-in-practice, this course reflexively explores iquest;museum culturesiquest:: representations of iquest;selfiquest; and iquest;otheriquest; within museums and institutional cultures of the museum world itself.

Same as: AMSTUD 134, ARCHLGY 134, ARCHLGY 234, ARTHIST 284B, EDUC 214, NATIVEAM 134

**CSRE 135H. Conversations in CSRE: Case Studies in the Stanford Community. 1-2 Unit.**

Race, ethnicity, gender, and religion using the tools, analytical skills and concepts developed by anthropologists.

Same as: ANTHRO 135H

**CSRE 135I. CSRE House Seminar: Race and Ethnicity at Stanford. 1-2 Unit.**

Race, ethnicity, gender, and religion using the tools, analytical skills and concepts developed by anthropologists.

Same as: ANTHRO 135I

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

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

Same as: ANTHRO 138, ANTHRO 238

**CSRE 140C. Stand Up Comedy and the "Great American Joke" Since 1945. 5 Units.**

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

Same as: AMSTUD 140

**CSRE 142. The Literature of the Americas. 5 Units.**

A wide-ranging overview of the literatures of the Americas inncomparative perspective, emphasizing continuities and crises that are common to North American, Central American, and South American literatures as well as the distinctive national and cultural elements of a diverse array of primary works. Topics include the definitions of such concepts as empire and colonialism, the encounters between worldviews of European and indigenous peoples, the emergence of creole and racially mixed populations, slavery, the New World voice, myths of America as paradise or utopia, the coming of modernism, twentieth-century avant-gardes, and distinctive modern episodes--the Harlem Renaissance, the Beats, magic realism, Noigandres--in unaccustomed conversation with each other.

Same as: AMSTUD 142, COMPLIT 142, ENGLISH 172E

**CSRE 142A. What is Hemispheric Studies?. 5 Units.**

Will attempt to open up "America," beyond the United States. Have we reached the end of an era in our national literary imaginations? What is the utility and durability of the idea of the nation in a global era? New developments in hemispheric, Black Atlantic, and trans-american studies have raised questions about the very viability of US literary studies. Should we, as Franco Moretti suggests, map, count, and graph the relationships in our close (rhetorical) and "distant" readings of texts in the Americas? Topics include the definitions of concepts such as coloniality, modernity, time and the colonial difference, the encounters between world views of Europeans and indigenous Native American peoples, and the inventions of America, Latinamericanism, and Americanity.

**CSRE 144. Transforming Self and Systems: Crossing Borders of Race, Nation, Gender, Sexuality, and Class. 5 Units.**

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

Same as: ASNAMST 144, FEMGEN 144X

**CSRE 145. Race and Ethnic Relations in the USA. 4 Units.**

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

Same as: SOC 145, SOC 245

**CSRE 145B. 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, Condeacute;, Olinto), prose poetry (Ceacute;saire, Neto, Walcott), theoretical reflection (Fanon, Glissant), reportage (Gide, Gourevitch), ethnography (Leiris, Ouologuem) and autobiography (Barack Obama).

Same as: AFRICAAM 148, AFRICAST 145B, COMPLIT 145B, COMPLIT 345B, FRENCH 145B, FRENCH 345B

**CSRE 145F. Race and Power. 5 Units.**

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

Same as: ANTHRO 145, ANTHRO 245

**CSRE 146. Community Matters: Research and Service with Community Organizations. 2-4 Units.**

(Taught in conjunction with URBANST 123B. Students participating in CRSI must enroll in CSRE 146. All others can enroll in either course.) This course focuses on issues of research design and how to select specific methodological strategies to assure ethical and effective partnership-based research. In this course, students will plan for their own participation in a CB(P)R project. Topical themes will include best practice strategies for (a) defining and selecting community problems or issues to be addressed, (b) generating relevant and useful research questions, (c) choosing specific means and methods for data collection [e.g., surveys, interviews, focus groups, etc.], (d) storing, organizing and analyzing data, (e) reflecting on and critiquing research findings, and (f) carrying out dissemination in ways that can be expected to enhance community power and advance community development. Students will be provided with opportunities to workshop their respective projects-in-development, (e.g., developing and sharing research questions, data collection instruments, strategies for engaging community constituents as co-researchers, etc.). Students will leave the course with a plan for participating in a CBPR project.

**CSRE 146S. Asian American Culture and Community. 3-5 Units.**

This course introduces students to the histories of Asians in America, specifically as these histories are part of a broader Asia-US-Pacific history that characterized the 20th century and now the 21st. We will combine readings in history, literature, sociology, with community-based learning. The course takes place over two quarters. The first quarter focuses on gaining knowledge of Asian America and discussion key topics that students wish to focus on collaboratively. During this first quarter we also learn about community-based learning, set up teams and projects, and develop relationships with community organizations. The second quarter students work with student liaisons (senior students who have experience in service learning) and complete their work with the community; there are no formal class meetings this second quarter. Service Learning Course (certified by Haas Center). Course can be repeated once. Same as: AMSTUD 146, ASNAMST 146S, COMPLIT 146

**CSRE 147J. Studies in Music, Media, and Popular Culture: The Soul Tradition in African American Music. 3-4 Units.**

The African American tradition of soul music from its origins in blues, gospel, and jazz to its influence on today's r&b, hip hop, and dance music. Style such as rhythm and blues, Motown, Southern soul, funk, Philadelphia soul, disco, Chicago house, Detroit techno, trip hop, and neo-soul. Soul's cultural influence and global reach; its interaction with politics, gender, place, technology, and the economy. Pre-/corequisite (for music majors): MUSIC 22. (WIM at 4 units only.). Same as: AFRICAAM 19, AMSTUD 147J, MUSIC 147J, MUSIC 247J

**CSRE 148. Comparative Ethnic Conflict. 4 Units.**

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

**CSRE 150. Race and Political Sociology. 3 Units.**

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

**CSRE 151H. ID21 STRATLAB: Interdisciplinary Approaches to Improvising Identities. 4-5 Units.**

A quarter-long exploration of improvisation in relationship to identity and race in the 21st century in which students investigate new dynamics of doing and thinking identities through the arts. Panel discussions, performances, and talks that engage critically with the theme, concept, and practice of improvising identity across a variety of contexts and genres such as jazz music, modern dance, contemporary art, race comedy, food, and hip-hop poetry/freestyle. Strategies that artists/scholars have used to overturn essentializing notions of identity in theory and practice. Same as: AMSTUD 151H, DANCE 151H, DANCE 251H, TAPS 151H, TAPS 351H

**CSRE 152K. Mixed-Race Politics and Culture. 5 Units.**

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

**CSRE 154. Anthropology of Drugs: Experience, Capitalism, Modernity. 5 Units.**

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

**CSRE 154D. 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: AFRICAAM 254D, HISTORY 254D, HISTORY 354



**CSRE 156J. Environment, Nature and Race. 3-5 Units.**

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

Same as: ANTHRO 156B

**CSRE 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: AFRICAAM 157P, AMSTUD 157P, FEMGEN 157P

**CSRE 159M. Movement and Meaning: Dance Studies in Global Comparative Context. 4 Units.**

This course introduces students to various approaches to studying dance in a humanities context. We will explore how people create meaning through dance and how dance, in turn, shapes social norms, political institutions, and cultural practices across time and space. The course's structure challenges the Western/non-Western binary that still pervades many academic disciplines by comparing dance forms across the globe on the basis of functional similarities. At the same time, we will keep in mind the unequal power hierarchies shaping our modern world, and therefore we will examine how and why certain forms have become delineated as 'Western' and others as 'world' or 'ethnic,' despite similarities in movement, meaning, or purpose.

Same as: DANCE 23, TAPS 159M, TAPS 259M

**CSRE 162. Women in Modern America. 4-5 Units.**

This course explores the transition from Victorian to modern womanhood in the U.S. from the 1890s to the end of the 20th century, including the experiences of Native, European, African, Mexican, and Asian American women. It asks how, when, and why the majority of American women become wage earners, gained full citizenship, and enacted political opportunities; how race- and class-specific ideals of womanhood changed in popular culture; and how women have redefined their reproductive and sexual relations.

Same as: AMSTUD 161, FEMGEN 161, HISTORY 161

**CSRE 162A. Spirituality and Nonviolent Urban and Social Transformation. 3 Units.**

A life of engagement in social transformation is often built on a foundation of spiritual and religious commitments. Case studies of nonviolent social change agents including Rosa Parks in the civil rights movement, Cesar Chavez in the labor movement, and William Sloane Coffin in the peace movement; the religious and spiritual underpinnings of their commitments. Theory and principles of nonviolence. Films and readings. Service learning component includes placements in organizations engaged in social transformation. Service Learning Course (certified by Haas Center).

Same as: RELIGST 162X, URBANST 126

**CSRE 163. Mindful Intelligence: Making Peace in Ourselves and in the World. 3-5 Units.**

Our study explores the development of mindfulness and related abilities that lead to making peace in ourselves and in the world. We examine the intersection of race and ethnicity with the emerging field of contemplative studies through the teachings of leaders whose lives were dedicated to both contemplation and social action. Through self reflection, experiential learning, and creative expression we explore the personal as political. We aim to develop the capacity to move among worldviews, transcending particular identities while simultaneously honoring each of them, finding peace among the component parts of our own psyche, and possessing the inner resources to make peace in a multicultural society.

**CSRE 164. Immigration and the Changing United States. 4 Units.**

The role of race and ethnicity in immigrant group integration in the U.S. Topics include: theories of integration; racial and ethnic identity formation; racial and ethnic change; immigration policy; intermarriage; hybrid racial and ethnic identities; comparisons between contemporary and historical waves of immigration.

