

COMPARATIVE STUDIES IN RACE AND ETHNICITY (CSRE)

Director: C. Matthew Snipp

Curriculum Committee: Lawrence Bobo, David Palumbo-Liu, C. Matthew Snipp, Yvonne Yarbro-Bejarano, Steven Zipperstein

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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 and in the Program in Jewish 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. 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: Lawrence Bobo

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, 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 are required for the minor.

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 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 ENGLISH 172A/HISTORY 162, Introduction to Chicana/o Life and Culture (not given 2005-06). Majors complete an additional 40 units of courses relevant to the thematic concentration and approved by the adviser. A total of 60 units of coursework are required for the major.

Students who wish to minor in Chicana/o Studies must complete two core introductory courses, including ENGLISH 172A/HISTORY 162, and four additional courses related to the thematic concentration. A total of 30 units of approved course work are 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: 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: 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 are required for the minor.

COURSES

CORE

COMPARATIVE LITERATURE

COMPLIT 241. Comparative Fictions of Ethnicity

5 units, Spr (Palumbo-Liu)

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 (Markus, Moya)

CSRE 200X. CSRE Senior Seminar—WIM

5 units, Aut (Thompson, Snipp)

CULTURAL AND SOCIAL ANTHROPOLOGY

CASA 88. Theories in Race and Ethnicity

5 units, Aut (Yanagisako)

EDUCATION

EDUC 156A. Understanding Racial and Ethnic Identity

3-5 units, Win (LaFromboise)

HISTORY

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

5 units, Aut (Camarillo)

PSYCHOLOGY

PSYCH 75. Introduction to Cultural Psychology

5 units (Markus) alternate years, given 2006-07

SOCIOLOGY

SOC 145. Race and Ethnic Relations

5 units, Win (Bobo)

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 182W. Filipino Experience—Filipino American history, culture, and politics. Colonial contact in the Philippines; Spanish and American imperialism; U.S. politics and Filipino American activism; problems of identity related to class, gender, sexuality, and generational differences; mass media depiction, and attempts by Filipinos to redefine their experiences.

5 units, Spr (Habal)

ASNAMST 184A. Asian Diasporas in America and Canada: Culture, History, Place—(Same as CSRE 184A.) Interdisciplinary. Comparative perspectives; how migration is shaped by the social, economic, and cultural specificities of countries of departure and arrival. How Asian immigrants negotiate citizenship abroad. Cultural productions of diasporic

communities, binaries of home and abroad, and new ways of thinking about the global map of Asia. How gender, sexuality, and class affect the formation of diasporic identities.

5 units, Win (Ameeriar)

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 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)

CHICANST 186C. Popular Culture in the Americas—(Same as CSRE 186C.) José Martí’s vision of America and how Latino/as have reshaped dominant discourses of nationalism, belonging, and citizenship in the U.S through migration and presence in popular culture and the public sphere. Global capital; transnational movement of peoples, ideas, and products; dance, music, cinema, and performance; and popular culture as a means of politicization and site of discourse and conflict. The politics of incorporation into commercial popular culture in relation to practices on the margins of the marketplace.

5 units, Win (Campos)

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, Spr (Borsato)

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

3 units, Win (Pellinen-Chavez)

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 divided societies. Sources include historical narratives, literature, film, music and iconography.

5 units, Win (Read)

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, Spr (Thompson)

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 (Thompson, Snipp)

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

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, Steyer)***NATIVE AMERICAN STUDIES**

NATIVEAM 115B. Native American History Since 1934—(Same as CSRE 115B.) The Indian Reorganization Act, urbanization, federal government policies, the American Indian Movement and activist era of the 60s and 70s, religious freedom, economic development, and Indian gaming. Emphasis is on native sovereignty.

5 units, Spr (Staff)

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. GER:DB-SocSci

5 units, Win (Nelson-Barber)

NATIVEAM 117A. Diversity in Contemporary American Indian Cultures and Communities—(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. GER:DB-SocSci

5 units (Shively) not given 2005-06

NATIVEAM 119S. History of Indian Education—(Same as CSRE 119S.) How the federal government placed education at the center of its Indian policy in second half of 19th century, subjecting Native Americans to programs designed to erase native cultures. American Indian responses to those programs. Topics include traditional Indian education, role of religious groups, Meriam Report, Navajo-Hopi Rehabilitation Act, Johnson-O'Malley Act, and public schools.

