

COMPARATIVE STUDIES IN RACE AND ETHNICITY (CSRE)

Director: Paula Moya

Steering Committee: George Fredrickson, Teresa LaFromboise, Hazel Markus, Paula Moya, David Palumbo-Liu, John Rickford, Aron Rodrigue, Dorothy Steele (Research Institute of Comparative Studies in Race and Ethnicity), Claude Steele, Yvonne Yarbro-Bejarano, Steven Zipperstein

Affiliated Faculty and Teaching Staff: Jennifer Aaker (Business), David Abernethy (Political Science), Anthony Antonio (Education), Jacqueline Armijo-Hussein (Religious Studies), Rick Banks (Law), Lucius Barker (Political Science), Donald Barr (Human Biology), John Baugh (Linguistics), Joel Beinin (History), Barton Bernstein (History), Rudy Busto (Religious Studies), Albert Camarillo (History), Martin Carnoy (Education), Clayborne Carson (History), Gordon Chang (History), Gilbert Cole (Law), George Collier (Cultural and Social Anthropology, emeritus), Karen Cook (Sociology), Irene Corso (Spanish and Portuguese), LaVera Crawley (Center for Biomedical Ethics), Nadinne Cruz (Haas Center), Larry Cuban (Education), Linda Darling-Hammond (Education), Carol Delaney (Cultural and Social Anthropology), Jennifer Eberhardt (Psychology), Paulla Ebron (Cultural and Social Anthropology), Penny Eckert (Linguistics), Arnold Eisen (Religious Studies), Harry Elam (Drama), Joshua Fishman (Linguistics), Claire Fox (Spanish and Portuguese), Luis Fraga (Political Science), George Fredrickson (History), Estelle Freedman (History), Claudine Gay (Political Science), Fernando Gomez (Spanish and Portuguese), Sonya Grier (Business), Deborah Gruenfeld (Business), Akhil Gupta (Cultural and Social Anthropology), Kenji Hakuta (Education), Elizabeth Hansot (Political Science), Shirley Heath (English), Miyako Inoue (Cultural and Social Anthropology), Shanto Iyengar (Communication), Donna Jones (English), Gavin Jones (English), John Jost (Business), Terry Karl (Political Science), Pamela Karlan (Law), Roy King (Psychiatry), Michael Kirst (Education), Barbara Koenig (Pulmonary and Critical Care, Research), Matthew Kohrman (Cultural and Social Anthropology), Jan Krawitz (Communication), Teresa LaFromboise (Education), Sam LeBaron (Family and Community Medicine), Gail Lapidus (Institute for International Studies), Laura Leets (Communication), Herbert Leiderman (Psychiatry, emeritus), Yvonne Maldonado (Pediatrics), Purnima Mankekar (Cultural and Social Anthropology), Hazel Markus (Psychology), Joanne Martin (Business), Diann McCants (African and African American Studies, Psychology), Raymond McDermott (Education), Debra Meyerson (Business), Michael Morris (Business), Joanna Mountain (Anthropological Sciences), Paula Moya (English), Norman Naimark (History), Na'ilah Nasir (Education), Sianne Ngai (English), Hilton Obenzinger (English), Daniel Okimoto (Political Science), Susan Olzak (Sociology), Amado Padilla (Education), David Palumbo-Liu (Comparative Literature), James Phillips (Business), Mary L. Pratt (Spanish and Portuguese), Jack Rakove (History), Arnold Rampersad (English), Robert Reich (Political Science), John Rickford (Linguistics), Cecilia Ridgeway (Sociology), Richard Roberts (History), Aron Rodrigue (History), Robert Roeser (Education), Michael Rosenfeld (Sociology), Renato Rosaldo (Cultural and Social Anthropology), Ramón Saldívar (English), Stephen Sano (Music), Debra Satz (Philosophy), C. Matthew Snipp (Sociology), Paul Sniderman (Political Science), Sandra Soo-Jin Lee (Cultural and Social Anthropology), Claude Steele (Psychology), James Steyer (Education), Ewart Thomas (Psychology), Michael Thompson (History), Robert Trujillo (Green Library), Jeanne Tsai (Psychology), David Tyack (Education, emeritus), Guadalupe Valdés (Education; Spanish and Portuguese), Michael Wald (Law), Robert Warrior (English), Richard White (History), Joy Williamson (Education), Carolyn Wong (Political Science), Sylvia Yanagisako (Cultural and Social Anthropology), Yvonne Yarbro-Bejarano (Spanish and Portuguese), Bob Zajonc (Psychology), Steven Zipperstein (History)