Same as: CHILATST 164, SOC 164, SOC 264

**CSRE 165. 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: AFRICAAM 165, CTL 165

**CSRE 166B. Immigration Debates in America, Past and Present. 3-5 Units.**

Examines the ways in which the immigration of people from around the world and migration within the United States shaped American nation-building and ideas about national identity in the twentieth century. Focuses on how conflicting ideas about race, gender, ethnicity, and citizenship with respect to particular groups led to policies both of exclusion and integration. Part One begins with the ways in which the American views of race and citizenship in the colonial period through the post-Reconstruction Era led to the passage of the Chinese Exclusion Act in 1882 and subsequently to broader exclusions of immigrants from other parts of Asia, Southern and Eastern Europe, and Mexico. Explores how World War II and the Cold War challenged racial ideologies and led to policies of increasing liberalization culminating in the passage of the 1965 Immigration Act, which eliminated quotas based on national origins and opened the door for new waves of immigrants, especially from Asia and Latin America. Part Two considers new immigration patterns after 1965, including those of refugees, and investigates the contemporary debate over immigration and immigration policy in the post 9/11 era as well as inequalities within the system and the impact of foreign policy on exclusions and inclusions.

Same as: HISTORY 166B, HISTORY 366B



**CSRE 168. New Citizenship: Grassroots Movements for Social Justice in the U.S.. 5 Units.**

Focus is on the contributions of immigrants and communities of color to the meaning of citizenship in the U.S. Citizenship, more than only a legal status, is a dynamic cultural field in which people claim equal rights while demanding respect for differences. Academic studies of citizenship examined in dialogue with the theory and practice of activists and movements. Engagement with immigrant organizing and community-based research is a central emphasis.

Same as: ANTHRO 169A, CHILATST 168, FEMGEN 140H

**CSRE 170. Introduction to American Indian Literature. 5 Units.**

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

Same as: NATIVEAM 170

**CSRE 171H. Mexicans in the United States. 5 Units.**

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

Same as: AMSTUD 271, CHILATST 171, HISTORY 271

**CSRE 172. Out of Place: (W)riting Home. 4 Units.**

A creative writing workshop; all genres. This course will introduce students to the fundamentals of a productive creative writing practice, including iquest;the beginnerquest;s mindquest;(as founded in Eastern spiritual practices); and, an indigenous approach to iquest;authenticityquest; in onequest;s work and onequest;s words. Through w(riting), one returns to the body of home-knowledges, languages, and geographies to uncover what is profoundly original in us as artists, writers and thinkers. iquest;

Same as: TAPS 172, TAPS 272

**CSRE 172H. Theories of Citizenship and Sovereignty in a Transnational Context. 4-5 Units.**

This course explores the multiple meanings of citizenship and the ways in which they change when examined using different geographic scales (from the local to the transnational). The course will pair theoretical readings on citizenship with case studies that focus on North America. Topics include: definitions of citizenship; the interrelation of ideas of citizenship with those of race, ethnicity, gender, and sexuality; the relationship between sovereignty and territoriality; human and civil rights; and immigration.

Same as: AMSTUD 272E, CHILATST 172, FEMGEN 272E, HISTORY 272E, HISTORY 372E

**CSRE 174S. When Half is Whole: Developing Synergistic Identities and Mestiza Consciousness. 5 Units.**

This is an exploration of the ways in which individuals construct whole selves in societies that fragment, label, and bind us in categories and boxes. We examine identities that overcome the destructive dichotomies of iquest;usquest; and iquest;them, iquest; crossing borders of race, ethnicity, culture, nation, sex, and gender. Our focus is on the development of hybrid and synergistic forms of identity and mestiza consciousness in which the whole is greater than the sum of its parts.

**CSRE 176S. Finding Meaning in Life's Struggles: Narrative Ways of Healing. 5 Units.**

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

Same as: TAPS 176S

**CSRE 177. Writing for Performance: The Fundamentals. 4 Units.**

Course introduces students to the basic elements of playwriting and creative experimentation for the stage. Topics include: character development, conflict and plot construction, staging and setting, and play structure. Script analysis of works by contemporary playwrights may include: Marsha Norman, Patrick Shanley, August Wilson, Suzan-Lori Parks, Paula Vogel, Octavio Solis and others. Table readings of one-act length work required by quarter's end.

Same as: FEMGEN 177, TAPS 177, TAPS 277

**CSRE 177B. Introduction to Dance on the Global Stage. 4 Units.**

The course will examine and engage with dance cultures from around the world. Through historical and theoretical readings, film screenings, and viewing performances, this course aims to introduce students to a number of theoretical issues central to the study of dance across various disciplines. As a class we set out to explore how dance is more than a set of organized bodily movements, pleasurable to both do and watch. We will consider what cultural work dance performance accomplishes in the world.

Same as: DANCE 177

**CSRE 177E. Well-Being in Immigrant Children & Youth: A Service Learning Course. 3 Units.**

This is an interdisciplinary course that will examine the dramatic demographic changes in American society that are challenging the institutions of our country, from health care and education to business and politics. This demographic transformation is occurring first in children and youth, and understanding how social institutions are responding to the needs of immigrant children and youth to support their well-being is the goal of this course.

Same as: CHILATST 177A, EDUC 177A, HUMBIO 29A

**CSRE 177F. Well-Being in Immigrant Children & Youth: A Service Learning Course. 1-2 Unit.**

This is an interdisciplinary course that will examine the dramatic demographic changes in American society that are challenging the institutions of our country, from health care and education to business and politics. This demographic transformation is occurring first in children and youth, and understanding how social institutions are responding to the needs of immigrant children and youth to support their well-being is the goal of this course.

Same as: CHILATST 177B, EDUC 177B

**CSRE 177G. Well-Being in Immigrant Children & Youth: A Service Learning Course. 1-3 Unit.**

This is an interdisciplinary course that will examine the dramatic demographic changes in American society that are challenging the institutions of our country, from health care and education to business and politics. This demographic transformation is occurring first in children and youth, and understanding how social institutions are responding to the needs of immigrant children and youth to support their well-being is the goal of this course.

Same as: CHILATST 177C, EDUC 177C

**CSRE 178. Ethics and Politics of Public Service. 5 Units.**

Ethical and political questions in public service work, including volunteering, service learning, humanitarian assistance, and public service professions such as medicine and teaching. Motives and outcomes in service work. Connections between service work and justice. Is mandatory service an oxymoron? History of public service in the U.S. Issues in crosscultural service work. Integration with the Haas Center for Public Service to connect service activities and public service aspirations with academic experiences at Stanford. [This class is capped but there are some spaces available with permission of instructor. If the class is full and you would like to be considered for these extra spaces, please email sburbank@stanford.edu with your name, grade level, and a paragraph explaining why you want to take the class.]

Same as: ETHICSOC 133, HUMBIO 178, PHIL 175A, PHIL 275A, POLISCI 133, PUBLPOL 103D, URBANST 122

**CSRE 178B. Intensive Playwriting. 4 Units.**

Intermediate level study of fundamentals of playwriting through an intensive play development process. Course emphasizes visual scripting for the stage and play revision. Script analysis of works by contemporary playwrights may include: Suzan-Lori Parks, Tony Kushner, Adrienne Kennedy, Edward Albee, Maria Irene Fornes and others. Table readings of full length work required by quarter;quest; end.

Same as: TAPS 178B, TAPS 278

**CSRE 179C. Chroniclers of Desire: Creative Non-Fiction Writing Workshop. 3-5 Units.**

This course emphasizes the study and practice of personal memoir writing and literary journalism. The class will explore those writings that contain a public and private story, navigating an intimate and institutional world. Student writers will serve as public chroniclers whose subjective point of view and experience attempt to provide a truth greater than what iquest;the facts;quest; can offer.

Same as: CSRE 279C, FEMGEN 179C, TAPS 179C, TAPS 279C

**CSRE 179F. Flor y Canto: Poetry Workshop. 3-5 Units.**

Poetry reading and writing. The poet as philosopher and the poet as revolutionary. Texts: the philosophical meditations of pre-Columbian Aztec poetry known as *flor y canto*, and reflections on the poetry of resistance born out of the nationalist and feminist struggles of Latin America and Aztlacute;n. Required 20-page poetry manuscript.

Same as: CHILATST 179F, TAPS 179F, TAPS 279F

**CSRE 179G. Indigenous Identity in Diaspora: People of Color Art Practice in North America. 3-5 Units.**

This "gateway" core course to the IDA emphasis in CSRE offers a 21st century examination of people of color aesthetics and related politics, drawing from contemporary works (literature, music, visual and performing arts) in conversation with their native (especially American Indigenous and African) origins. Issues of gender and sexuality in relation to cultural identity are also integral to this study. Students will be required to produce a final work, integrating critical writing with a creative project.

Same as: CSRE 279G, FEMGEN 179G, TAPS 279G

**CSRE 183. Re- Imagining American Borders. 5 Units.**

How novelists, filmmakers, and poets perceive racial, ethnic, gender, sexual preference, and class borders in the context of a national discussion about the place of Americans in the world. How Anna Deavere Smith, Sherman Alexie, or Michael Moore consider redrawing such lines so that center and margin, or self and other, do not remain fixed and divided. How linguistic borderlines within multilingual literature by Caribbean, Arab, and Asian Americans function. Can Anzaldacute;a's conception of borderlands be constructed through the matrix of language, dreams, music, and cultural memories in these American narratives? Course includes examining one's own identity.

Same as: AMSTUD 183, FEMGEN 183

**CSRE 184C. Zionism and the State of Israel. 5 Units.**

(Same as History 84.) Hotly contested still, this course will open up the movement's ideas, practices, achievements and crises in such a way as to allow students to hear the fullest range of voices - Jewish, Arab, religious, secular, etc. It will track the movement from its appearance in the late nineteenth century until the establishment of State of Israel in 1948, and beyond.

