

COMPARATIVE STUDIES IN RACE AND ETHNICITY (CSRE)

Director: David-Palumbo-Liu

Curriculum Committee: Lawrence Bobo, Vera Grant, Teresa LaFromboise, Purnima Mankekar, David Palumbo-Liu, Vered Shemtov, 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 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: 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: Purnima Mankekar

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 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 are required for each minor.

COMPARATIVE STUDIES IN RACE AND ETHNICITY

Director: David Palumbo-Liu

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

Director: Steven Zipperstein

Associate Director: 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: 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 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.

THEMATIC CONCENTRATION IN IDENTITIES, DIVERSITY, AND AESTHETICS (IDA)

Students interested in focusing their study on how questions of race and diversity can be critically examined through the arts can choose a thematic concentration in Identities, Diversity, and Aesthetics (IDA) within any of the CSRE majors. This concentration is not declared on Axess; it does not appear on the transcript or diploma. A thematic concentration in IDA offers students a curriculum that integrates academic theory and artistic practice focused on issues of diversity including race and ethnicity and gender and sexuality. This area of study encourages new thinking in cultural theory and the arts because it cuts across traditional disciplines within the humanities, and moves beyond the boundaries between the humanities and other disciplines.

The IDA thematic concentration develops social, cultural, and practical knowledge and leadership through hands-on work with artists and the Institute for Diversity in the Arts and courses with Stanford faculty that use the arts as a lens for understanding the dynamic interrelationship of race, gender, and sexuality. The Institute for Diversity in the Arts offers performing arts workshops with professional artists working in culturally rooted, community-based art forms. Students learn techniques, historical significance, and social application of artistic processes from their origins to contemporary practice.

For details about the requirements for the thematic concentration in Identities, Diversity and Aesthetics, contact the CSRE undergraduate program office.

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.

COURSES

CORE

COMPARATIVE LITERATURE

COMPLIT 241. Comparative Fictions of Ethnicity
5 units, Win (Palumbo-Liu, D)

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, not given this year

CSRE 200X. CSRE Senior Seminar—WIM
5 units, Aut (Palumbo-Liu, D; Thompson, V)

DRAMA

DRAMA 169/269. Contemporary Dramatic Voices of Color
5 units, Win (Elam, H)

EDUCATION

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

ENGLISH

ENGLISH 45/145. Writings by Women of Color
3-5 units, Win (Moya, P)

ENGLISH 172E. The Literature of the Americas—(Same as COMPLIT 142.)
5 units, Aut (Greene, R; Saldivar, R)

PSYCHOLOGY

PSYCH 75. Introduction to Cultural Psychology
5 units, Spr (Markus, H)

SOCIOLOGY

SOC 145/245. Race and Ethnic Relations
5 units, not given this year

SOC 147A/247A. Comparative Ethnic Conflict
5 units, Spr (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 181P. Asian Americans in Film and Video—(Same as CSRE 181P.) The history and relevance of film and video production in Asian America. How Asian Americans have represented themselves through film and video. Themes, methods, and debates in Asian American cultural criticism through history and politics, race and ethnicity, gender and sexuality.

5 units, not given this year

ASNAMST 185D. Southeast Asian Migration and Community Formation—(Same as CSRE 185D.) The migration processes of communities from Laos, Vietnam, and Cambodia in the U.S. Colonialism, imperialism, globalization, and diaspora. S.E. Asian immigration and resettlement policies along the axes of political, social, and economic state agendas, and racial, gender, and class structures. Why S.E. Asians migrated to the U.S.; their relationships to their countries of origin.

5 units, Win (Doa, L)

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, Aut (Campos, D)

CHICANST 165G. American Dreams: Mexican Americans, Immigration since 1964, and the Middle Class—(Same as CSRE 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.

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 10. Topics in the Study of Race and Ethnicity—(Same as AF-RICAAM 10.) Guest speakers, panel presentations, film screenings, and artistic performances. Autumn Quarter theme is immigration. May be repeated for credit.

