

COMPARATIVE STUDIES IN RACE AND ETHNICITY (CSRE)

Director: C. Matthew Snipp

Curriculum Committee: Gordon Chang, Michele Elam, Charlotte Fonrobert, Vera Grant, Vered Shemtov, Yvonne Yarbro-Bejarano

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

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 enroll in the core curriculum offered by CSRE. The directors of the programs and 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.

There are two types of introductory, interdisciplinary core courses taught by senior CSRE-affiliated faculty: regular core courses that compare across racial and ethnic groups; and single-group core courses that focus on a specific racial or ethnic group.

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 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 research plan, the student consults with the director 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. All CSRE-related students, even those who opt to write honors theses in other departments and programs, must enroll in CSRE 200X, Senior Seminar, offered in Autumn Quarter. The course takes students through the process of research including 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. 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 honors. Majors are expected to participate in a Spring Quarter junior workshop in preparation for honors thesis research. Prizes for best undergraduate honors theses are awarded annually by the CSRE curriculum committee.

AFRICAN AND AFRICAN AMERICAN STUDIES (AAAS)

Director: Michele Elam

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: Gordon Chang

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

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

REQUIREMENTS

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

Majors are required to take one foundational thematic course in Asian American Studies, such as COMPLIT 148, Introduction to Asian American Cultures. Majors must complete an additional 40 units of course work from an approved list. One course must have an international dimension, preferably a focus on Asia. Five other courses must have an Asian American focus and must be selected from social science and humanities departments. Majors must take two courses offering a comparative perspective on race and ethnicity. Students may obtain credit for their study of a related Asian language towards their degree. A total of 60 units of course work is required for the major.

Students who wish to minor in Asian American Studies must complete two core introductory courses and four additional courses related to the thematic concentration. A total of 30 units of approved course work is required for the minor.

CHICANA/O STUDIES

Director: 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 courses in the humanities, social sciences, and courses offered by affiliated faculty in the School of Education.

REQUIREMENTS

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

Majors are required to take CHICANST 180E/SPANLIT 180E, Introduction to Chicana/o Studies. Majors complete an additional 40 units of courses relevant to the thematic concentration and approved by the adviser. A total of 60 units of course work are required for the major.

Students who wish to minor in Chicana/o Studies must complete two

core introductory courses, including CHICANST 180E/SPANLIT 180E, Introduction to Chicana/o Studies, and one additional course from the approved list available from the CSRE undergraduate program office, and four additional courses related to the thematic concentration. A total of 30 units of approved course work is required for each minor.

COMPARATIVE STUDIES IN RACE AND ETHNICITY

Director: C. Matthew Snipp

Comparative Studies in Race and Ethnicity, the largest of the five major/minors offered in the program, 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.

REQUIREMENTS

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

Comparative Studies majors complete another 45 units of course work relevant to the thematic concentration they have chosen in consultation with the adviser.

Students who wish to minor in Comparative Studies must complete six courses (a minimum of 30 units) from the approved course list.

TAUBE CENTER FOR JEWISH STUDIES

Directors: Charlotte Fonrobert, Vered Shemtov

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: C. Matthew Snipp

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 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 selected 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.

REQUIREMENTS

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

Majors complete an additional 45 units of course work that satisfy three categories of their thematic concentration: Native American focus, comparative focus, and a methodology/research course. A total of 60 units of coursework are required for the major.

Students who wish to minor in Native American Studies must complete two core introductory courses and four additional courses related to the thematic concentration. A total of 30 units of approved course work is required for the minor.

THEMATIC CONCENTRATION IN THE INSTITUTE FOR DIVERSITY IN THE ARTS (IDA)

Students in any major in the Comparative Studies in Race and Ethnicity undergraduate program can choose a concentration in the Institute for Diversity in the Arts. The concentration is not declared on Axess; it does not appear on the transcript or diploma. Students interested in IDA should contact the CSRE undergraduate program office.

A minimum of 60 units is required for the thematic concentration in IDA. Students take two of the CSRE core courses (10 units), one of which must focus on the arts; in addition, CSRE 200X is required of students in the IDA concentration and is taken in Autumn Quarter of the senior year (5 units, WIM). As a capstone experience, majors must write an honors thesis or senior paper.