Teaching Fellows: Marisol Negron, Teceta Thomas

Department Offices: Building 240, Room 110

Mail Code: 94305-2152

Department Phone: (650) 723-8449

Email: mibarra@stanford.edu

Web site: <http://csre.stanford.edu>

Courses given in CSRE have the subject code CSRE. For a complete list of subject codes, see Appendix B.

UNDERGRADUATE PROGRAMS

MAJORS

CORE CURRICULUM

The Interdisciplinary 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. Four majors and minors (Asian American Studies, Comparative Studies, Chicana/o Studies, and Native American Studies) are offered as part of CSRE. All courses taken for the major must be taken for a letter grade. In addition, majors in the Program in African and African American Studies and in the Program in Jewish Studies enroll in the core curriculum offered by CSRE. The directors of the programs and chairs of each major constitute the CSRE Curriculum Committee, the policy making body for the interdisciplinary program.

Students who declare any of the five majors participate in a common curriculum of the CSRE consisting of at least two introductory core courses and a senior seminar. Individually designed majors in Jewish Studies may also enroll in the CSRE core curriculum.

MINORS

Students who wish to minor in the study areas must complete six courses (a minimum of 30 units) from the approved CSRE course list, two of which must be introductory core courses. Proposals for the minor must be approved by the chair 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 research plan, the student consults with the chair of the major and one or more faculty members specializing in the area or discipline.

SENIOR SEMINAR

Research and the writing of the senior honors thesis or senior paper is under the supervision of a faculty project adviser. The seminar is offered in Autumn Quarter, and discussions take students through the process of research (conceptualization, development of prospectus, development of theses, research, analysis, 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.

RELATED PROGRAMS

CSRE-related majors have several unique opportunities available to them. The program supports full-time paid summer internships for those who apply to work in a non-profit or government agency in a public policy-related area. The CSRE Public Policy/Leadership Institute is a two week, pre-Autumn Quarter seminar that provides exposure to critical public policy issues and is taught by a leading faculty member. The residence-based institute provides room and board and all seminar materials for participants, including a visit to Sacramento to meet with policy-makers. Those who apply to the Stanford in Washington program in Spring Quarter have the opportunity to enroll in a CSRE-sponsored seminar, Race and Ethnicity and American Public Policies. The CSRE program also sponsors quarterly career workshops and informal luncheons for all majors and minors.

HONORS

Majors in each of the study areas who meet academic qualifications (at least a grade point average of 'B+' in CSRE-related courses) may apply

for admission. Majors are expected to participate in a Spring Quarter junior workshop in preparation for their honors thesis research. Prizes for the best undergraduate honors theses are awarded annually by the Curriculum Committee of CSRE.

AFRICAN AND AFRICAN AMERICAN STUDIES (AAAS)

Chair: John Rickford

Since 1997-98, AAAS has been a CSRE-related major. For major and minor descriptions and requirements, see the "African and African American Studies" section of this bulletin.

ASIAN AMERICAN STUDIES

Chair: David Palumbo-Liu

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, policy issues, relationships with other social groups, and the construction of Asian American as it addresses important theoretical and practical issues.