1-3 units, Aut, Win, Spr (Palumbo-Liu, D)

CSRE 145A. Poetics and Politics of Caribbean Women's Literature—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 in 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 CASA, 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. Some 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 (Thompson, V)

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, V)

CSRE 200Z. CSRE Senior Honors Research

1-10 units, Spr (Thompson, V)

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 109A. Federal Indian Law—(Same as CSRE 109A.) Cases, legislation, comparative justice models, and historical and cultural material. The interlocking relationships of tribal, federal, and state governments. Emphasis is on economic development, religious freedom, and environmental justice issues in Indian country.

5 units, Aut (Biestman, K)

NATIVEAM 116. Language, Culture, and Education in Native North America—(Same as CSRE 116.) Communication and language in cross-cultural 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, Spr (Nelson-Barber, S)

NATIVEAM 117A. Diversity in Contemporary American Indian Cultures and Communities—(Same as CSRE 117A.) The social, political, and economic position of American Indians in contemporary American society. Demographic resurgence, changes in socioeconomic status, ethnic identification and political mobilization, and institutions such as tribal governments, states, and the Bureau of Indian Affairs. Topics include the aftermath of allotment, the Indian New Deal, postwar termination efforts, health and education, and current controversies such as conflicts over assertion of treaty rights and reservation casino operations. GER:DB-SocSci

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 HISTORY 150X.)

5 units, Win (Bobo, L; Carson, C)

AFRICAAM 112. Documenting a Community: Visual Storytelling and Environmental Portraits in East Palo Alto

3-5 units, Aut (Chakarova, M)

ARTHIST 195/395. Introduction to Black Atlantic Visual Traditions

4 units, Win (Martinez-Ruiz, B)

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

5 units, Win (Martinez-Ruiz, B)

ARTHIST 294. Caribbean and Latin American Art: Empire, Identity, and Society

5 units, Aut (Martinez-Ruiz, B)

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

5 units, Aut (Wilcox, M)

CASA 113/213. Women in Islam: The Central Asian Case

5 units, Win (Kunanbaeva, A)

CASA 115. Race and the American City

5 units, Spr (Roque, A)

CASA 117/217. Archaeology of the American Southwest: Contemporary Peoples, Contemporary Debates

5 units, Aut (Wilcox, M)

CASA 185/285. Environmental Ethics

3-5 units, Win (Gupta, A)

COMM 148/248. Hip-Hop and Don't Stop: Introduction to Modern Speech Communities

4-5 units, Spr (Morgan, M)

COMPLIT 41Q. Ethnicity and Literature

3-5 units, Aut (Palumbo-Liu, D)

COMPLIT 144. Arab Minorities in a Transnational Context: Fictions of Race, Ethnicity, Periphery

3-5 units, Spr (Tanoukhi, N)

COMPLIT 148. Introduction to Asian American Cultures

3-5 units, Win (Palumbo-Liu, D)

DANCE 42. Dances of Latin America

2 units, Spr (Cashion, S)

DANCE 43. Afro-Peruvian Dance

1 unit, Aut (Cashion, S)

DANCE 168. Dance and Culture in Latin America

4 units, Spr (Cashion, S)

DRAMA 17N. From Inside the First World: Women of Color Playwrights Re-mapping the U.S.—(Same as SPANLIT 178N.)

3 units, Win (Moraga, C)

DRAMA 110. Identity, Diversity, and Aesthetics: The Institute for Diversity in the Arts

5 units, Win (Elam, H)

DRAMA 168/268. African American Drama: Traditions and Revisions

5 units, Aut (Diggs, S)

DRAMA 177/277. Playwriting

5 units, Win (Freed, A)

EDUC 115Q. Identities, Race, and Culture in Urban Schools

3 units, Spr (Staff)

EDUC 149/249. Theory and Issues in the Study of Bilingualism—(Same as SPANLIT 207.)