IDA concentration students must also complete a senior project. Possible senior projects include a stage production, CD, or arts workshop curriculum in a community setting. Students who elect to write an honors thesis may incorporate their project as the basis for their thesis.

In addition to the core curriculum, students complete 45 units drawing from new and existing courses in departments and programs such as Art and Art History, Music, Drama, and Comparative Literature, as well as the five CSRE major areas of study: African and African American Studies; Asian American Studies; Chicana/o Studies; Comparative Studies; and Native American Studies. Thematic courses may focus on performance, visual aesthetics, writing for performance, critical studies in art and performance, and critical arts theory.

THEMATIC CONCENTRATION IN PUBLIC SERVICE

The Public Service thematic concentration is designed to ensure that CSRE students interested in public service have access to a structured curriculum providing a solid grounding in the theory and practice of public service that enables them to become future leaders in the sphere of public life. This concentration is not declared on Axess; it does not appear on the transcript or diploma. This thematic concentration can be completed within any of the majors within CSRE. Students should consult with the CCSRE undergraduate program director and the chair of African and African American Studies, Asian American Studies, Chicana/o Studies, or Native American Studies to ensure that the courses chosen for the Public Service thematic concentration also fulfill the requirements of the respective majors. Students who wish to pursue a thematic concentration in public service must organize their studies to include 15 credits of approved CSRE core courses, including CSRE 200X, CSRE Senior Seminar, in which students with a thematic concentration in public service may select a topic for their senior paper or honors thesis that reflects their interest in public or experience with a past internship.

In addition to the usual core requirements expected of all CCSRE majors, students who wish to pursue a thematic concentration in Public Service must take an additional 40 units organized around four subject matter areas: organization and leadership; inquiry and assessment; serving diverse communities; and service learning. They also must complete 5 units in a public service internship. Students interested in the Public Service thematic concentration should contact the CSRE Undergraduate Program Office for details about its requirements.

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.

The concentration is not declared on Axess, 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, Senior Seminar (WIM) taken Autumn Quarter of the senior year. One single-group core course may be counted toward the 15 unit core requirement. In addition to the core requirements, students must take an additional 45 units of course work relevant to the thematic concentration which may include courses such as: ARTHIST 178. Ethnicity and Dissent in the U.S. and Literature COMM 148. Hip Hop and Don't Stop: Introduction to Modern Speech Communities COMPLIT 148. Comparative Fictions of Ethnicity CSRE 203A. Changing Face of America: Strategies for Civil Rights and Education in the 21st Century EDUC 177. Education of Immigrant Students EDUC 201. History of Education in the U.S.

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 a 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 Axess, 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, Senior Seminar (WIM) taken Autumn Quarter of the senior year. One single-group core course may be counted toward the 15 unit core requirement. In addition to the core requirements, students must take an additional 45 units of course work relevant to the thematic concentration which may include courses such as:

COMM 148. Hip Hop and Don't Stop: Introduction to Modern Speech Communities NATIVEAM 117A. Diversity in American Indian Cultures HISTORY 260. Race and Ethnicity in the American Metropolis SOC 144. Race and Crime in America

COURSES**CORE****ANTHROPOLOGY**

CASA 88. Theories of Race and Ethnicity
5 units, Aut (*Yanagisako, S*)

COMPARATIVE LITERATURE

COMPLIT 142. Literature of the Americas—(Same as English 172E).
5 units, Aut (*Greene, R; Saldívar, R*)

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 CSRE. Discussions led by CSRE teaching fellows. GER:DB-SocSci
5 units, Win (*Moya, P; Markus, H*)

CSRE 200X. CSRE Senior Seminar
5 units, Aut (*Snipp, C; Hamedani, M*)

EDUCATION

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

EDUC 245. Understanding Racial and Ethnic Identity Development
3-5 units, Aut (*LaFromboise, T*)

PHILOSOPHY

PHIL 177. Philosophical Issues of Race and Racism
4 units, Win (*Satz, D*)

PSYCHOLOGY

PSYCH 75. Introduction to Cultural Psychology
5 units, alternate years, not given this year

SOCIOLOGY

SOC 147A/247A. Comparative Ethnic Conflict
5 units, Win (*Olzak, S*)

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 "African and African American Studies" section of this bulletin.

