

COMPARATIVE STUDIES IN RACE AND ETHNICITY (CSRE)

Director: Paula Moya

Curriculum Committee: Teresa LaFromboise, Paula Moya, David Palumbo-Liu, John Rickford, Claude Steele (ex officio), Yvonne Yarbro-Bejarano, Steven Zipperstein

Affiliated Faculty and Teaching Staff: David Abernethy (Political Science, emeritus), Anthony Antonio (Education), Rick Banks (Law), Lucius Barker (Political Science, emeritus), Donald Barr (Human Biology), John Baugh (Education), Joel Beinin (History), Karen Biestman (Native American Studies), Michele Birnbaum (English), Albert Camarillo (History), Martin Carnoy (Education), Clayborne Carson (History), Gordon Chang (History), George Collier (Cultural and Social Anthropology, emeritus), Karen Cook (Sociology), Irene Corso (Spanish and Portuguese), Larry Cuban (Education), Linda Darling-Hammond (Education), Carol Delaney (Cultural and Social Anthropology), Nguyen Qui Duc (Asian American Studies), Carolyn Duffey (Comparative Studies in Race and Ethnicity), Jennifer Eberhardt (Psychology), Paulla Ebron (Cultural and Social Anthropology), Penny Eckert (Linguistics), Arnold Eisen (Religious Studies), Harry Elam (Drama), Luis Fraga (Political Science), George Fredrickson (History, emeritus), Estelle Freedman (History), Claudine Gay (Political Science), Fernando Gomez (Spanish and Portuguese), Vera Grant (African and African American Studies), Akhil Gupta (Cultural and Social Anthropology), Elizabeth Hansot (Political Science, emeritus), Miyako Inoue (Cultural and Social Anthropology), Donna Jones (English), Gavin Jones (English), Terry Karl (Political Science), Pamela Karlan (Law), Michael Kirst (Education), Matthew Kohrman (Cultural and Social Anthropology), Jan Krawitz (Communication), Teresa LaFromboise (Education), Herbert Leiderman (Psychiatry, emeritus), Dawn Mabalon (Asian American Studies), Yvonne Maldonado (Pediatrics), Purnima Mankekar (Cultural and Social Anthropology), Hazel Markus (Psychology), Monica McDermott (Sociology), Raymond McDermott (Education), James Montoya (Comparative Studies in Race and Ethnicity), Cherríe Moraga (Drama), Joanna Mountain (Anthropological Sciences), Paula Moya (English), Stephen Murphy-Shigematsu (Asian American Studies), Norman Naimark (History), Na'ilah Nasir (Education), Sharon Nelson-Barber (Native American Studies), Hilton Obenzinger (Vice Provost for Undergraduate Education), Susan Olzak (Sociology), Amado Padilla (Education), Jose Palafox (Chicana/o Studies), David Palumbo-Liu (Comparative Literature), Jack Rakove (History), Arnold Rampersad (English), Robert Reich (Political Science), John Rickford (Linguistics), Cecilia Ridgeway (Sociology), Richard Roberts (History), Aron Rodrigue (History), Celia Rodriguez (Chicana/o Studies), Richard Rosa (Spanish and Portuguese), Michael Rosenfeld (Sociology), Ramón Saldívar (English), Stephen Sano (Music), Debra Satz (Philosophy), JoEllen Shively (Native American Studies), C. Matthew Snipp (Sociology), Paul Sniderman (Political Science), Sandra Soo-Jin Lee (Cultural and Social Anthropology), Claude Steele (Psychology), James Steyer (Comparative Studies in Race and Ethnicity), Ewart Thomas (Psychology), Jeanne Tsai (Psychology), Hulleah Tsinhnahjinnie (Chicana/o Studies), David Tyack (Education, emeritus), Guadalupe Valdés (Education; Spanish and Portuguese), Richard White (History), Michael Wilcox (Cultural and Social Anthropology), 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)

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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. All CSRE-related students, even those who opt to write honors theses in other departments and programs, must enroll in CSRE 200X, Senior Seminar.

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. 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 3.5 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)

Director: 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

Director: 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 CSRE curriculum committee.

CHICANA/O STUDIES

Director: Yvonne Yarbrow-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 the CSRE 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 one CSRE introductory core course (the course must be comparative in nature) and the Introduction to Chicana/o Studies course. The remaining four courses, 20 units, must be designed around a general theme or topic.

COMPARATIVE STUDIES IN RACE AND ETHNICITY

Director: Paula Moya

The major and minor in Comparative Studies in Race and Ethnicity (CSRE) offer students a unique opportunity 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 CSRE curriculum committee.

TAUBE CENTER FOR JEWISH STUDIES

Directors: 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

Director: 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. The policies and programs for the major and minor are guided by the CSRE curriculum committee.