Same as: HISTORY 184, JEWISHST 184, REES 184

**CSRE 187A. The Anthropology of Race, Nature, and Animality. 5 Units.**

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

Same as: ANTHRO 187A

**CSRE 188Q. Imagining Women: Writers in Print and in Person. 4-5 Units.**

Gender roles, gender relations and sexual identity explored in contemporary literature and conversation with guest authors. Weekly meetings designated for book discussion and meeting with authors. Interest in writing and a curiosity about diverse women's lives would be helpful to students. Students will use such tools as close reading, research, analysis and imagination. Seminar requires strong voice of all participants. Oral presentations, discussion papers, final projects.

Same as: FEMGEN 188Q

**CSRE 192E. Sexual Violence in America. 4-5 Units.**

This undergraduate/graduate colloquium explores recent historical interpretations of the history of sexuality, with a focus on sexual violence. The readings cover changing definitions and laws, cultural representations, and the role of gender, race, and age in the construction of rape and other forms of sexual violence. Topics include slavery; incest, seduction, and statutory rape reform; the racialization of rape and the anti-lynching movement; street harassment; men and boys as victims; war and conquest; and feminist responses to rape.

Same as: AMSTUD 258, FEMGEN 258, FEMGEN 358, HISTORY 258, HISTORY 358

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

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

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

**CSRE 198. Internship for Public Service. 1-5 Unit.**

Students should consult with CCSRE Director of Service-Learning (nadiad@stanford.edu) to develop or sign-up for a community service internship. Group meetings may be required. May be repeated for credit. Service Learning Course (certified by Haas Center).

Same as: CHILATST 198

**CSRE 200. Latin@ Literature. 3-5 Units.**

Examines a diverse set of narratives by U.S. Latin@s of Mexican, Puerto Rican, Cuban, Guatemalan, and Dominican heritage through the lens of latinidad. All share the historical experience of Spanish colonization and U.S. imperialism, yet their im/migration patterns differ, affecting social, cultural, and political trajectories in the US and relationships to "home" and "homeland," nation, diaspora, history, and memory. Explores how racialization informs genders as well as sexualities. Emphasis on textual analysis. Taught in English.

Same as: CHILATST 200, ILAC 280, ILAC 382

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

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

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**CSRE 200X. CSRE Senior Seminar. 5 Units.**

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

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

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**CSRE 200Z. CSRE Senior Honors Research. 1-10 Unit.**

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**CSRE 201. 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: AFRICAAM 102, HISTORY 201, HISTORY 301

**CSRE 201B. From Racial Justice to Multiculturalism: Movement-based Arts Organizing in the Post Civil Rights Era. 5 Units.**

How creative projects build and strengthen communities of common concern. Projects focus on cultural reclamation, multiculturalism, cultural equity and contemporary cultural wars, media literacy, independent film, and community-based art. Guest artists and organizers, films, and case studies.

Same as: CHILATST 201B

**CSRE 201C. Critical Concepts in Chican@ Literature. 3-5 Units.**

Combines primary texts of Chican@ literature with a metacritical interrogation of key concepts informing Chican@ literary criticism, the construction of Chican@ literary history, and a Chican@ literary canon. Interrogates the resistance paradigm and the "proper" subject of this literature, and critiques established genealogies and foundational authors and texts, as well as issues of periodization, including the notion of "emergence" (e.g. of feminist voices or dissident sexualities). Considers texts, authors and subjects that present alternatives to the resistance paradigm.

Same as: CHILATST 201C, ILAC 380E

**CSRE 203A. The Changing Face of America: Building Leaders for Civil Rights and Education. 5 Units.**

For students with leadership potential who have studied these topics in lecture format. Race discrimination strategies, their relation to education reform initiatives, and the role of media in shaping racial attitudes in the U.S. A service-learning component will be offered as an option in this course in partnership with East Palo Alto organizations. Application Required! Please apply here: [http://bit.ly/CSRE\\_203A](http://bit.ly/CSRE_203A) before 5pm on Friday, March 21st.

**CSRE 216X. Education, Race, and Inequality in African American History, 1880-1990. 3-5 Units.**

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

Same as: AFRICAAM 116, EDUC 216, HISTORY 255E

**CSRE 220. Public Policy Institute. 3-5 Units.**

Public Policy Institute serves to: provide students with information and perspectives on important public policy issues that have particular relevancy to matters of race and ethnicity in American society, past and present; expose students to faculty and other professionals working on public policy-related issues; and provide insight into the legislative process of public policy making at the state and local levels. Students are expected to conduct research necessary to write a policy brief on a particular issue, and make a presentation based on the policy brief. A field trip to Sacramento introduces students to policymakers and current policy matters of importance to marginalized communities in California.

**CSRE 226. Race and Racism in American Politics. 5 Units.**

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

Same as: AMSTUD 226, POLISCI 226, POLISCI 326

**CSRE 226X. Curating Experience: Representation in and beyond Museums. 2-4 Units.**

In an age when some 50% of museum visitors only "visit" museums online and when digital technologies have broken open archival access, anyone can be a curator, a critic, an historian, an archivist. In this context, how do museums create experiences that teach visitors about who they are and about the world around them? What are the politics of representation that shape learning in these environments? Using an experimental instructional approach, students will reconsider and redefine what it means to curate experience.

Same as: AMSTUD 226X, EDUC 226

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

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

Same as: AFRICAAM 233A, EDUC 233A

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

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

Same as: EDUC 145, EDUC 243

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

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: AFRICAAM 245, EDUC 245

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

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

Same as: HISTORY 256G, HISTORY 356G, RELIGST 246, RELIGST 346

**CSRE 255D. 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: AFRICAAM 255, AMSTUD 255D, HISTORY 255D, HISTORY 355D

**CSRE 260. California's Minority-Majority Cities. 4-5 Units.**

Historical development and the social, cultural, and political issues that characterize large cities and suburbs where communities of color make up majority populations. Case studies include cities in Los Angeles, Santa Clara, and Monterey counties. Comparisons to minority-majority cities elsewhere in the U.S. Service Learning Course (certified by Haas Center).

Same as: HISTORY 260, URBANST 169

**CSRE 279C. Chroniclers of Desire: Creative Non-Fiction Writing Workshop. 3-5 Units.**

This course emphasizes the study and practice of personal memoir writing and literary journalism. The class will explore those writings that contain a public and private story, navigating an intimate and institutional world. Student writers will serve as public chroniclers whose subjective point of view and experience attempt to provide a truth greater than what isquest;the factsquest; can offer.

Same as: CSRE 179C, FEMGEN 179C, TAPS 179C, TAPS 279C

**CSRE 279G. Indigenous Identity in Diaspora: People of Color Art Practice in North America. 3-5 Units.**

This "gateway" core course to the IDA emphasis in CSRE offers a 21st century examination of people of color aesthetics and related politics, drawing from contemporary works (literature, music, visual and performing arts) in conversation with their native (especially American Indigenous and African) origins. Issues of gender and sexuality in relation to cultural identity are also integral to this study. Students will be required to produce a final work, integrating critical writing with a creative project.

Same as: CSRE 179G, FEMGEN 179G, TAPS 279G

**CSRE 289E. Queer of Color Critique: Race, Sex, Gender in Cultural Representations. 3-5 Units.**

Examines major questions and issues that arise in considering race, sex, and gender together. Focus on critical and theoretical texts queering ethnic and diaspora studies and bringing race and ethnicity into queer studies. Close reading of texts in a variety of media negotiating racialized sexualities and sexualized identities. How is desire racialized? How is racial difference produced through sex acts? How to reconcile pleasure and desire with histories of imperialism and (neo)colonialism and structures of power?.

Same as: FEMGEN 389E, ILAC 389E

**CSRE 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 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: AFRICAAM 290, COMPLIT 290

## Jewish Studies Courses

**JEWISHST 4N. A World History of Genocide. 3-5 Units.**

Reviews the history of genocide from ancient times until the present. Defines genocide, both in legal and historical terms, and investigates its causes, consequences, and global dimensions. Issues of prevention, punishment, and interdiction. Main periods of concern are the ancient world, Spanish colonial conquest; early modern Asia; settler genocides in America, Australia, and Africa; the Armenian genocide and the Holocaust; genocide in communist societies; and late 20th century genocide.

Same as: HISTORY 4N

**JEWISHST 5. Biblical Greek. 3-5 Units.**

(Formerly CLASSGRK 5.) This is a one term intensive class in Biblical Greek. After quickly learning the basics of the language, we will then dive right into readings from the New Testament and the Septuagint, which is the ancient Greek translation of the Hebrew Bible. No previous knowledge of Greek required. If demand is high for a second term, an additional quarter will be offered in the Spring.

Same as: CLASSICS 6G, RELIGST 171A

**JEWISHST 5B. Biblical Greek. 3-5 Units.**

(Formerly CLASSGRK 6) This is a continuation of the Winter Quarter Biblical Greek Course. Pre-requisite: CLASSICS 6G (Formerly CLASSGRK 5) or a similar introductory course in Ancient Greek.

Same as: CLASSICS 7G

**JEWISHST 5G. Intensive Biblical Greek. 8 Units.**

Equivalent to two quarters of Biblical Greek (CLASSICS 6G, 7G). Students will learn the core of New Testament Greek with the goal of learning to accurately translate and read the New Testament. Students will read one-third of the Gospel of John during the course and will be well-prepared to read the Greek New Testament independently after the course. Focus on knowledge of key vocabulary and grammar needed to read the Greek Bible with ease. No previous knowledge of Greek required. Course does not fulfill the Stanford language requirement.