3-5 units, Aut (Valdes, G)

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. Peer Counseling: Asian American Community

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

3-4 units, Win (Williamson, J)

EDUC 201B. Education for Liberation

3-4 units, Aut (Williamson, J)

EDUC 233A. Counseling Interventions from a Multicultural Perspective

3 units, Aut (LaFromboise, T)

EDUC 306A. Education and Economic Development

5 units, Aut (Carnoy, M)

EDUC 340. Psychology and American Indian Mental Health

3-5 units, Spr (LaFromboise, T)

ENGLISH 140A. Imagining the Holocaust

5 units, Spr (Felstiner, J)

ENGLISH 152G. Harlem Renaissance

5 units, Spr (Elam, M)

ENGLISH 260G. Century's End: Race, Gender, and Ethnicity at the Turn of the Century

5 units, Spr (Fishkin, S)

FEMST 120. Introduction to Queer Studies

4-5 units, Win (Rivers, D)

FEMST 208. Bernice Johnson Reagon and the Cultural Politics of Racial and Gender Justice

2 units, Win (Freedman, E)

HISTORY 59. Introduction to Asian American History

5 units, Aut (Chang, G)

HISTORY 107. Introduction to Feminist Studies—(Same as FEMST 101.)

5 units, Aut (Freedman, E)

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

4-5 units, Aut (Carson, C)

HISTORY 185B. Jews in the Modern World

5 units, Spr (Zipperstein, S)

HISTORY 201. Public Service and History

5 units, Win (Camarillo, A)

HISTORY 248S/448A. African Societies and Colonial States*5 units, Win (Roberts, R), Spr (Staff)***HISTORY 255. Martin Luther King, Jr.: The Social Gospel and the Struggle for Justice***5 units, Aut (Carson, C)***HISTORY 258/358. History of Sexuality in the U.S.***5 units, Spr (Freedman, E)***HISTORY 260. Race and Ethnicity in the American Metropolis: A Case Study of Los Angeles***5 units, Spr (Camarillo, A)***HISTORY 265/365. New Research in Asian American History***5 units, not given this year***HISTORY 269G. History of the Native American West***4-5 units, Win (Wadewitz, L)***LINGUIST 150. Language in Society***4 units, Spr (Eckert, P)***LINGUIST 156. Language and Gender***4 units, Win (Eckert, P)***LINGUIST 256. Seminar in Sociolinguistics: Language and Identity***1-4 units, Win (Rickford, J)***MUSIC 16Q. Ki ho'alu: The New Renaissance of a Hawaiian Musical Tradition***3 units, Aut (Sano, S)***MUSIC 17Q. Perspectives in North American Taiko***4 units, Spr (Sano, S)***POLISCI 121. Urban Politics**—(Same as URBANST 111.)*5 units, Win (Fraga, L)***POLISCI 131. Children's Citizenship: Justice Across Generations**—(Same as EDUC 158.)*5 units, not given this year***POLISCI 141. The Global Politics of Human Rights***5 units, not given this year***POLISCI 221T. Politics of Race and Ethnicity in the United States***5 units, not given this year***PSYCH 215. Mind, Culture, and Society***3 units, Win (Markus, H; Steele, C)***PSYCH 217. Topics and Methods in Cultural Psychology***1-3 units, Win (Staff)***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. Law and Society***3-5 units, Win (Dauber, M)***SOC 139/239. American Indians in Contemporary Society***5 units, not given this year***SOC 140/240. Introduction to Social Stratification***5 units, Win (Sandefur, R)***SOC 141A/241A. Social Class, Race, Ethnicity, Health***4-5 units, Win (Barr, D)***SOC 142/242. Sociology of Gender***5 units, Win (Staff)***SOC 143/243. Prejudice, Racism, and Social Change***5 units, not given this year***SOC 144/244. Race and Crime in America***5 units, Spr (Bobo, L)***SPANLIT 193. The Cinema of Pedro Almodóvar***3-5 units, Spr (Yarbro-Bejarano, Y)***SPANLIT 281. Flor y Canto: Poetry Workshop**—(Same as DRAMA 179F.)*3-5 units, Spr (Moraga, C)***SPANLIT 289. The Body in Chicana/o Cultural Representations***5 units, Win (Yarbro-Bejarano, Y)***SPANLIT 389E. Race and Sex in Cultural Representations***3-5 units, Win (Yarbro-Bejarano, Y)*