REQUIREMENTS

AAS offers undergraduates opportunities for either a major or a minor. In addition to the 15 units in the CSRE core curriculum, 45 units are distributed as follows: 5 units in a course with an international dimension; 30 units in Asian American focus courses selected from among historical studies, social sciences, and humanities; and 10 units in courses offering comparative perspectives. In certain instances, students are able to apply credit from the study of an Asian language to help meet requirements and receive a special citation for relevant language study. For students already fluent in an Asian language, the citation may also be earned by using the language in a substantial way in the research for their senior papers. An honors option is available. Minors take 30 units in a program of study similar in form to that of majors.

Students interested in the major or minor in AAS work with a faculty adviser to develop a specific program of study. The proposal must be approved by the chair of AAS. Policies and programming for the major and minor are guided by the Asian American Studies Curriculum Committee.

CHICANA/O STUDIES

Chair: Yvonne Yarbro-Bejarano

Chicana/o Studies is an interdisciplinary major focusing on the Mexican-origin population of the U.S., the second largest ethnic group in the nation. Students who major or minor in Chicana/o Studies have an opportunity to select from a wide variety of courses in the humanities and social sciences as well as selected courses offered by affiliated faculty in the School of Education. In addition to the CSRE introductory core courses, students who major and minor in Chicana/o Studies are required to enroll in SPANLIT 180E, Introduction to Chicana/o Cultural Studies.

REQUIREMENTS

Together with their faculty mentors, majors design a thematic concentration consisting of eight courses (40 units). The substantial number of courses available across the disciplines permits majors to develop unique and innovative thematic concentrations. Students also have opportunities to participate in public service-learning internships related

to their academic course of study. The Chair of Chicana/o Studies Curriculum Committee approves applications for majors and minors and reviews proposals for the honors program. The major is guided by a curriculum committee.

A "Spanish Language Proficiency Option" is offered to majors interested in using Spanish in their course work or for their research. This option, modeled on programs of foreign language study across the curriculum at other institutions, is aimed at students who have a strong interest in using the Spanish language proficiency they have acquired in meaningful contexts outside of foreign language courses. There are several ways to complete the Spanish Language Proficiency Option. Consult with the Chair of Chicana/o Studies for details about these options.

Students who wish to minor in Chicana/o Studies must enroll in two CSRE introductory core courses and the Introduction to Chicana/o Studies course. The remaining three courses must be designed around a general theme or topic.

COMPARATIVE STUDIES IN RACE AND ETHNICITY

Chair: Paula Moya

The major and minor in Comparative Studies in Race and Ethnicity (CSRE) offer students a unique opportunities in higher education: to study the topics of race and ethnicity from comparative national and international perspectives. How to manage and to understand ethnic differences and conflicts has long been a central issue in international affairs, especially since the end of the Cold War, and an intense debate has developed in the United States on how to achieve justice and equality in an ethnically diverse, multicultural society. The themes of both interethnic cooperation and conflict are critical for comprehending the history and current social reality of racial and ethnic groups worldwide. Students have an opportunity to structure a major or minor through CSRE that encourages the study of these and other important issues facing the U.S. and other societies.

REQUIREMENTS

Students who major in CSRE enroll in the core curriculum, and in consultation with the chair of the program and a faculty mentor, develop a thematic course of study focusing on the comparative dimensions of race and ethnicity. Though majors and minors in CSRE must complete the CSRE core introductory courses before they focus their work on the thematic concentration, students have great flexibility to structure and design their comparative curriculum. For example, students may opt to develop a concentration comparing two or more groups within the U.S., or they may choose to study groups in the U.S. in comparison to ethnic groups elsewhere in the world. Or, they may opt to study the diaspora of a single group or the sovereignty of indigenous peoples within and across different national contexts. In different examples of thematic concentrations for the CSRE major, students may prefer to study issues of international migration or how social constructions of racial identities are influenced by gender or class.