*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****AFRICAN AND AFRICAN AMERICAN STUDIES****AFRICAAM 101. African American Lecture Series***1-3 units, Aut, Win, Spr (Grant)***AFRICAAM 105. Introduction to African and African American Studies***5 units, Aut (Carson)***AMERICAN STUDIES****AMSTUD 183. Border Crossings and American Identities***5 units, Win (Duffey)***COMMUNICATION****COMM 148. Hip Hop and Don't Stop: Introduction to Modern Speech Communities***4-5 units, Win (Morgan)***COMPARATIVE LITERATURE****COMPLIT 148. Introduction to Asian American Cultures***3-5 units, Win (Palumbo-Liu)***COMPLIT 246. Rethinking Identities in the Area of Globalization***3-5 units, Aut (Boyi)***CULTURAL AND SOCIAL ANTHROPOLOGY****CASA 16. Native Americans in the 21st Century: Encounters, Identity, and Sovereignty in Contemporary America***5 units, Win (Wilcox)***CASA 77/277. Japanese Society and Culture***5 units, Win (Inoue)***CASA 135/235. Native Peoples of the Americas: Prehistory, Contacts, and Contemporary Debates***5 units (Wilcox) not given 2005-06***CASA 144/244. Sex, Blood, Kinship, and Nation***5 units (Delaney) not given 2005-06***CASA 145A/245A. Poetics and Politics of Caribbean Women's Literature***5 units, Aut (Duffey)***CASA 151/251. Cultural Studies***5 units, Aut (Ebron)***CASA 185/285. Environmental Ethics***5 units, Win (Gupta)***DANCE****DANCE 42. Dances of Latin America***2 units, Aut (Cashion)***DANCE 43. Afro-Brazilian and Afro-Peruvian Dance***2 units, Win (Cashion)***DANCE 168. Dance and Culture in Latin America***4 units, Spr (Cashion)***DRAMA****DRAMA 17N. From Inside the First World: Women of Color Playwrights Re-mapping the U.S.***3 units, Aut (Moraga)***DRAMA 110. Cartographies of Race: The Institute for Diversity in the Arts at Stanford***5 units, Win (H. Elam)***DRAMA 163/263. Performance and America***5 units, Aut (H. Elam)***DRAMA 179A. Teatro America Workshop: The Theater of Native/Chicano America***5 units, Spr (Díaz-Sánchez)***EDUCATION****EDUC 149/249. Theory and Issues in the Study of Bilingualism***3-5 units, Aut (Valdés)***EDUC 177/277. Education of Immigrant Students: Psychological Perspectives***4 units, Win (Padilla)***EDUC 179/279. Urban Youth and Their Institutions: Research and Practice***4-5 units (McLaughlin) not given 2005-06***EDUC 193B. Peer Counseling: Chicano Community***2 units, Aut (Martinez)***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, LaFromboise, Martinez)*

EDUC 201. History of Education in the United States
3-4 units, Win (Williamson)

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

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

EDUC 233A. Counseling Theories and Interventions from a Multicultural Perspective
3 units, Win (LaFromboise)

ENGLISH

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

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

ENGLISH 152D. W.E.B. Du Bois and American Culture
5 units, Win (M. Elam)

ENGLISH 172A. Introduction to Chicana/o Life and Culture
5 units (Camarillo, Moya) not given 2005-06

ETHICS IN SOCIETY

ETHICSOC 133. Ethics and Politics in Public Service
5 units, Aut (Reich)

FEMINIST STUDIES

FEMST 101. Introduction to Feminist Studies
5 units, Win (Coll)

FEMST 120. Introduction to Queer Studies
4-5 units, Win (Phelan)

FRENCH LITERATURE

FRENLIT 278. Rethinking Identities in the Era of Globalization
3-5 units, Spr (Boyi)

HISTORY

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

HISTORY 107. Introduction to Feminist Studies
5 units (Freedman) not given 2005-06

HISTORY 145B. Africa in the 20th Century
5 units (Roberts) not given 2005-06

HISTORY 165. Mexican American History through Film
4-5 units, Spr (Camarillo)

HISTORY 166. Introduction to African American History: The Modern African American Freedom Struggle
4-5 units, Spr (Carson)

HISTORY 185B. Jews in the Modern World
5 units, Spr (Zipperstein)

HISTORY 258/358. History of Sexuality in the U.S.
5 units, Aut (Freedman)

HISTORY 259A,B. Poverty and Homelessness in America
5 units (Camarillo) not given 2005-06

HISTORY 260. Race and Ethnicity in the American Metropolis: A Case Study of Los Angeles
5 units, Win (Camarillo)

HISTORY 264. California History
5 units (Camarillo) not given 2005-06

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

HISTORY 357. Race and Ethnicity in the American Metropolis: A Case Study of Los Angeles

5 units, Win (Camarillo)

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

HUMAN BIOLOGY

HUMBIO 141. Race, Poverty, and the Environment
4 units, Win (Rosencranz)

LINGUISTICS

LINGUIST 150. Language in Society
4 units, Spr (Mendoza-Denton)

LINGUIST 156. Language and Gender
4 units, Win (Eckert)

LINGUIST 169. Linguistic Perspectives on American Indian Languages
3-4 units, Spr (Lillehaugen)

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 131. Children's Citizenship: Justice Across Generations
5 units, Spr (Reich)

POLISCI 133. Ethics and Politics in Public Service
5 units, Aut (Reich)

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

POLISCI 221T. Politics of Race and Ethnicity in the United States
5 units (Fraga) not given 2005-06

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

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

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

PSYCHOLOGY

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

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

SOCIOLOGY

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

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

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

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

SOC 142. Sociology of Gender

5 units, Aut (Mollborn)

SOC 143. Prejudice, Racism, and Social Change

5 units, Spr (Bobo) not given 2005-06

SOC 144. Race and Crime in America

5 units, Spr (Bobo)

SOC 148. Racial Identity

5 units (McDermott) not given 2005-06

SOC 149. The Urban Underclass

5 units, Spr (Rosenfeld)

SPANISH LITERATURE**SPANLIT 101N. Visual Studies and Chicana/o Art**

3-5 units, Win (Yarbro-Bejarano)

SPANLIT 287. Teatro America Workshop: The Theater of Native/ Chicano America

5 units, Spr (Díaz-Sánchez)

SPANLIT 289. The Body in Chicana/o Cultural Representation

5 units, Win (Yarbro-Bejarano)