Same as: CLASSICS 9G, RELIGST 171X



**JEWISHST 17N. Intimacy, Secrets and the Past: Biography in History and Fiction. 3-4 Units.**

Biography is one of the most popular- and controversial- modes of writing about the past and perhaps its greatest draw is in its promise to reveal the otherwise sequestered details of life, its everyday secrets otherwise sequestered from view. This, of course, is also at the heart of most modern fiction, and the two modes of writing have many other similarities as well as, needless to say, differences. The rhythms of life writing in biography as well as fiction will be explored in this class, along with the difficulties (factual, ethical, and otherwise) of ferreting out the secrets of individual lives. Among the figures explored in the course will be Sigmund Freud, Sabina Spielrein, Sylvia Plath, Hannah Arendt, and Woody Allen.  
Same as: HISTORY 17N

**JEWISHST 18N. Religion and Politics: Comparing Europe to the U.S.. 3-4 Units.**

Interdisciplinary and comparative. Historical, political, sociological, and religious studies approaches. The relationship between religion and politics as understood in the U.S. and Europe. How this relationship has become tense both because of the rise of Islam as a public religion in Europe and the rising influence of religious groups in public culture. Different understandings and definitions of the separation of church and state in Western democratic cultures, and differing notions of the public sphere. Case studies to investigate the nature of public conflicts, what issues lead to conflict, and why. Why has the head covering of Muslim women become politicized in Europe? What are the arguments surrounding the Cordoba House, known as the Ground Zero Mosque, and how does this conflict compare to controversies about recent constructions of mosques in Europe? Resources include media, documentaries, and scholarly literature.  
Same as: RELIGST 18N

**JEWISHST 19N. "Land of Milk and Honey": Food, Justice, and Ethnic Identity in Jewish Culture. 3 Units.**

Food is an essential aspect of the human experience. The decisions and choices we make about food define who we have been, who we are now, and who we want to become. This seminar examines Jewish culture and the food practices and traditions that have shaped and continue to shape it. Why has Jewish culture been centered around food practices? How have religious laws and rituals about food and food production shaped Jewish culture and vice versa? Dietary laws prescribe which animals are and are not "kosher" and what can be eaten with them, holidays are celebrated with traditional foods, and regional foods contribute to the formation of distinct Jewish ethnic identities. More recently, American Jews have begun to organize around issues of food justice, and joined the sustainability movement, adapting Jewish traditions about food production into their cause. What is the significance of animal welfare, environmental issues, and labor practices in Jewish culture? This multi-disciplinary seminar explores the connection between food practices and ethnic and religious identity(ies), the history of the dietary laws and their multiple interpretations, the cultural significance of the phenomenal success of kosher certification in the U.S. food market, and the rise of the Jewish food justice movement. These issues raise a multitude of comparative questions, and you are encouraged to engage in research into other religious and ethnic food cultures. Course materials include: biblical and later religious, legal, and philosophical texts; cook-books (as cultural and historical sources); literature (both fiction and academic); films; news media, and food experts. We will visit an urban farming community (Urban Adamah) to learn from those involved in the Jewish sustainability movement.  
Same as: CSRE 19N, RELIGST 19N

**JEWISHST 37Q. Zionism and the Novel. 4 Units.**

At the end of the nineteenth century, Zionism emerged as a political movement to establish a national homeland for the Jews, eventually leading to the establishment of the State of Israel in 1948. This seminar uses novels to explore the changes in Zionism, the roots of the conflict in the Middle East, and the potentials for the future. We will take a close look at novels by Israelis, both Jewish and Arab, in order to understand multiple perspectives, and we will also consider works by authors from the North America and from Europe.

Same as: COMPLIT 37Q

**JEWISHST 38A. Germany and the World Wars. 3 Units.**

(Same as HISTORY 138A. Majors and others taking 5 units, enroll in 138A.) Germany's tumultuous history from the Second Empire through the end of the Cold War. International conflict, social upheaval, and state transformation during Bismarck's wars of unification, World War One, the Weimar Republic, the rise of Nazism, World War Two, the Holocaust, the division of communist East and capitalist West Germany, and the fall of the Iron Curtain.

Same as: HISTORY 38A

**JEWISHST 71. Jews and Christians: Conflict and Coexistence. 3 Units.**

The relationship between Judaism and Christianity has had a long a controversial history. Christianity originated as a dissident Jewish sect but eventually evolved into an independent religion, with only tenuous ties to its Jewish past and present. At the same time, Judaism has at times considered Christianity a form of idolatry. It seems that only since the catastrophe of the Holocaust, Jews and Christians (Catholics and Protestants) have begun the serious work of forging more meaningful relationships with each other. This course explores the most significant moments, both difficult and conciliatory ones, that have shaped the relationship between Judaism and Christianity, and introduces students to some of the most important literature, art, and music that are part of it. Selected literature: Gospel according Matthew, the letters of St. Paul, St. Augustine, the Talmud (selections), Maimonides, Martin Luther's sermons on the Jews, Nostra Aetate (Vatican II) Art and Music: Medieval art and sculpture, Haendel's Messiah.

Same as: RELIGST 71

**JEWISHST 80T. Jewish Music in the Lands of Islam. 4 Units.**

An Interdisciplinary study of Music, Society, and Culture in communities of the Jewish Diaspora in Islamic countries. The course examines the diverse and rich musical traditions of the Jews in North Africa and the Middle East. Based on the "Maqamat" system, the Arabic musical modes, Jewish music flourished under Islamic rule, encompassing the fields of sacred music, popular songs, and art music. Using musicological, historical, and anthropological tools, the course compares and contrasts these traditions from their original roots through their adaptation, appropriation, and re-synthesis in contemporary art music and popular songs.

Same as: MUSIC 80T

**JEWISHST 84. Zionism and the State of Israel. 3 Units.**

(Same as HISTORY 184. History majors and others taking 5 units, register for 184.) Hotly contested still, this course will open up the movement's ideas, practices, achievements and crises in such a way as to allow students to hear the fullest range of voices - Jewish, Arab, religious, secular, etc. It will track the movement from its appearance in the late nineteenth century until the establishment of State of Israel in 1948, and beyond.

Same as: CSRE 84, HISTORY 84, REES 84

**JEWISHST 85B. Jews, 1500 to the Present. 3 Units.**

(Same as HISTORY 185B. History majors and others taking 5 units, register for 185B.) Topics include the restructuring of Jewish existence during the Enlightenment and legal emancipation at the end of the 18th century in W. Europe; the transformation of Jewish life in E. Europe under the authoritarian Russian regime; colonialism in the Sephardic world; new ideologies (Reform Judaism and Jewish nationalisms); the persistence and renewal of antisemitism; the destruction of European Jewry under the Nazis; new Jewish centers in the U.S.; and the State of Israel.

**JEWISHST 86S. Zionism Considered: Jewish Thinkers and the Quest for a Jewish Home. 5 Units.**

This course examines how Jews have approached Zionism from the mid-nineteenth century until the present day. Focusing on understanding the major divisions within Zionism, a particular emphasis will be on leaders of the various factions, exploring why they believed a Jewish home to be necessary and how such a home was envisioned. Readings will include propaganda, literature, and images, and assignments include short responses, presentations, and a research paper.

Same as: HISTORY 86S

**JEWISHST 101A. First-Year Hebrew, First Quarter. 5 Units.**

Same as: AMELANG 128A

**JEWISHST 101B. First-Year Hebrew, Second Quarter. 5 Units.**

Continuation of AMELANG 128A. Prerequisite: Placement Test, AMELANG 128A.

Same as: AMELANG 128B

**JEWISHST 101C. First-Year Hebrew, Third Quarter. 5 Units.**

Continuation of AMELANG 128B. Prerequisite: Placement Test, AMELANG 128B. Fulfill the University Foreign Language Requirement.

Same as: AMELANG 128C

**JEWISHST 102A. Second-Year Hebrew, First Quarter. 4 Units.**

Continuation of AMELANG 128C. Prerequisite: Placement Test, AMELANG 128C.

Same as: AMELANG 129A

**JEWISHST 102B. Second-Year Hebrew, Second Quarter. 4 Units.**

Continuation of AMELANG 129A. Prerequisite: Placement Test, AMELANG 129A.

Same as: AMELANG 129B

**JEWISHST 102C. Second-Year Hebrew, Third Quarter. 4 Units.**

Continuation of AMELANG 129B. Prerequisite: Placement Test, AMELANG 129B.

Same as: AMELANG 129C

**JEWISHST 103A. Third-Year Hebrew, First Quarter. 3 Units.**

Continuation of AMELANG 129C. Prerequisite: Placement Test, AMELANG 129C.

Same as: AMELANG 130A

**JEWISHST 104. Hebrew Forum. 2-4 Units.**

Intermediate and advanced level. Biweekly Hebrew discussion on contemporary issues with Israeli guest speakers. Vocabulary enhancement. Focus on exposure to academic Hebrew.

Same as: AMELANG 131A

**JEWISHST 104A. First-Year Yiddish, First Quarter. 4 Units.**

Reading, writing, and speaking.

Same as: AMELANG 140A

**JEWISHST 104B. First-Year Yiddish, Second Quarter. 4 Units.**

Continuation of AMELANG 140A. Prerequisite: AMELANG.

Same as: AMELANG 140B

**JEWISHST 104C. First-Year Yiddish, Third Quarter. 4 Units.**

Continuation of AMELANG 140B. Prerequisite: AMELANG 140B. Fulfills the University Foreign Language Requirement.

Same as: AMELANG 140C

**JEWISHST 105. Hebrew Forum. 2-4 Units.**

Intermediate and advanced level. Biweekly Hebrew discussion on contemporary issues with Israeli guest speakers. Vocabulary enhancement. Focus on exposure to academic Hebrew.