The thematic course of study developed by CSRE majors must be approved by the CSRE chair. Proposals for the minor and admission to the CSRE honors program must be approved by the chair. The policies and programs for the major and minor are guided by the Curriculum Committee of the CSRE Faculty Steering Committee.

TAUBE CENTER FOR JEWISH STUDIES

Chairs: Aron Rodrigue, Steven Zipperstein

Jewish Studies is an affiliated program of CSRE. For program and course descriptions, see the "Jewish Studies" section of this bulletin.

NATIVE AMERICAN STUDIES

Chair: Teresa LaFromboise

Native American Studies 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.

The purpose of the Native American Studies major and minor is to introduce students to a broad range of 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 a number of 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 they have a well rounded educational experience. The area of concentration and related course work should be selected in consultation with an faculty adviser in Native American Studies. All courses in the program in some way promote the ongoing discussion of how academic knowledge about Native Americans relates to the historical and contemporary experiences of Native American people and communities.

REQUIREMENTS

NAS offers undergraduates opportunities for either a major or minor. The major requires 60 units of course work. In addition to the 15 units of CSRE core courses, 45 units are distributed as follows: 30 units in Native American focus courses selected from among humanities and social sciences; 5 units in a course devoted to the methodologies, theories, or field research in a particular area of study; and 10 units in courses offering comparative perspectives. Students may acquire credit from a service-learning internship option. Minors take 30 units in a program of study similar in form to that of majors. A proposal for the major must be approved by the chair.

COURSES

CORE

COMPARATIVE LITERATURE

COMPLIT 202. Comparative Fictions of Ethnicity

5 units, Spr (Palumbo-Liu)

COMPARATIVE STUDIES IN RACE AND ETHNICITY

CSRE 200X. CSRE Senior Seminar—(WIM)

5 units, Aut (Moya)

CULTURAL AND SOCIAL ANTHROPOLOGY

CASA 88. Theories of Race and Ethnicity

5 units, Win (Yanagisako)

HISTORY

HISTORY 64. Introduction to Race and Ethnicity in the American Experience

5 units (Camarillo) not given 2002-03

HISTORY 65. Introduction to Comparative Studies in Race and Ethnicity

5 units (Staff) not given 2002-03

HISTORY 257. Race and Ethnicity in the American Metropolis: A Case Study of Los Angeles

5 units, Spr (Camarillo)

PHILOSOPHY

PHIL 177. Philosophical Issues Concerning Race and Racism

4 units, not given 2002-03

SOCIOLOGY

SOC 145. Race and Ethnic Relations

5 units, Win (Olzak)

THEMATIC FOR MAJORS AND MINORS

AFRICAN AND AFRICAN AMERICAN STUDIES

AFRICAAM 105. Introduction to African and African American Studies

5 units, Spr (Grant)

AFRICAAM 110A,B,C. African American Lecture Series

1-3 units, A: Aut (Grant), B: Win (Rickford and Ellis), C: Spr (Grant)

AFRICAAM 111. African and African American Studies Learning Expedition

1 unit, Spr (Rickford)

ASIAN AMERICAN STUDIES

ASNAMST 81C. Asian American Community Work—(Same as CSRE 81C.)

2 units (Chang) not given 2002-03

ASNAMST 180A. South Asian Diasporas: History, Culture, Politics—(Same as CSRE 180A.) A century of migration from the S. Asian subcontinent. The transformations of S. Asian cultures, identities, and politics taking place through the emergence of diasporas. How migration is shaped by the social, cultural, and historical specificities of the places of departure and arrival. How S. Asian migrants negotiate new forms of identity, belonging, and citizenship, while maintaining real and imagined ties to the homeland.

5 units, Spr (Bakrania)

ASNAMST 182W. Filipino Experience—(Same as CSRE 182W.) Filipino American history, culture, and politics. The history and dynamics of Western colonial contact in the Philippines and the Filipino response to racism. The political, economic, and cultural events and processes which have affected Filipino Americans as immigrants and minorities in a diverse society. Contemporary issues, and cultural values and practices affecting Filipino Americans.