ASIAN AMERICAN STUDIES

ASNAMST 147A. Comparative Approaches to African American and Asian American Literature—(Same as COMPLIT 147, CSRE 147A.) Cultural nationalism, feminism, multiculturalism, and literary canonization. Case studies comparing novels by Zora Neale Hurston and Maxine Hong Kingston, Ralph Ellison and Chang-rae Lee, and Toni Morrison and Fae Myenne Ng. Thematic and formal similarities; cultural, historical, and critical contexts.
5 units, Spr (*Tang, A*)

ASNAMST 180C. Asian American Sexualities—(Same as CSRE 180C, PSYCH 180C.) Seminar. Mutual constitution of culture and sexuality among Asian Americans; attitudes, behaviors, taboos, and identity. How masculinity and femininity are portrayed in the media; cultural attitudes toward homosexuality; and sexual politics. Social, political, and psychological implications.
5 units, Win (*Chiang, I*)

ASNAMST 181K. New Media Literacies and Popular Culture—(Same as CSRE 181K.) Individual and social uses of new media literacies. Students develop a Wikipedia page, class blog, and new media final project for public screening and exhibition.
5 units, Aut (*Jocson, K*)

ASNAMST 200R. Directed Research—May be repeated for credit.
1-5 units, Aut, Win, Spr (*Staff*)

ASNAMST 200W. Directed Reading
1-5 units, Aut, Win, Spr (*Staff*)

CHICANA/O STUDIES

CHICANST 121C. Chicana/o Film Practices—(Same as CSRE 121C.) The ideological parameters of Chicanismo, including migration, labor, organized state violence, collectivism, familialism, spiritual practices, gender, and sexual politics. The cultural, aesthetic, and political dimensions of film form, including formal and textual analysis.
5 units, not given this year

CHICANST 165G. American Dreams: Mexican Americans, Immigration since 1964, and the Middle Class—(Same as CSRE 165G, SOC 165G.) How does the Mexican American population stand in relation to the attainment of middle-class status? Topics include immigration, religion, political participation, the labor market, marriage, and pan-ethnic identification. Introduction to sociological methodology. Final project.
5 units, Win (*Gonzalez, M*)

CHICANST 180E. Introduction to Chicana/o Studies—(Same as CSRE 180E, SPANLIT 180E.) Historical and contemporary experiences that have defined the status of Mexican-origin people living in the U.S. Topics include the U.S./Mexico border and the borderlands; immigration and anti-immigration sentiment; literary and cultural traditions; music; labor; historical perspectives on Mexicans 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. GER:DB-Hum, EC-AmerCul
5 units, Spr (*Yarbro-Bejarano, Y; Palafox, J*)

CHICANST 181S. U.S.-Mexico Borderlands in Comparative Perspective—(Same as CSRE 181S.) The border as zone of political, social, economic, and cultural interaction, conflict, and interdependence from before the U.S.-Mexico War. Manifest destiny, the incorporation of the boundary into the capitalist world system, and contemporary boundary issues including the border industrialization program, urbanization and migration, and the function of borders in reinforcing global apartheid.
5 units, Spr (*Palafox, J*)

CHICANST 187C. Latino Children: Cultural and Social Contexts of Development—(Same as CSRE 187C.) Ecological contexts, including family, school, and society, that shape the psychosocial and educational outcomes of Latino children. Sources include developmental and cultural psychology, anthropology of education, and sociology.
5 units, not given this year

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 11. Making and Unmaking Race, Ethnicity, and Difference in the 21st Century—Guest speakers, panel presentations, films screenings, and artistic performances. May be repeated for credit.

1 unit, Aut (Markus, H)

CSRE 131A. Race and Reconciliation in Post-Apartheid Literature—How the writers of the new S. Africa have narrated the past as a way of imagining its future. Racial reconciliation in new S. African literature, and the relationship between literary aesthetics and racial politics for a society in transition. Negotiation and invention motivated by a desire to surmount racial differences through integration into a national culture and a yearning for racial identity through the revival of diverse ethnic origins.