Same as: AMELANG 131B

**JEWISHST 106. Reflection on the Other: The Jew and the Arab in Literature. 3-5 Units.**

How literary works outside the realm of Western culture struggle with questions such as identity, minority, and the issue of the Other. How the Arab is viewed in Hebrew literature, film and music and how the Jew is viewed in Palestinian works in Hebrew or Arabic (in translation to English). Historical, political, and sociological forces that have contributed to the shaping of these writers' views. Guest lectures about the Jew in Palestinian literature and music.

Same as: AMELANG 126, COMPLIT 145

**JEWISHST 107A. Biblical Hebrew, First Quarter. 2 Units.**

Establish a basic familiarity with the grammar and vocabulary of Biblical Hebrew and will begin developing a facility with the language. Students that are enrolled in this course must also enroll in Beginning Hebrew. This course requires no prior knowledge of Hebrew and will begin with learning the alphabet. By the end of the year, students will be able to translate basic biblical texts, will be familiar with common lexica and reference grammars, and will have sufficient foundational knowledge to enable them to continue expanding their knowledge either in a subsequent course or on their own.

Same as: AMELANG 170A, RELIGST 170A

**JEWISHST 107B. Biblical Hebrew, Second Quarter. 2 Units.**

Continuation of 170A.

Same as: AMELANG 170B

**JEWISHST 107C. Biblical Hebrew, Third Quarter. 2 Units.**

Continuation of 170B.

Same as: AMELANG 170C

**JEWISHST 120. Sex and Gender in Judaism and Christianity. 3 Units.**

What role do Jewish and Christian traditions play in shaping understandings of gender differences? Is gender always imagined as dual, male and female? This course explores the variety of ways in which Jewish and Christian traditions - often in conversation with and against each other - have shaped gender identities and sexual politics. We will explore the central role that issues around marriage and reproduction played in this conversation. Perhaps surprisingly, early Jews and Christians also espoused deep interest in writing about 'eunuchs' and 'androgynes,' as they thought about Jewish and Christian ways of being a man or a woman. We will examine the variety of these early conversations, and the contemporary Jewish and Christian discussions of feminist, queer, trans- and intersex based on them.

Same as: FEMGEN 130, RELIGST 130

**JEWISHST 127D. Readings in Talmudic Literature. 1 Unit.**

Readings of the talmudic texts. Some knowledge of Hebrew is preferred. The ongoing seminar is designed to study the making of the talmudic sugya (unit of discourse), along with classic commentaries. Students will consider some of the recent developments in the academic study of Talmudic literature, introduced by the instructor. The goal of the ongoing seminar is to provide Stanford students and faculty with the opportunity to engage in regular Talmud study, and to be introduced to a variety of approaches to studying Talmudic texts. Class meets on Fridays, from 12:00-1:15 pm in Hillel (Koret Pavilion Taube Hillel House; Ziff Center for Jewish Life). May be repeat for credit.

Same as: JEWISHST 227D, RELIGST 170D

**JEWISHST 129. Modern Jewish Thought. 4 Units.**

From 1870 to the late twentieth century, Jewish thought and philosophy attempted to understand Judaism in response to the developments and crises of Jewish life in the modern world. In this course we shall explore the responses of figures such as Martin Buber, Franz Rosenzweig, Hermann Cohen, Abraham Joshua Heschel, Joseph Soloveitchik, Emil Fackenheim, and Emmanuel Levinas. Central topics will concern ethics and politics, faith and revelation, redemption and messianism, and the religious responses to catastrophe and atrocity. We shall discuss Judaism in European culture before and after World War I and in North America in the postwar period and after the Six Day War. A central theme will be the ways in which attempts to understand Jewish experience are related to history.

Same as: RELIGST 129

**JEWISHST 132. Between Nation-Building and Liberalization: The Welfare State in Israel. 3 Units.**

According to one commentator, the political economy of Israel is characterized by embedded illiberalism. In the context of a national and territorial conflict, the Israeli state fostered comprehensive nation-building projects (such as immigration absorption), via employment and social protection schemes. This course surveys the distinctive development of the Israeli welfare state in comparative perspective, and analyzes its particular politics and outcomes in the form of inclusion but also exclusion of different populations from full citizenship. The course will follow a chronological path from the pre-state crystallization of national welfare institutions to the current neo-liberalization trend that seems to undermine collectivist projects and advance the re-commodification of citizenship. Throughout the course we will discuss issues such as: the role of labor and nationalism in the design of social policy, the production of national, ethnic and gender inequality, and the dynamics of change and continuity following heightened liberalization and internationalization since the 1980s. The course exposes students to key issues of the sociology of the welfare state with particular emphasis on the development and role of the state in a deeply conflicted society, using the Israeli experience. At the conclusion of the course students are expected to understand how welfare state institutions reflect but also reproduce societal schisms and conflicts, and be familiar with central aspects of Israeli politics past and present.

Same as: SOC 102

**JEWISHST 132D. Sociology of Jewishness. 3-5 Units.**

Examines the place of the Jewish people in society throughout various locales and historical periods to understand how interactions among Jews and with other groups have shaped Jewish identities. Topics include modernism, the Holocaust, Israel/nationhood, race/ethnicity, intermarriage, and assimilation. Uses theoretical, empirical, and historical material from multiple social scientific fields of study and explores the study of Judaism from several major sociological lenses.

Same as: CSRE 132J, SOC 132J

**JEWISHST 133. Sociology of Citizenship. 3 Units.**

Not only a legal status, citizenship forms a major concern for political sociologists interested in questions of membership, exclusion, redistribution, and struggles over the boundaries of collective identity. Citizenship is in essence membership in a political community that entails rights and duties, and structures a tripartite relationship between the individual, community and state. The institutions of citizenship include formal and bureaucratic rules of eligibility; but also informal institutions such as identity and belonging. Throughout the course, students are exposed to key issues of the sociology of citizenship such as the historically different paths of men, women, minority groups and immigrants into citizenship, the contested development of rights and duties, the regulation of population, as well as insurgency and collective attempts to rearticulate the terms of the relationship with the state. Israel, the USA, France and Germany are used as empirical illustrations. At the conclusion of the course students will know how to utilize the analytic framework of citizenship in order to analyze a wide range of political phenomena in contemporary societies.

Same as: SOC 103

**JEWISHST 138A. Germany and the World Wars. 5 Units.**

(Same as HISTORY 38A. Majors and others taking 5 units, enroll in 138A.) Germany's tumultuous history from the Second Empire through the end of the Cold War. International conflict, social upheaval, and state transformation during Bismarck's wars of unification, World War One, the Weimar Republic, the rise of Nazism, World War Two, the Holocaust, the division of communist East and capitalist West Germany, and the fall of the Iron Curtain.

Same as: HISTORY 138A

**JEWISHST 139. Rereading Judaism in Light of Feminism. 4 Units.**

During the past three decades, Jewish feminists have asked new questions of traditional rabbinic texts, Jewish law, history, and religious life and thought. Analysis of the legal and narrative texts, rituals, theology, and community to better understand contemporary Jewish life as influenced by feminism.

Same as: FEMGEN 139

**JEWISHST 143. 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 Cesaire, "Cahier d'un retour au pays natal," Albert Memmi, "La Statue de Sel," Kaouther Adimi, "L'envers des autres," Maryse Conde, "La Vie sans fards". Movies include "Goodbye Morocco", "Aya de Yopougon", "Rome plutocirc: sue Vous". Taught in French. Prerequisite: FRENLANG 124 or consent of instructor.

Same as: AFRICAAM 133, FRENCH 133

**JEWISHST 144B. Poetic Thinking Across Media. 4 Units.**

Even before Novalis claimed that the world must be romanticized, thinkers, writers, and artists wanted to perceive the human and natural world poetically. The pre- and post-romantic poetic modes of thinking they created are the subject of this course. Readings include Ecclesiastes, Zhaozhou Congshen, Montaigne, Nietzsche, Kafka, Benjamin, Arendt, and Sontag. This course will also present poetic thinking in the visual arts--from the expressionism of Ingmar Bergman to the neo-romanticism of Gerhard Richter.

Same as: COMPLIT 154B, COMPLIT 354B, GERMAN 154, GERMAN 354

**JEWISHST 145. Masterpieces: Kafka. 3-5 Units.**

This class will address major works by Franz Kafka and consider Kafka as a modernist writer whose work reflects on modernity. We will also examine the role of Kafka's themes and poetics in the work of contemporary writers.

Same as: COMPLIT 114, GERMAN 150

**JEWISHST 146. Co-Existence in Hebrew Literature. 4-5 Units.**

Is co-existence possible? Does pluralism require co-existence? Can texts serve as forms of co-existence? The class will focus on these and other questions related to coexistence and literature. Through reading works mostly by Jewish authors writing in Europe, Israel and the US we will explore attempts for complete equality, for a variety of hierarchical systems and for different kinds of co-dependence. Guest speaker: professor Anat Weisman, Ben Gurion University of the Negev.

Same as: AMELANG 175, COMPLIT 161

**JEWISHST 147. German Capstone: Reading Franz Kafka. 3-5 Units.**

This class will address major works by Franz Kafka and consider Kafka as a modernist writer whose work reflects on modernity. We will also examine the role of Kafka's themes and poetics in the work of contemporary writers. (Meets Writing-in-the-Major requirement).

Same as: COMPLIT 111, COMPLIT 311C, GERMAN 190, GERMAN 390, JEWISHST 349



**JEWISHST 147A. The Hebrew Bible in Literature. 3-5 Units.**

Close reading of major biblical stories and poems that influenced modern literature written in English and Hebrew. Hebrew texts will be read in translation to English. Each class will include a section from the Hebrew Bible as well as a modern text or film based on the biblical story/poem. Discussion of questions such as: the meaning and function of myths and the influence of the Hebrew Bible on the development of literary styles and genres.