COURSES

CORE

COMPARATIVE LITERATURE

COMPLIT 202. Comparative Fictions of Ethnicity

5 units (Palumbo-Liu) not given 2003-04

COMPARATIVE STUDIES IN RACE AND ETHNICITY

CSRE 196C. Introduction to Comparative Studies in Race and Ethnicity—(Same as ENGLISH 172D, PSYCH 155.) 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 Comparative Studies in Race and Ethnicity. Discussions led by CSRE teaching fellows. GER:3b

5 units, Spr (Markus, Moya)

CSRE 200X. Senior Seminar—(WIM)

5 units, Aut (Arellano, Moya)

CULTURAL AND SOCIAL ANTHROPOLOGY

CASA 88. Theories in Race and Ethnicity

5 units, Win (Yanagisako)

EDUCATION

EDUC 156A. Understanding Racial and Ethnic Identity

5 units, Win (LaFromboise)

HISTORY

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

5 units, Aut (Camarillo)

PHILOSOPHY

PHIL 177. Philosophical Issues Concerning Race and Racism

4 units, Win (Satz)

SOCIOLOGY

SOC 145. Race and Ethnic Relations

5 units, Win (Olzak)

THEMATIC FOR MAJORS AND MINORS

AFRICAN AND AFRICAN AMERICAN STUDIES

For courses in African and African American Studies with the subject code AFRICAAM, see the the "African and African American Studies" section of this bulletin.

ASIAN AMERICAN STUDIES

ASNAMST 170N. Vietnamese American Literature, Media, and Creativity—(Same as CSRE 170N.) The development of Vietnamese literature and media in America in the context of immigration and modern American history. Themes and styles explored by Vietnamese authors writing in English and Vietnamese.

5 units, Aut (Duc)

ASNAMST 171N. Hapa Experiences and Identities: Multiracial and Transnational Forms of Asian American

—(Same as CSRE 171N.) Focus is on Asian Pacific Americans of mixed heritage, the Hapa, who now number more than two million and may soon become the largest APA subgroup. Academic, personal, and self-reflective approach to Hapa experiences and identities. Issues of individual and group identities in borderlands of race and nation. Multiracialism in a transnational context; social, psychological, and political aspects and the implications for discussions of race and ethnicity.

5 units, Win (Murphy-Shigematsu)

ASNAMST 172N. Asian American and Pacific Islander Activism: History, Theory, and Practice

—(Same as CSRE 172N.) Political activism, labor organizing, and social movements in Chinese, Japanese, Korean, Filipina/o, S.E. Asian, S. Asian, and Pacific Islander communities in the U.S. from the turn of the century to the present. Topics include nationalism, resistance, revolutions, anticolonialism, leadership, ideologies, identity, panethnicity, feminism, cultural nationalism, globalization, immigrant and civil rights, community- and faith-based organizing, electoral and radical politics, sovereignty, arts and culture, education, community service, and the role of students. Current literature on AAPIA activism. Students participate in community organizing. Sources include books, articles, essays, films, poetry, fiction, music, and visual art.

5 units, Aut (Mabalon)

ASNAMST 181A. Gender Issues in Asian American History

5 units (Pang) not given 2003-04

ASNAMST 182W. Filipino Experience—The history and dynamics of Western colonial contact in the Philippines and the Filipino response to racism. 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.

5 units (Habal) not given 2003-04

ASNAMST 183A. Asian American Psychology

—(Same as CSRE 183A.)
5 units, Spr (Awakuni)

ASNAMST 200R. Directed Research

1-5 units, Aut, Win, Spr (Staff)

ASNAMST 200W. Directed Reading

1-5 units, Aut, Win, Spr (Staff)

CHICANA/O STUDIES

CHICANST 109W. Issues of Hybridity in Chicana/o and Aboriginal Art—(Same as CSRE 109W, NATIVEAM 109W.) Hybridity and diaspora in global contemporary art focusing on the politics and aesthetics of Chicana/o and aboriginal art. Readings, multimedia lectures, discussions. Student groups produce slide presentations, soundscapes, and video. Artists include: C. Maxx Stevens, Jolene Rickard, Shelly Niro, Enrique Chagoya, Delilah Montoya, Consuelo J. Underwood, and Emmanuel Montoya.

5 units, Aut (Tsinhnahjinnie, Rodriguez)

CHICANST 180E. Introduction to Chicana/o Cultural Studies

—(Enroll in SPANLIT 180E.)

5 units (Rosaldo, Yarbro-Bejarano) not given 2003-04

CHICANST 181S. U.S.-Mexico Borderlands in Comparative Perspectives—(Same as CSRE 181S, SPANLIT 181S.)