5 units, Win (Habal)

ASNAMST 183. Imagining Asian Pacific America: History and Culture—(Same as CSRE 183.) The history of the United States in the 20th century has been intimately related to East Asia. Understanding American culture and history in the contexts of American involvement in the Pacific, Asian immigration to the U.S., and the cultural and social changes that accompanied the production of Asian America. Films, literary texts, historical, anthropological, and sociological materials.

4-5 units (Palumbo-Liu) not given 2002-03

ASNAMST 183A. Asian American Psychology—(Same as CSRE 183A.)

5 units, Win (Awakuni)

ASNAMST 200R. Directed Research

1-5 units (Staff)

ASNAMST 200W. Directed Reading

1-5 units (Staff)

CHICANO STUDIES

CHICANST 180E. Introduction to Chicana/o Cultural Studies—(Enroll in SPANLIT 180E.)

5 units, Win (Rosaldo, Yarbrow-Bejarano)

CHICANST 200R. Directed Research

1-5 units (Staff)

CHICANST 200W. Directed Reading

1-5 units (Staff)

COMPARATIVE STUDIES IN RACE AND ETHNICITY

CSRE 200R. Directed Research

1-5 units (Staff)

CSRE 200W. Directed Reading

1-5 units (Staff)

CSRE 200Y. CSRE Senior Honors Research

1-10 units, Win (Moya)

CSRE 200Z. CSRE Senior Honors Research*1-10 units, Spr (Moya)*

CSRE 201A. The American Paradox: Religions, Cultures, Nation—What is American religion? What does it mean to be an American? Who decides? Given that Americans do not share a long history of blood and land, or common lineage, what are the sacred bonds that tie Americans together? Ideas of modern statecraft, including: the rights and responsibilities of the individual; the powers and responsibilities of the state; the origins of individual rights and responsibilities; the role of justice, freedom, and liberty in the relationship between the individual and the state; and the possible role of religion in state structure and the part which religion can or cannot, or should or should not, play in the lives of individuals and the state.

5 units, Spr (Leon)

CSRE 203A. The Changing Faces of America: Strategies for Change in the 21st Century—For students with leadership potential who have studied these topics in lecture format. Focus is on analysis of race discrimination strategies, their relation to education reform initiatives, and the role of media in shaping racial attitudes in the U.S.

5 units, Spr (Montoya, Steyer)

NATIVE AMERICAN STUDIES

NATIVEAM 108. American Indian Identity: A Social Psychological Approach—(Same as CSRE 108.)

5 units (Staff) not given 2002-03

NATIVEAM 109A. Federal Indian Law—(Same as CSRE 109A.) 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.

5 units, Aut (Biestman)

NATIVEAM 111A. The History of Native Americans in the 20th Century—(Same as CSRE 111A.) The political, economic, social, and cultural developments for Native Americans in relation to federal policy and tribal sovereignty in the 20th century. How Native American men and women shaped and responded to changes in federal policy and social attitudes. Focus is on how post WW II political activism relates to legal struggles for land, protection of tribal resources, and the right to practice traditional and religious lifeways.

5 units (Staff) not given 2002-03

NATIVEAM 116. Language, Culture, and Education in Native North America—(Same as CSRE 116.) Communication and language in crosscultural education, including literacy and interethnic communication in relation to native classrooms in the mainland U.S., Alaska, and nations and territories of the Pacific. Focus is on the implications of social, cultural, and linguistic diversity for educational practice in bridging intercultural differences between schools and native communities.

5 units, Win (Nelson-Barber)

NATIVEAM 118. American Indian Cultural Production: Remappings of Race, Gender, and Nation—(Same as CSRE 118.)