Same as: COMPLIT 147A, COMPLIT 347A, JEWISHST 347A

**JEWISHST 148. Writing Between Languages: The Case of Eastern European Jewish Literature. 3-5 Units.**

Eastern European Jews spoke and read Hebrew, Yiddish, and their co-territorial languages (Russian, Polish, etc.). In the modern period they developed secular literatures in all of them, and their writing reflected their own multilinguality and evolving language ideologies. We focus on major literary and sociolinguistic texts. Reading and discussion in English; students should have some reading knowledge of at least one relevant language as well.

Same as: JEWISHST 348, SLAVIC 198, SLAVIC 398

**JEWISHST 155D. Jewish American Literature. 5 Units.**

A study of Jewish-American literature from its Russian roots into the present. What distinguishes it from American mainstream and minority literatures? We will consider the difficulties of displacement for the emigrant generation who struggled to sustain their cultural integrity in the multicultural American environment, and the often comic revolt of their American-born children and grandchildren against their grand)parents; nostalgia, trauma, and failure to assimilate. Authors: Gogol, Dostoevsky, Babel, Olsen, Paley, Yezierska, Ozick, Singer, Malamud, Spiegelman, Roth, Bellow, Segal, Baldwin.

Same as: ENGLISH 145D, REES 145D

**JEWISHST 183. The Holocaust. 4 Units.**

The emergence of modern racism and radical anti-Semitism. The Nazi rise to power and the Jews. Anti-Semitic legislation in the 30s. WW II and the beginning of mass killings in the East. Deportations and ghettos. The mass extermination of European Jewry.

Same as: HISTORY 137, HISTORY 337, JEWISHST 383

**JEWISHST 184. Zionism and the State of Israel. 5 Units.**

(Same as History 84.) Hotly contested still, this course will open up the movement's ideas, practices, achievements and crises in such a way as to allow students to hear the fullest range of voices - Jewish, Arab, religious, secular, etc. It will track the movement from its appearance in the late nineteenth century until the establishment of State of Israel in 1948, and beyond.

Same as: CSRE 184C, HISTORY 184, REES 184

**JEWISHST 199B. Directed Reading in Yiddish, Second Quarter. 1-5 Unit.**

For intermediate or advanced students. May be repeated for credit.

**JEWISHST 205. Reading Hebrew, First Quarter. 2-4 Units.**

Introduction to Hebrew literature through short stories and poetry by notable Israeli writers. In Hebrew. Prerequisite: one year of Hebrew or equivalent.

Same as: AMELANG 250A

**JEWISHST 221D. Readings in Syriac Literature. 2-5 Units.**

Same as: JEWISHST 321D, RELIGST 221D, RELIGST 321D

**JEWISHST 224. Emmanuel Levinas: Ethics, Philosophy and Religion. 4 Units.**

Emmanuel Levinas (1906-1995) is a major French philosopher of the second half of the twentieth century and is among the half-dozen most important Jewish thinkers of the century. Born in Lithuania, Levinas lived most of his life in France; he was primarily a philosopher but also a deeply committed Jewish educator who often lectured and wrote about Judaism and Jewish matters. Levinas was influenced by Bergson, Husserl, Heidegger, and others, like Buber and Rosenzweig. We will look at the philosophical world in which he was educated and explore his unique development as a philosopher in the years after World War Two. Levinas reacted against the main tendencies of Western philosophy and religious thought and as a result shaped novel, powerful, and challenging ways of understanding philosophy, religion, ethics, and politics. In this course, we will examine works from every stage of Levinas's career, from his early study of Husserl and Heidegger to the emergence of his new understanding of the human condition and the primacy of ethics, the face-to-face encounter with the human other, the role of language and the relationship between ethics and religion, and finally his understanding of Judaism and its relationship to Western philosophy. We will be interested in his philosophical method, the relevance of his thinking for ethics and religion, the role of language in his philosophy and the problem of the limits of expressibility, and the implications of his work for politics. We shall also consider his conception of Judaism, its primary goals and character, and its relation to Western culture and philosophy.

Same as: JEWISHST 324, RELIGST 234, RELIGST 334

**JEWISHST 227D. Readings in Talmudic Literature. 1 Unit.**

Readings of the talmudic texts. Some knowledge of Hebrew is preferred. The ongoing seminar is designed to study the making of the talmudic sugya (unit of discourse), along with classic commentaries. Students will consider some of the recent developments in the academic study of Talmudic literature, introduced by the instructor. The goal of the ongoing seminar is to provide Stanford students and faculty with the opportunity to engage in regular Talmud study, and to be introduced to a variety of approaches to studying Talmudic texts. Class meets on Fridays, from 12:00-1:15 pm in Hillel (Koret Pavilion Taube Hillel House; Ziff Center for Jewish Life). May be repeated for credit.

Same as: JEWISHST 127D, RELIGST 170D

**JEWISHST 237. Religion and Politics: A Threat to Democracy?. 4-5 Units.**

The meddling of religion in politics has become a major global issue. Can religion co-exist with politics in a democracy? In Israel this is an acute issue exhibiting an existential question: To what extent religion is a source of the weaknesses and vulnerabilities of Israeli Democracy? This seminar is meant to be a research workshop, part of a policy-oriented applied research in motion, aimed at developing detailed strategies for alleviating the tensions and conflicts that stem from the role of religion in politics in Israel. The proposed research seminar will be directed toward constructing both the infrastructure and framework for the comparative dimension of the programmatic study. The seminar will include unique opportunities for hands-on, team-based research.

Same as: IPS 237



**JEWISHST 242. Beyond Casablanca: North African Cinema and Literature. 3-5 Units.**

This course explores the emergence of Francophone cinema and literature from North Africa (Algeria, Tunisia, Morocco) in the post-independence era: aesthetics, exile, language message, race and gender relations, collective memory, parallax, nationalism, laïcité, religion, emigration and immigration, and the Arab Spring will be covered. Special attention will be given to judeo-maghrebi history, and to the notions of francophone / maghrebi / "beur" / diasporic cinema and literature. Readings from Frantz Fanon, Albert Memmi, Kateb Yacine, Albert Camus, Colette Fellous, Abdelkebir Khatibi, Leila Sebbar, Benjamin Stora, Lucette Valensi, Abdelwahab Meddeb. Movies include Viva Laldje, Tenja, Le Chant des Marie, Franccedil, Bled Number One, Omar Gatlatto, Casanegra, La Saison des Hommes. Taught in French. Films in French and Arabic with English subtitles.

Same as: COMPLIT 247F, FRENCH 242

**JEWISHST 243. Masterpieces of Hebrew Literature from the Bible to the Present. 3-5 Units.**

This course presents and reflects on some of the canonical works of Hebrew literature, from biblical era to the present. Discussing works such as the Wisdom Books and selections from the Midrash; and reflecting on important periods such as the Golden Age of Jewish Culture in Spain, the Renaissance, and contemporary Israeli literature, we will highlight linguistic innovation, as well as crucial thematic and philosophical concerns. Readings include the Book of Job, Psalm, Ibn Gabirol, Mapu, Rachel, Goldbegr, Agnon, S. Yizhar, Amichai, Oz and more.

Same as: COMPLIT 283

**JEWISHST 271C. Campaigns and Elections in Israel. 5 Units.**

Employing a theoretical and comparative framework, this seminar focuses on campaigns and elections in Israel. The seminar is divided into two interrelated sections. In the first section, we will cover voting behavior. Here we will look at Israeli election laws, its political culture, socialization and cleavages, turnout, political sophistication, ideology, partisanship and issue voting. In the second half of the semester we will examine elections from the perspective of candidates and campaign strategists. The topics we will focus on include election laws, public and private campaign finance, campaign strategy, media, polling, and advertising. In examining these topics, we will cover a variety of elections campaigns since Israel's birth, with an emphasis on the most recent ones.

Same as: POLISCI 241C

**JEWISHST 279P. Introduction to Israeli Politics. 5 Units.**

This course aims to introduce students to Israel's political system and its major actors. We will survey Israel's political landscape, both chronologically and thematically, covering the major issues and conflicts which have dominated Israeli politics since its inception.

Same as: INTNLREL 163, POLISCI 249P

**JEWISHST 282. Circles of Hell: Poland in World War II. 5 Units.**

Looks at the experience and representation of Poland's wartime history from the Nazi-Soviet Pact (1939) to the aftermath of Yalta (1945). Examines Nazi and Soviet ideology and practice in Poland, as well as the ways Poles responded, resisted, and survived. Considers wartime relations among Polish citizens, particularly Poles and Jews. In this regard, interrogates the traditional self-characterization of Poles as innocent victims, looking at their relationship to the Holocaust, thus engaging in a passionate debate still raging in Polish society.

Same as: HISTORY 228, HISTORY 328, JEWISHST 382

**JEWISHST 283D. The Holocaust in Recent Memory: Conflicts - Commemorations - Challenges. 5 Units.**

This course offers an in-depth approach to the study of the Holocaust as a historical point of reference for European memory, or for the memory cultures of European nations, where the international context in particular the USA and Israel will also be taken into consideration. The starting point is the transformations in Holocaust memory: after 1945, in the era of European postwar myths, the Holocaust was on the periphery of historical thinking, of scholarly and public interest. Today the Holocaust is acknowledged as a 'break in civilization', a watershed event in human history. This approach has only evolved since the 1980s.