5 units, Spr (Palafox)

CHICANST 200R. Directed Research

1-5 units, Aut, Win, Spr (Staff)

CHICANST 200W. Directed Reading

1-5 units, Aut, Win, Spr (Staff)

COMPARATIVE STUDIES IN RACE AND ETHNICITY

CSRE 109Z. Violence, Race, and Ethnicity: Vigilantism and Lynching in the U.S.—Comparativist history of race and ethnicity in the U.S. through case studies of lynching and vigilantism from 1836 to the present; relationships among race, ethnicity, economy, labor and immigration; interdependence of racial and ethnic stereotypes, constructions of gender, and ideas about sexual practice and purity; violence, activism, criminality and the state. Materials include primary and secondary historical texts, nonfiction prose, literature, and film.

5 units, Win (Arellano)

CSRE 117A. American Indians in Contemporary American Society—(Same as NATIVEAM 117A.)

5 units, Aut (Shively)

CSRE 200R. Directed Research

1-5 units, Aut, Win, Spr (Staff)

CSRE 200W. Directed Reading

1-5 units, Aut, Win, Spr (Staff)

CSRE 200Y. CSRE Senior Honors Research

1-10 units, Win (Arellano, Moya)

CSRE 200Z. CSRE Senior Honors Research

1-10 units, Spr (Arellano, 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 (Leon) not given 2003-04

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 108S. American Indian Religious Freedom—(Same as CSRE 108S, CHICANST 108S.)

5 units, Spr (Biestman)

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 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 117A. American Indians in Contemporary American Society—(Same as CSRE 117A.) 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.

5 units, Aut (Shively)

NATIVEAM 200R. Directed Research

1-5 units, Aut, Win, Spr (Staff)

NATIVEAM 200W. Directed Reading

1-5 units, Aut, Win, Spr (Staff)

INTERDEPARTMENTAL OFFERINGS

AMERICAN STUDIES

AMSTUD 114Q. Visions of the 1960s

5 units, Aut (Gillam)

ART HISTORY

ARTHIST 110. Workshop: Cartographies of Race, Mapping Race, and Space in California

5 units, Win (Elam)

COMPARATIVE LITERATURE

COMPLIT 24Q. Ethnicity and Literature

5 units, Aut (Palumbo-Liu)

COMPLIT 168. Introduction to Asian American Culture

3-5 units, Spr (Palumbo-Liu)

COMPLIT 173. Poetics and Politics of Caribbean Women's Literature

5 units, Aut (Duffey)

COMPLIT 183. Border Crossings and American Identities

5 units, Aut (Duffey)

COMPLIT 249. Tricksters, Literatures, and Cultural Exchange

3-5 units, Spr (Reiss, Saussy)

CULTURAL AND SOCIAL ANTHROPOLOGY

CASA 15. Africa and the Diaspora

5 units, Spr (Morris)

CASA 16. Native Americans in the 21st Century: Encounters, Identity, and Sovereignty in Contemporary America

5 units, Aut (Wilcox)

CASA 74. South Asian Histories and Cultures through Popular Film: Bollywood and Beyond

4 units, Spr (Mankekar)

CASA 117. Archaeology of the American Southwest: Contemporary Peoples, Contemporary Debates

5 units, Win (Wilcox)

CASA 135/235. Native Peoples of the Americas: Prehistory, Contacts, and Contemporary Debates

5 units (Wilcox) not given 2003-04

CASA 144/244. Sex, Blood, Kinship, and Nation

3-5 units, Win (Delaney)

CASA 151/251. Cultural Studies

5 units, Aut (Ebron, Engel)

DANCE

DANCE 42. Dances of Latin America

2 units, Spr (Cashion)

DANCE 43. Afro-Brazilian and Afro-Peruvian Dance

2 units, Win (Cashion)

DANCE 168. Dance and Culture in Latin America
3-4 units, Spr (Cashion)

DRAMA

DRAMA 110. Workshop: Cartographies of Race, Mapping Race, and Space in California
5 units, Win (Elam)

DRAMA 163/263. Performance and America
5 units, Aut (Elam)

DRAMA 179A. Teatro America Workshop: The Theater of Native/ Chicano America
5 units, Spr (Moraga)

EDUCATION

EDUC 149/249. Theory and Issues in the Study of Bilingualism
3-4 units, Aut (Valdés)

EDUC 177/277. Education of Immigrant Students: Psychological Perspectives
4 units, Win (Padilla)

EDUC 178X. Latino Families, Languages, and Schools
3-5 units (Staff) not given 2003-04

EDUC 179/279. Urban Youth and Their Institutions: Research and Practice
4-5 units, Aut (McLaughlin)

EDUC 188B/388B. Bilingual Education
3 units, Win (Staff)

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
3-4 units, Aut (Labaree)