*5 units, Spr (Goeman)***NATIVEAM 200R. Directed Research***1-5 units (Staff)***NATIVEAM 200W. Directed Reading***1-5 units (Staff)*

INTERDEPARTMENTAL OFFERINGS

AMERICAN STUDIES

AMSTUD 114Q. Visions of the 1960s*5 units, Aut (Gillam)***AMSTUD 214. The American 1960s: Thought, Protest, and Culture***5 units, Aut (Gillam)*

COMMUNICATION

COMM 122B/222B. Contemporary Issues in Documentary*5 units, Aut (Krawitz) alternate years, not given 2003-04***COMM 155/255. Interethnic Communication***4-5 units, Spr (Leets) alternate years, not given in 2003-04*

COMPARATIVE LITERATURE

COMPLIT 24Q. Ethnicity and Literature*3-5 units, Aut (Palumbo-Liu)***COMPLIT 168. Introduction to Asian American Culture***3-5 units, Win (Palumbo-Liu)*

CULTURAL AND SOCIAL ANTHROPOLOGY

CASA 15. Africa and the Diaspora*5 units (Ebron) not given 2002-03***CASA 16. Native Americans and Nation Building: Encounters, Identity, and Sovereignty in Contemporary America***5 units, Win (Wilcox)***CASA 74. South Asian Culture Through Popular Film***5 units, Spr (Mankekar)***CASA 81A. Asian American Immigration and Health***5 units, Spr (Lee)***CASA 84A. Perspectives on Paradise: Race, Place, and Belonging in Hawai'i***5 units, Aut (Costanzo-Kapur)***CASA 135/235. Native Peoples of the Americas: Prehistory, Contacts, and Contemporary Debates***5 units, Spr (Wilcox)***CASA 151/251. Cultural Studies***5 units, Aut (Ebron)***CASA 153B. Critical Perspectives on Whiteness***3-5 units, Spr (Wilson)*

DANCE

DANCE 42. Dances of Latin America*2 units, Win (Cashion)***DANCE 43. Afro-Brazilian and Afro-Peruvian Dance***2 units, Win (Cashion, Izquierdo)***DANCE 75. Mexican Dance and Folklore***2 units, Spr (Cashion)***DANCE 168. Dance and Culture in Latin America***3-4 units, Spr (Cashion)*

DRAMA

DRAMA 19N. Contemporary African American Drama from August Wilson to Hip Hop*3-5 units, Aut (Elam)***DRAMA 110. Workshop: Cartographies of Race, Mapping Race, and Space in California***2-4 units, Win (Elam)***DRAMA 113. Group Communication***4 units, Win, Spr (Schrader)***DRAMA 163/263. Performance and America***5 units, Aut (Elam)*

EDUCATION

EDUC 109X/209X. Politics of Language Education in California Schools*3-4 units, not given 2002-03***EDUC 149/249. Theory and Issues in the Study of Bilingualism***3-4 units, Aut (Valdés)***EDUC 156A. Understanding Racial and Ethnic Identity***3-5 units, Win (LaFromboise)***EDUC 177X/277X. Education of Immigrant Students: Psychological Perspectives***4 units, Win (Padilla)***EDUC 179/279. Urban Youth and Their Institutions: Research and Practice***4-5 units, Aut (McLaughlin)***EDUC 188B/388B. Bilingual Education***3 units, Win (Hakuta)***EDUC 193B. Peer Counseling: Chicano Community***2 units, Aut (Martínez)***EDUC 193C. Peer Counseling: The African American Community***2 units, Aut (Edwards)***EDUC 193F. Peer Counseling: Asian American Community***2 units, Spr (Brown)***EDUC 193N. Peer Counseling: Native American Community***2 units, Win (Simms, Martínez)***EDUC 201. History of Education in the United States***3 units, Aut (Williamson)***EDUC 201B. Education for Liberation***3 units, Spr (Williamson)***EDUC 202. Introduction to Comparative and International Education***4-5 units, Aut (Staff)***EDUC 381X. Multicultural Issues in Higher Education***5 units, Spr (Antonio)*