Same as: HISTORY 203D, HISTORY 303D, JEWISHST 383D

**JEWISHST 284C. Genocide and Humanitarian Intervention. 3 Units.**

Open to medical students, graduate students, and undergraduate students. Traces the history of genocide in the 20th century and the question of humanitarian intervention to stop it, a topic that has been especially controversial since the end of the Cold War. The pre-1990s discussion begins with the Armenian genocide during the First World War and includes the Holocaust and Cambodia under the Khmer Rouge in the 1970s. Coverage of genocide and humanitarian intervention since the 1990s includes the wars in Bosnia, Rwanda, Kosovo, the Congo and Sudan.

Same as: HISTORY 224C, HISTORY 324C, JEWISHST 384C, PEDS 224

**JEWISHST 286. Jews Among Muslims in Modern Times. 4-5 Units.**

The history of Jewish communities in the lands of Islam and their relations with the surrounding Muslim populations from the time of Muhammad to the 20th century. Topics: the place of Jews in Muslim societies, Jewish communal life, variation in the experience of communities in different Muslim lands, the impact of the West in the Modern period, the rise of nationalisms, and the end of Jewish life in Muslim countries.

Same as: HISTORY 286, HISTORY 386, JEWISHST 386

**JEWISHST 287S. Research Seminar in Middle East History. 4-5 Units.**

Student-selected research topics.

Same as: HISTORY 481, JEWISHST 481

**JEWISHST 288. Palestine and the Arab-Israeli Conflict. 4-5 Units.**

This course examines some salient issues of the Israeli-Palestinian conflict from the late 19th century to the present. At the end of the course you should be able to articulate the positions of the major parties to the conflict, with the understanding that there is no single, unified Zionist (or Jewish) or Palestinian (or Arab) position. One quarter does not allow sufficient time to cover even all of the important topics comprehensively (for example, the role of the Arab states, the USA and the USSR, and the internal history of Israel receive less attention than is desirable). Some prior knowledge of Middle East history is desirable, but not required. Vigorous debate and criticism are strongly encouraged. Criticism and response expressed in a civil tone is an important way to get a fuller and more truthful picture of something. This is not only a fundamental democratic right and a basic citizenship skill, but it is essential to interpreting information and making good policy. Rights not used are easily lost.

Same as: HISTORY 288, HISTORY 388, JEWISHST 388

**JEWISHST 291X. Knowing God: Learning Religion in Popular Culture. 4 Units.**

This course will examine how people learn religion outside of school, and in conversation with popular cultural texts and practices. Taking a broad social-constructivist approach to the variety of ways people learn, this course will explore how people assemble ideas about faith, identity, community, and practice, and how those ideas inform individual, communal and global notions of religion. Much of this work takes place in formal educational environments including missionary and parochial schools, Muslim madrasas or Jewish yeshivot. However, even more takes place outside of school, as people develop skills and strategies in conversation with broader social trends. This course takes an interdisciplinary approach to questions that lie at the intersection of religion, popular culture, and education.

Same as: AMSTUD 231X, EDUC 231, RELIGST 231X

**JEWISHST 297X. American Jewish History: Learning to be Jewish in America. 2-4 Units.**

This course will be a seminar in American Jewish History through the lens of education. It will address both the relationship between Jews and American educational systems, as well as the history of Jewish education in America. Plotting the course along these two axes will provide a productive matrix for a focused examination of the American Jewish experience. History students must take course for at least 3 units.

Same as: AMSTUD 279X, EDUC 279, HISTORY 288D, RELIGST 279X

**JEWISHST 299A. Directed Reading in Yiddish, First Quarter. 1-5 Unit.**

Directed Reading in Yiddish, First Quarter.

**JEWISHST 321D. Readings in Syriac Literature. 2-5 Units.**

Same as: JEWISHST 221D, RELIGST 221D, RELIGST 321D

**JEWISHST 324. Emmanuel Levinas: Ethics, Philosophy and Religion. 4 Units.**

Emmanuel Levinas (1906-1995) is a major French philosopher of the second half of the twentieth century and is among the half-dozen most important Jewish thinkers of the century. Born in Lithuania, Levinas lived most of his life in France; he was primarily a philosopher but also a deeply committed Jewish educator who often lectured and wrote about Judaism and Jewish matters. Levinas was influenced by Bergson, Husserl, Heidegger, and others, like Buber and Rosenzweig. We will look at the philosophical world in which he was educated and explore his unique development as a philosopher in the years after World War Two. Levinas reacted against the main tendencies of Western philosophy and religious thought and as a result shaped novel, powerful, and challenging ways of understanding philosophy, religion, ethics, and politics. In this course, we will examine works from every stage of Levinas's career, from his early study of Husserl and Heidegger to the emergence of his new understanding of the human condition and the primacy of ethics, the face-to-face encounter with the human other, the role of language and the relationship between ethics and religion, and finally his understanding of Judaism and its relationship to Western philosophy. We will be interested in his philosophical method, the relevance of his thinking for ethics and religion, the role of language in his philosophy and the problem of the limits of expressibility, and the implications of his work for politics. We shall also consider his conception of Judaism, its primary goals and character, and its relation to Western culture and philosophy.

Same as: JEWISHST 224, RELIGST 234, RELIGST 334

**JEWISHST 347A. The Hebrew Bible in Literature. 3-5 Units.**

Close reading of major biblical stories and poems that influenced modern literature written in English and Hebrew. Hebrew texts will be read in translation to English. Each class will include a section from the Hebrew Bible as well as a modern text or film based on the biblical story/poem. Discussion of questions such as: the meaning and function of myths and the influence of the Hebrew Bible on the development of literary styles and genres.

Same as: COMPLIT 147A, COMPLIT 347A, JEWISHST 147A

**JEWISHST 348. Writing Between Languages: The Case of Eastern European Jewish Literature. 3-5 Units.**

Eastern European Jews spoke and read Hebrew, Yiddish, and their co-territorial languages (Russian, Polish, etc.). In the modern period they developed secular literatures in all of them, and their writing reflected their own multilinguality and evolving language ideologies. We focus on major literary and sociolinguistic texts. Reading and discussion in English; students should have some reading knowledge of at least one relevant language as well.

Same as: JEWISHST 148, SLAVIC 198, SLAVIC 398

**JEWISHST 349. German Capstone: Reading Franz Kafka. 3-5 Units.**

This class will address major works by Franz Kafka and consider Kafka as a modernist writer whose work reflects on modernity. We will also examine the role of Kafka's themes and poetics in the work of contemporary writers. (Meets Writing-in-the-Major requirement).

Same as: COMPLIT 111, COMPLIT 311C, GERMAN 190, GERMAN 390, JEWISHST 147

**JEWISHST 382. Circles of Hell: Poland in World War II. 5 Units.**

Looks at the experience and representation of Poland's wartime history from the Nazi-Soviet Pact (1939) to the aftermath of Yalta (1945). Examines Nazi and Soviet ideology and practice in Poland, as well as the ways Poles responded, resisted, and survived. Considers wartime relations among Polish citizens, particularly Poles and Jews. In this regard, interrogates the traditional self-characterization of Poles as innocent victims, looking at their relationship to the Holocaust, thus engaging in a passionate debate still raging in Polish society.

Same as: HISTORY 228, HISTORY 328, JEWISHST 282

**JEWISHST 383. The Holocaust. 4 Units.**

The emergence of modern racism and radical anti-Semitism. The Nazi rise to power and the Jews. Anti-Semitic legislation in the 30s. WW II and the beginning of mass killings in the East. Deportations and ghettos. The mass extermination of European Jewry.

Same as: HISTORY 137, HISTORY 337, JEWISHST 183

**JEWISHST 383D. The Holocaust in Recent Memory: Conflicts - Commemorations - Challenges. 5 Units.**

This course offers an in-depth approach to the study of the Holocaust as a historical point of reference for European memory, or for the memory cultures of European nations, where the international context in particular the USA and Israel will also be taken into consideration. The starting point is the transformations in Holocaust memory: after 1945, in the era of European postwar myths, the Holocaust was on the periphery of historical thinking, of scholarly and public interest. Today the Holocaust is acknowledged as a 'break in civilization', a watershed event in human history. This approach has only evolved since the 1980s.

Same as: HISTORY 203D, HISTORY 303D, JEWISHST 283D

**JEWISHST 384C. Genocide and Humanitarian Intervention. 3 Units.**

Open to medical students, graduate students, and undergraduate students. Traces the history of genocide in the 20th century and the question of humanitarian intervention to stop it, a topic that has been especially controversial since the end of the Cold War. The pre-1990s discussion begins with the Armenian genocide during the First World War and includes the Holocaust and Cambodia under the Khmer Rouge in the 1970s. Coverage of genocide and humanitarian intervention since the 1990s includes the wars in Bosnia, Rwanda, Kosovo, the Congo and Sudan.

Same as: HISTORY 224C, HISTORY 324C, JEWISHST 284C, PEDS 224

**JEWISHST 385A. Core Colloquium in Jewish History, 17th-19th Centuries. 4-5 Units.**

Same as: HISTORY 385A

**JEWISHST 385B. Core in Jewish History, 20th Century. 4-5 Units.**

Instructor consent required.

Same as: HISTORY 385B

**JEWISHST 386. Jews Among Muslims in Modern Times. 4-5 Units.**

The history of Jewish communities in the lands of Islam and their relations with the surrounding Muslim populations from the time of Muhammad to the 20th century. Topics: the place of Jews in Muslim societies, Jewish communal life, variation in the experience of communities in different Muslim lands, the impact of the West in the Modern period, the rise of nationalisms, and the end of Jewish life in Muslim countries.