EDUC 201A. History of African American Education
3-4 units, Aut (Williamson)

EDUC 201B. Education for Liberation
3-4 units, Spr (Williamson)

EDUC 202. Introduction to Comparative and International Education
4-5 units, Aut (Staff)

EDUC 340X. American Indian Mental Health and Education
3 units, Win (LaFromboise)

EDUC 381X. Multicultural Issues in Higher Education
4-5 units, Win (Antonio)

ENGLISH

ENGLISH 139E. Irish American Literature
5 units, Aut (Jockers)

ENGLISH 140A. Imagining the Holocaust
5 units, Win (Felstiner)

ENGLISH 141/241. Modern Literature of Africa and the African Diaspora
5 units, Aut (D. Jones)

ENGLISH 143. Introduction to Afro-American Literature
5 units, Spr (D. Jones)

ENGLISH 146C. Hemingway, Hurston, Faulkner, and Fitzgerald
5 units, Spr (G. Jones)

ENGLISH 152D. W.E.B. Du Bois and American Culture
5 units, Spr (Birnbaum, Rampersad)

ENGLISH 152F. Mixed Race Theory and Literature
5 units, Win (Birnbaum)

ENGLISH 152G. Harlem and Chicago Renaissances
5 units, Spr (Birnbaum)

ENGLISH 180E. Slave Narratives
5 units, Win (Birnbaum)

FEMINIST STUDIES

FEMST 101. Introduction to Feminist Studies—(Same as HISTORY 173C.)
5-6 units, Win (Freedman)

HISTORY

HISTORY 59. Introduction to Asian American History
5 units, Win (Chang)

HISTORY 137/337. The Holocaust
5 units (Rodrigue) not given 2003-04

HISTORY 148C. Africa in the 20th Century
5 units, Win (R. Roberts)

HISTORY 150B. Introduction to African American History: The Modern African American Freedom Struggle
4-5 units (Carson) not given 2003-04

HISTORY 187. Palestine, Zionism, and the Arab-Israeli Conflict
5 units, Aut (Beinin)

HISTORY 187B. The Middle East in the 20th Century
5 units (Beinin) not given 2003-04

HISTORY 188C. Jews in the Modern World
5 units, Spr (Zipperstein)

HISTORY 248S/448A. Colonial States and Societies in Africa
5 units, Win, Spr (R. Roberts)

HISTORY 251A,B. Poverty and Homelessness in America
5 units, Win, Spr (Camarillo)

HISTORY 257A/357. Race and Ethnicity in the American Metropolis: A Case Study of Los Angeles
5 units, Win (Camarillo)

HISTORY 265/365. New Research in Asian American History
5 units, Spr (Chang)

JEWISH STUDIES

JEWISHST 174C. The Question of Jewish American Fiction
4 units, Aut (Oppenheimer)

LINGUISTICS

LINGUIST 146. Language and Gender
4 units, Aut (Eckert)

LINGUIST 150. Language in Society
4-5 units, Win (Eckert)

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 (Fraga) not given 2003-04***POLISCI 131. Children's Citizenship: Justice Across Generations***5 units (Reich) not given 2003-04***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 225R. Black Politics in the Post-Civil Rights Era***5 units (Gay) not given 2003-04***POLISCI 325S. Race and Place in American Politics***5 units (Gay) not given 2003-04***PSYCHOLOGY****PSYCH 13N. Culture and Social Relationships***3 units, Win (Tsai)***PSYCH 160. Culture and Self***3 units (Markus) not given 2003-04***PSYCH 165. Peace Studies***5 units, Spr (Bland, Ross, Holloway)***PSYCH 215. Mind, Culture, and Society***3 units (Markus, Steele) not given 2003-04***PSYCH 226. Culture and Self***3 units (Markus) not given 2003-04***RELIGIOUS STUDIES****RELIGST 247. Self and Other in Puritan America***4 units, Spr (Wilson)***SOCIOLOGY****SOC 45Q. Understanding Race and Ethnicity in American Society***5 units (Snipp) not given 2003-04***SOC 46N. Race, Ethnic, and National Identities: Imagined Communities***3 units, Aut (Rosenfeld)***SOC 120/220. Interpersonal Relations***3-5 units (Ridgeway) not given 2003-04***SOC 138/238. American Indians in Comparative Historical Perspective***3-5 units (Snipp) not given 2003-04***SOC 139/239. American Indians in Contemporary Society***5 units (Snipp) not given 2003-04***SOC 141A/241A. Social Class, Race/Ethnicity, Health***3 units, Win (Barr)***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 101N. Visual Studies and Chicana/o Art***3-5 units, Aut (Yarbro-Bejarano)***SPANLIT 275. Market and Culture in the Caribbean***3-5 units, Win (Rosa)*

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