ENGINEERING

ENGR 297A,B,C. Ethics of Development in a Global Environment*1-4 units, A: Aut, B: Win, C: Spr (Lusignan, Gupta)*

ENGLISH

ENGLISH 43/143. Introduction to Afro-American Literature*3-5 units, Spr (D. Jones)***ENGLISH 45/145. Writing by Women of Color***3-5 units, Win (Moya)***ENGLISH 141/241. Modern Literature of Africa and the African Diaspora***5 units, Spr (Drake)***ENGLISH 153. Hemingway, Hurston, Faulkner, and Fitzgerald***5 units, Spr (Richardson)***ENGLISH 181. Irish American Literature***5 units, Aut (Jockers)*

ETHICS IN SOCIETY

ETHICSOC 77. Ethics of Social Decisions*3-5 units, Spr (Kelts)*

FEMINIST STUDIES

FEMST 101. Introduction to Feminist Studies*5-6 units, Aut (Balsamo)*

HISTORY

HISTORY 75. The United States and East Asia*5 units (Chang, Duus) not given 2002-03***HISTORY 137/337. The Holocaust***5 units, Aut (Rodrigue)***HISTORY 148C. Africa in the 20th Century***5 units (R. Roberts) not given 2002-03***HISTORY 150B. Introduction to African American History: The Modern African American Freedom Struggle***4-5 units, Spr (Carson)***HISTORY 159/359C. Introduction to Asian American History***5 units (Chang) not given 2002-03***HISTORY 187. Palestine, Zionism, and the Arab-Israeli Conflict***5 units (Staff) not given 2002-03***HISTORY 187B. The Middle East in the 20th Century***5 units, Win (Beinin)***HISTORY 188C. Jews in the Modern World***5 units, Spr (Zipperstein)***HISTORY 248S/448A. Colonial States and Societies in Africa***5 units (R. Roberts) not given 2002-03***HISTORY 255. The History of Multiraciality in America***5 units, Win (Pang)***HISTORY 265/365. New Research in Asian American History***5 units (Chang) not given 2002-03***HISTORY 288/388. Palestine and the Arab-Israeli Conflict***5 units (Beinin) alternate years, given 2003-04*

LINGUISTICS

LINGUIST 73/273. African American Vernacular English*3-5 units (Staff) not given 2002-03***LINGUIST 146. Language and Gender***4 units, Win (Eckert)***LINGUIST 150. Language in Society***4-5 units, Spr (Bender)*

MUSIC

MUSIC 16Q. Ki ho'alu: The New Renaissance of a Hawaiian Musical Tradition*3 units, Aut (Sano)***MUSIC 17Q. Perspectives in North American Taiko***4 units, Spr (Sano, Uyechi)*

POLITICAL SCIENCE

POLISCI 121. Urban Politics*5 units, Win (Fraga)***POLISCI 126. Issues of Representation in American Politics***5 units, Win (Wong)***POLISCI 131. Children's Citizenship: Justice Across Generations***5 units, Aut (Reich)***POLISCI 133. Ethics and Politics in Public Service***5 units, Spr (Reich)*

POLISCI 141. The Global Politics of Human Rights
5 units, Win (Karl)

POLISCI 220S. The Supreme Court
5 units, Spr (Barker)

POLISCI 221R. Urban Policy
5 units, Win (Fraga)

POLISCI 225R. Black Politics in the Post-Civil Rights Era
5 units, Win (Gay)

POLISCI 226S. Asian Americans in Politics
5 units, Aut (Wong)

POLISCI 325S. Race and Place in American Politics
5 units, Aut (Gay)

POLISCI 327R. American Politics of Race and Ethnicity: Comparative Perspectives
5 units, Aut (Wong)

POLISCI 421. Politics of Race and Ethnicity in the U.S.
5 units, Spr (Fraga)