Same as: HISTORY 286, HISTORY 386, JEWISHST 286

**JEWISHST 388. Palestine and the Arab-Israeli Conflict. 4-5 Units.**

This course examines some salient issues of the Israeli-Palestinian conflict from the late 19th century to the present. At the end of the course you should be able to articulate the positions of the major parties to the conflict, with the understanding that there is no single, unified Zionist (or Jewish) or Palestinian (or Arab) position. One quarter does not allow sufficient time to cover even all of the important topics comprehensively (for example, the role of the Arab states, the USA and the USSR, and the internal history of Israel receive less attention than is desirable). Some prior knowledge of Middle East history is desirable, but not required. Vigorous debate and criticism are strongly encouraged. Criticism and response expressed in a civil tone is an important way to get a fuller and more truthful picture of something. This is not only a fundamental democratic right and a basic citizenship skill, but it is essential to interpreting information and making good policy. Rights not used are easily lost.

Same as: HISTORY 288, HISTORY 388, JEWISHST 288

**JEWISHST 393X. The Education of American Jews. 4 Units.**

This course will take an interdisciplinary approach to the question of how American Jews negotiate the desire to retain a unique ethnic sensibility without excluding themselves from American culture more broadly. Students will examine the various ways in which people debate, deliberate, and determine what it means to be an "American Jew". This includes an investigation of how American Jewish relationships to formal and informal educational encounters through school, popular culture, religious ritual, and politics.

Same as: EDUC 313, RELIGST 313X

**JEWISHST 481. Research Seminar in Middle East History. 4-5 Units.**

Student-selected research topics.

Same as: HISTORY 481, JEWISHST 287S

**JEWISHST 486A. Graduate Research Seminar in Jewish History. 4-5 Units.**

Same as: HISTORY 486A

**JEWISHST 486B. Graduate Research Seminar in Jewish History. 4-5 Units.**

Prerequisite: HISTORY 486A.

Same as: HISTORY 486B

## Native American Studies Courses

**NATIVEAM 16. Native Americans in the 21st Century: Encounters, Identity, and Sovereignty in Contemporary America. 5 Units.**

What does it mean to be a Native American in the 21st century? Beyond traditional portrayals of military conquests, cultural collapse, and assimilation, the relationships between Native Americans and American society. Focus is on three themes leading to in-class moot court trials: colonial encounters and colonizing discourses; frontiers and boundaries; and sovereignty of self and nation. Topics include gender in native communities, American Indian law, readings by native authors, and Indians in film and popular culture.

Same as: ANTHRO 16

**NATIVEAM 76SI. The Art and Artifacts of the Battle of the Little Bighorn. 2 Units.**

This course will prepare students for the opening of iquest;Red Horse: Drawings of the Battle of the Little Bighorn; at the Cantor Arts Center in January 2016. The exhibit will feature twelve ledger art pieces by Red Horse, a Minneconjou Lakota warrior who fought against Custer and the 7th Cavalry at the Battle of the Little Bighorn in June 1876. Students will learn about the historical and artistic significance of these works and engage in critical discussion of the role that history, aesthetics, and anthropology should play in the showing of Red Horse's work. Students will select art and artifacts to be included in an accompanying "student response" exhibit at the Cantor, and their final research papers will be edited and compiled to create supplementary materials for the museum to use.

**NATIVEAM 103S. Native American Women, Gender Roles, and Status. 5 Units.**

Historical and cultural forces at work in traditional and contemporary Native American women's lives through life stories and literature. How women are fashioning gendered indigenous selves. Focus is on the diversity of Native American communities and cultures.

Same as: CSRE 103S, FEMGEN 103S

**NATIVEAM 108S. American Indian Religious Freedom. 5 Units.**

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

Same as: CSRE 108S

**NATIVEAM 109A. Federal Indian Law. 5 Units.**

Cases, legislation, comparative justice models, and historical and cultural material. The interlocking relationships of tribal, federal, and state governments. Emphasis is on economic development, religious freedom, and environmental justice issues in Indian country.

Same as: CSRE 109A

**NATIVEAM 111B. Muwékma: Landscape Archaeology and the Narratives of California Natives. 3-5 Units.**

This course explores the unique history of San Francisco Bay Area tribes with particular attention to Muwékma Ohlone- the descendent community associated with the landscape surrounding and including Stanford University. The story of Muwékma provides a window into the history of California Indians from prehistory to Spanish exploration and colonization, the role of Missionaries and the controversial legacy of Junipero Serra, Indigenous rebellions throughout California, citizenship and land title during the 19th century, the historical role of anthropology and archaeology in shaping policy and recognition of Muwékma, and the fight for acknowledgement of Muwékma as a federally recognized tribe. We will visit local sites associated with this history and participate in field surveys of the landscape of Muwékma.

Same as: ANTHRO 111B, ARCHLGY 111B

**NATIVEAM 115. Introduction to Native American History. 5 Units.**

This course surveys Native American history beginning with the forced removal of the Cherokee and other tribes from their eastern homelands to the geographic area of what is now the state of Oklahoma. This course will examine key issues including specific cases, i.e. the Marshall trilogy through a historic lens. The course material will cover Native American history to events leading up to the era of the civil rights movement in the twentieth century. The subject of sovereignty and self-determination will be discussed as part of the historic experience of Native Americans through assigned readings, short films, and other media.

**NATIVEAM 117S. History of California Indians. 5 Units.**

Demographic, political, and economic history of California Indians, 1700s-1950s. Processes and events leading to the destruction of California tribes, and their effects on the groups who survived. Geographic and cultural diversity. Spanish, Mexican, and Anglo-American periods. The mission system.

Same as: CSRE 117S, HISTORY 250A

**NATIVEAM 121. Discourse of the Colonized: Native American and Indigenous Voices. 5 Units.**

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

Same as: CSRE 121

**NATIVEAM 123A. American Indians and the Cinema. 5 Units.**

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

Same as: CSRE 123A

**NATIVEAM 134. Museum Cultures: Material Representation in the Past and Present. 5 Units.**

Students will open the iquest;black boxquest; of museums to consider the past and present roles of institutional collections, culminating in a student-curated exhibition. Today, museums assert their relevance as dynamic spaces for debate and learning. Colonialism and restitution, the politics of representation, human/object relationships, and changing frameworks of authority make museum work widely significant and consistently challenging. Through thinking-in-practice, this course reflexively explores iquest;museum culturesquest;: representations of iquest;selfquest; and iquest;otherquest; within museums and institutional cultures of the museum world itself.

Same as: AMSTUD 134, ARCHLGY 134, ARCHLGY 234, ARTHIST 284B, CSRE 134, EDUC 214

**NATIVEAM 138. American Indians in Comparative Historical Perspective. 4 Units.**

(Graduate students register for 238.) Demographic, political, and economic processes and events that shaped relations between Euro-Americans and American Indians, 1600-1890. How the intersection of these processes affected the outcome of conflicts between these two groups, and how this conflict was decisive in determining the social position of American Indians in the late 19th century and the evolution of the doctrine of tribal sovereignty.

Same as: SOC 138, SOC 238

**NATIVEAM 139. American Indians in Contemporary Society. 4 Units.**

(Graduate students register for 239.) The social position of American Indians in contemporary American society, 1890 to the present. The demographic resurgence of American Indians, changes in social and economic status, ethnic identification and political mobilization, and institutions such as tribal governments and the Bureau of Indian Affairs. Recommended: 138 or a course in American history.

Same as: SOC 139, SOC 239

**NATIVEAM 143A. American Indian Mythology, Legend, and Lore. 3-5 Units.**

(English majors and others taking 5 units, register for 143A.) Readings from American Indian literatures, old and new. Stories, songs, and rituals from the 19th century, including the Navajo Night Chant. Tricksters and trickster stories; war, healing, and hunting songs; Aztec songs from the 16th century. Readings from modern poets and novelists including N. Scott Momaday, Louise Erdrich, and Leslie Marmon Silko, and the classic autobiography, "Black Elk Speaks."

Same as: ENGLISH 43A, ENGLISH 143A

**NATIVEAM 163. Endangered Languages and Language Revitalization. 3-4 Units.**

Languages around the world are dying at such a rapid rate that the next century could see half of the world's 6800 languages and cultures become extinct unless action is taken now. This course looks at how and why languages die, and what is lost from a culture when that occurs. We will investigate how this trend can be reversed by methods of language documentation and description, the use of innovative technologies, multimodal fieldwork, writing dictionaries and grammars for different audiences, language planning, and data creation, annotation, preservation, and dissemination. We will focus on a number of current programs around the world to revitalize languages. Finally, the course will examine ethical modes of fieldwork within endangered language communities, and the possibilities of successful collaborations and capacity building, focusing especially on Northern California Indian peoples and their languages.

Same as: ANTHRO 163A, ANTHRO 263A, LINGUIST 163A, LINGUIST 263

**NATIVEAM 167. Performing Indigeneity on Global Stage. 4 Units.**

Explores how indigeneity is expressed and embodied through performance on the global stage.

Same as: DANCE 167

**NATIVEAM 170. Introduction to American Indian Literature. 5 Units.**

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

Same as: CSRE 170

**NATIVEAM 200R. Directed Research. 1-5 Unit.**

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**NATIVEAM 200W. Directed Reading. 1-5 Unit.**

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**NATIVEAM 240. Psychology and American Indian Mental Health. 3-5 Units.**

Western medicine's definition of health as the absence of sickness, disease, or pathology; Native American cultures' definition of health as the beauty of physical, spiritual, emotional, and social things, and sickness as something out of balance. Topics include: historical trauma; spirituality and healing; cultural identity; values and acculturation; and individual, school, and community-based interventions. Prerequisite: experience working with American Indian communities.

Same as: EDUC 340



**NATIVEAM 255. Native American Identity in the American****Imagination: 19th Century to Present. 5 Units.**

Because cultural identity is similar to and overlaps with identity politics, this course will examine Native American identity in current culture through American imagination and perspective as to what it is to be Native American today. Historic perspectives from the 19th century to the present will be covered as well.