5 units, Spr (Tanoukhi, N)

CSRE 145A. Poetics and Politics of Caribbean's Women Literature—(Same as CASA 145A.) Mid 20th-century to the present. How historical, economic, and political conditions in Haiti, Cuba, Jamaica, Antigua, and Guadeloupe affected women. How Francophone, Anglophone, and Hispanophone women novelists, poets, and short story writers respond to similar issues and pose related questions. Caribbean literary identity within a multicultural and diasporic context; the place of the oral in the written feminine text; family and sexuality; translation of European master texts; history, memory, and myth; and responses to slave history, colonialism, neocolonialism, and globalization. GER: DB-SocSci, EC-Gender

5 units, Win (Duffey, C)

CSRE 190. Disciplinary Boundaries: Research Methods in the Academy—Faculty presentations from Anthropology, English, Psychology, Political Science, History, Sociology, and Drama. Collaborative research, and feminist ethnographic methods.

3 units, not given this year

CSRE 192. Race and Slavery in Brazil and the United States—Did race motivate enslavement or was racial profiling a product of slavery? Brazilian or American slavery and what it means to be a person of color in these countries today. Love, hatred, and endurance in two divided societies. Sources include historical narratives, literature, film, music, and iconography.

5 units, not given this year

CSRE 198. Internship for Public Service—Restricted to CSRE comparative studies majors with a concentration in public service. Students consult with the CSRE undergraduate program director and CSRE affiliated faculty to develop an internship. Group meetings. May be repeated for credit.

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

CSRE 199. Pre-Honors Seminar—For students interested in writing a senior honors thesis. Conceptualizing and defining a manageable honors project, conducting interdisciplinary research, the parameters of a literature review essay, and how to identify a faculty adviser.

1 unit, Win (Hamedani, M)

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 (Hamedani, M)

CSRE 200Z. CSRE Senior Honors Research

1-10 units, Spr (Hamedani, M)

CSRE 201B. Building Community: Art, Culture, and Social Change—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.

5 units, Aut (Hernandez, G)

CSRE 203A. The Changing Face of America: Civil Rights and Education Strategies for the 21st Century—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.

5 units, Spr (Montoya, J; Steyer, J)

NATIVE AMERICAN STUDIES

NATIVEAM 109B. Indian Country Economic Development—(Same as CSRE 109B.) The history of competing tribal and Western economic models, and the legal, political, social, and cultural implications for tribal economic development. Case studies include mineral resource extraction, gaming, and cultural tourism. 21st-century strategies for sustainable economic development and protection of political and cultural sovereignty.

5 units, Aut (Biestman, K)

NATIVEAM 117S. History of California Indians—(Same as CSRE 117S.) 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. GER:EC-AmerCul

5 units, Win (Shively, J)

NATIVEAM 200R. Directed Research

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

NATIVEAM 200W. Directed Reading

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

COGNATE COURSES

See respective department listings for course descriptions and General Education Requirements (GER) information. See degree requirements above or the program's student services office for applicability of these courses to a major or minor program.

AFRICAAM 101. African American Lecture Series

1-3 units, Aut, Win, Spr (Grant, V)

AFRICAAM 105. Introduction to African and African American Studies—(Same as SOC 147B/247B.)

5 units, Spr (Staff)

AFRICAST 111. Education for All? The Global and Local in Public Policy Making in Africa

5 units, Spr (Samoff, J)

AFRICAST 212. AIDS, Literacy and Land in Africa: Foreign Aid and Development in Africa

5 units, Win (Samoff, J)

AMSTUD 183. Border Crossings and American Identities—(Same as CASA 183.)

5 units, Aut (Duffey, C)

ARTHIST 192. Introduction to African Art

4 units, Win (Martinez-Ruiz, B)

ARTHIST 193A/393A. Caribbean and Latin American Art: Empire, Identity, and Society

4 units, not given this year (Martinez-Ruiz, B)

ARTHIST 195/395. Introduction to Black Atlantic Visual Traditions

4 units, not given this year (Martinez-Ruiz, B)

ARTHIST 292A. Researching Africa: Problem and Theory in African Art

5 units, not given this year (Martinez-Ruiz, B)

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

5 units, not given this year

CASA 88. Theories in Race and Ethnicity

5 units, Aut (Yanagisako, S)