PSYCHOLOGY

PSYCH 13N. Culture and Social Relationships
3 units, Win (Tsai)

PSYCH 75. Cultural Psychology
5 units, Spr (Markus) alternate years, not given 2003-04

PSYCH 160. Culture and Self
3 units (Markus) not given 2002-03

PSYCH 165. Peace Studies
5 units, Spr (Bland, Ross, Holloway)

PSYCH 174. African American Psychology
3-4 units (McCants) alternate years, given 2003-04

PSYCH 175. Seminar on Topics in Identity Development
3 units, Win (McCants) alternate years, not given 2003-04

PSYCH 215. Mind, Culture, and Society
3 units, Win (Markus, Steele)

PSYCH 217. Selected Topics and Methods in Cultural Psychology
1-3 units, Win (Tsai)

PSYCH 226. Culture and Self
3 units (Markus) not given 2002-03

PUBLIC POLICY

PUBLPOL 182A,B. Policy Making and Problem Solving at the Local and Regional Level
5 units, A: Win, B: Spr (Stanton)

RELIGIOUS STUDIES

RELIGST 143. Chicano/a and Latino/a Religious Traditions
4 units, Win (Gallardo) not given 2003-04

RELIGST 163. Minority Peoples of China
5 units, Aut (Armijo-Hussein)

SOCIOLOGY

SOC 44N. Race, Class, and Culture in Urban America
3 units, Spr (McDermott)

SOC 45Q. Understanding Race/Ethnicity in American Society
5 units, Aut (Snipp)

SOC 46N. Race, Ethnic, and National Identities: Imagined Communities
3 units, Aut (Rosenfeld)

SOC 120/220. Interpersonal Relations
3-5 units, Aut (Ridgeway)

SOC 138/238. American Indians in Contemporary Historical Perspective
3-5 units, Win (Snipp)

SOC 139/239. American Indians in Contemporary Society
5 units, Spr (Snipp)

SOC 140. Introduction to Social Stratification
5 units, Win (Sandefur)

SOC 141A. Social Class, Race/Ethnicity, Health
3 units, Win (Barr)

SOC 146. Race, Crime, and Policy
5 units, Aut (Staff)

SOC 147. The Black Middle Class
5 units, not given 2002-03

SOC 147A. Examining Urban Poverty
5 units, Aut (Staff)

SOC 148/248. Racial Identity
5 units, Aut (McDermott)

SOC 149/249. The Urban Underclass
5 units, Spr (Rosenfeld)

SOC 245. Race and Ethnic Relations
5 units, Win (Olzak)

SPANISH LITERATURE

SPANLIT 110Q. Introduction to Chicana/o Literature and Visual Art
3-5 units, Spr (Yarbro-Bejarano)

SPANLIT 180E. Introduction to Chicana/o Cultural Studies
5 units, Win (Rosaldo, Yarbro-Bejarano)

SPANLIT 207. Theory and Issues in the Study of Bilingualism
3-4 units, Aut (Valdés)

SPANLIT 213S. Graphic History
3 units, Win (Gómez)

SPANLIT 220S. Intellectual Life in Modern Mexico
3-5 units, Win (Gómez)

SPANLIT 237. Border Writings
3-5 units, Spr (Steele)

SPANLIT 275. Market and Culture in the Caribbean
3-5 units, Aut (Rosa)

SPANLIT 389E. Race and Sex in Cultural Representations
3-5 units, Spr (Yarbro-Bejarano)

URBAN STUDIES

URBANST 191C. Community Organizing
4 units, Spr (Capulong)

This file has been excerpted from the *Stanford Bulletin*, 2002-03, pages 321-327. Every effort has been made to insure accuracy; late changes (after print publication of the bulletin) may have been made here. Contact the editor of the *Stanford Bulletin* via email at arod@stanford.edu with changes, corrections, updates, etc.