- CASA 113/213. Women in Islam: The Central Asian Case**
5 units, not given this year
- CASA 117/217. Archaeology of the American Southwest: Contemporary Peoples, Contemporary Debates**
5 units, not given this year
- COMM 148/248. Hip Hop and Don't Stop: Introduction to Modern Speech Communities**
4-5 units, Win (Morgan, M)
- COMPLIT 41Q. Ethnicity and Literature**
3-5 units, not given this year
- COMPLIT 141. Literature and Society in Africa and the Caribbean**
4 units, Spr (Boyi, E)
- COMPLIT 142. The Literature of the Americas**—(Same as ENGLISH 172E.)
5 units, Aut (Greene, R; Saldívar, R)
- COMPLIT 144. Arab Minorities in a Transnational Context: Fictions of Race, Ethnicity, Periphery**
3-5 units, not given this year
- COMPLIT 148. Introduction to Asian American Cultures**
3-5 units, not given this year
- DANCE 42. Dances of Latin America**
2 units, Aut, Spr (Cashion, S)
- DANCE 43. Afro-Peruvian and Afro-Brazilian Dance**
1 unit, Win (Cashion, S)
- DANCE 168. Dance and Culture in Latin America**
4 units, Spr (Cashion, S)
- DRAMA 17N. *Del Otro Lado*: Latina/o Performance Art in the U.S.**—(Same as SPANLIT 178N.)
3 units, Win (Staff)
- DRAMA 110. Identity, Diversity, and Aesthetics: The Institute for Diversity in the Arts**
5 units, Win (Elam, H)
- DRAMA 160/260. Performance, Dance History, and Gender**
4 units, Aut (Staff)
- DRAMA 177/277. Playwriting**
5 units, Win (Moraga, C)
- DRAMA 179G. Indigenous Identity in Diaspora People of Color Art Practice in North America**
5 units, Spr (Moraga, C)
- EDUC 115Q. Identities, Race, and Culture in Urban Schools**
3 units, Spr (Nasir, N)
- EDUC 146X. Perspectives on the Education of Linguistic Minorities**—(Same as APPLING 207.)
3-5 units, Spr (Valdés, G)
- EDUC 149/249. Theory and Issues in the Study of Bilingualism**—(Same as SPANLIT 207.)
3-5 units, Aut (Valdés, G)
- EDUC 165/265. History of Higher Education in the U.S.**—(Same as HISTORY 158C.)
3-4 units, Aut (Staff)
- EDUC 179. Urban Youth and Their Institutions: Research and Practice**
4-5 units, Aut (McLaughlin, M)
- EDUC 181/381. Multicultural Issues in Higher Education**
4 units, Win (Antonio, A)
- EDUC 193B. Peer Counseling in the Chicano/Latino Community**
1 unit, Aut (Martinez, A)
- EDUC 193C. Peer Counseling in the African American Community**
1 unit, Aut (Edwards, S)
- EDUC 193F. Psychological Well-Being on Campus: Asian American Perspectives**
1 unit, Spr (Brown, N)
- EDUC 193N. Peer Counseling in the Native American Community**
1 unit, Win (Simms, W)
- EDUC 201. History of Education in the United States**—(Same as HISTORY 158B.)
3-4 units, Spr (Staff)
- EDUC 201B. Education for Liberation**
3-4 units, not given this year
- EDUC 233A. Adolescent Development and Mentoring in the Urban Context**
3 units, Aut (LaFromboise, T)
- EDUC 245. Understanding Racial and Ethnic Identity Development**
3-5 units, Aut (LaFromboise, T)
- EDUC 340. Psychology and American Indian Mental Health**
3-5 units, not given this year
- ENGLISH 43/143. Introduction to African American Literature**
3-5 units, Aut (Elam, M)
- ENGLISH 43A/143A. American Indian Mythology, Legend, and Lore**
3-5 units, Win (Fields, K)
- ENGLISH 43B/143B. Introduction to Chicana/o Literature and Culture**
3-5 units, Aut (Moya, P)
- ENGLISH 43C/143C. Introduction to Asian American Literature**
3-5 units, Aut (Sohn, S)
- ENGLISH 138C. *Huckleberry Finn* and American Culture**—(Same as AMSTUD 138C.)
5 units, Win (Fishkin, S)
- ENGLISH 140A. Creative Resistance and the Holocaust**
5 units, Win (Felstiner, J)
- ENGLISH 146C. Hemingway, Hurston, Faulkner, and Fitzgerald**
5 units, Aut (Jones, G)
- ENGLISH 172B. Introduction to Feminist Studies**—(Same as FEMST 101.)
5 units, Aut (Elam, M)
- FEMST 120. Introduction to Queer Studies**
4-5 units, Win (Hunter, M)
- FEMST 208. Bernice Johnson Reagon and the Cultural Politics of Racial and Gender Justice**
2 units, offered once only
- HISTORY 54S. America's Cold War in Asia from Korea to Vietnam, 1945-1975**
5 units, Aut (Kim, K)
- HISTORY 55S. Border Lives, Border Identities: The History of Mexican American Women in the United States**
5 units, Win (Flores, L)
- HISTORY 59. Introduction to Asian American History**
5 units, Aut (Chang, G)
- HISTORY 150C. The United States in the Twentieth Century**
5 units, Spr (Camarillo, A; Chang, G)
- HISTORY 161. U.S. Women's History, 1890s-1990s**
5 units, Spr (Freedman, E)

HISTORY 166. Introduction to African American History: The Modern African American Freedom Struggle

4-5 units, Aut (Carson, C)

HISTORY 248S/448A. African Societies and Colonial States

4-5 units, not given this year

HISTORY 255. Martin Luther King, Jr.: The Social Gospel and the Struggle for Justice

5 units, Spr (Staff)

HISTORY 258/358. History of Sexuality in the U.S.

4-5 units, not given this year

HISTORY 260. California's Minority-Majority Cities

5 units, Spr (McKibben, C)

HISTORY 265/365. New Research in Asian American History

4-5 units, not given this year

HUMBIO 122S. Social Class, Race, Ethnicity, Health

4 units, offered next year

LINGUIST 150. Language in Society

4 units, Win (Rickford, J)

LINGUIST 156. Language and Gender

4 units, not given this year

MUSIC 17Q. Perspectives in North American Taiko

4 units, Spr (Sano, S)

POLISCI 131. Children's Citizenship: Justice Across Generations—
(Same as EDUC 158.)

5 units, not given this year

POLISCI 133. Ethics and Politics of Public Service—(Same as ETH-
ICSOC 133.)

5 units, Aut (Reich, R)

POLISCI 141. The Global Politics of Human Rights

5 units, not given this year

POLISCI 221E. Seminar on Race in Institutional Contexts

5 units, Spr (Barker, L)

POLISCI 221F. Race and American Politics

5 units, Spr (Sniderman, P)

PSYCH 215. Mind, Culture, and Society

3 units, Win (Markus, H; Steele, C)

PSYCH 217. Topics and Methods Related to Culture and Emotion

1-3 units, Win (Tsai, J)

SOC 45Q. Understanding Race and Ethnicity in American Society

5 units, Aut (Snipp, C)

SOC 46N. Race, Ethnic, and National Identities: Imagined Communities

3 units, Spr (Rosenfeld, M)

SOC 120/220. Interpersonal Relations

5 units, Aut (Ridgeway, C)

SOC 136/236. Sociology of Law

3-5 units, Aut (Dauber, M)

SOC 138/238. American Indians in Comparative Historical Perspective

5 units, Win (Snipp, C)

SOC 139/239. American Indians in Contemporary Society

5 units, Spr (Snipp, C)

SOC 140/240. Introduction to Social Stratification

5 units, Win (Sandefur, R)

SOC 141B. Race, Ethnicity, Religion, and Health

5 units, Spr (Gonzalez, M)

SOC 142/242. Sociology of Gender

3-5 units, Win (Ridgeway, C)

SOC 143/243. Prejudice, Racism, and Social Change

5 units, not given this year

SOC 149/249. The Urban Underclass—(Same as URBANST 112.)

5 units, Aut (Rosenfeld, M)

SOC 155/255. The Changing American Family

5 units, Spr (Rosenfeld, M)

SPANLIT 101N. Visual Studies and Chicana/o Art

3-5 units, Spr (Yarbro-Bejarano, Y)

SPANLIT 193. The Cinema of Pedro Almodóvar

3-5 units, Spr (Resina, J)

SPANLIT 206. Language Use in the Chicano Community—(Same as
EDUC 242, APPLING 206.)

3-5 units, Spr (Valdés, G)

SPANLIT 286/386. The Films of Lourdes Portillo

3-5 units, Aut (Yarbro-Bejarano, Y)

SPANLIT 289. The Body in Chicana/o Cultural Representations

5 units, Aut (Staff)

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