



2018 Voter Registration and GOTV Strategy

The Problem

According to the National Study of Learning, Voting and Engagement (NSLVE), only 48.5 percent of eligible Stanford students (undergrads, graduate students, postdocs) voted in the 2016 presidential election, compared to an average of 50.4 percent for all higher education institutions and 52.3 percent for research universities. NSLVE calculated that fewer than one in five of eligible Stanford students (16.7%) participated in the 2014 mid-term election.

In 2017-18, Stanford staff and students registered 487 students to vote; in 2016-17 we registered over 1,900 students (in the top 25 of 176 participating schools); and over two years (2014-16) we registered 1,569 students.

In May 2018, Stanford University students, staff, and faculty met to improve voter efforts; and Larry Litvak; Oliva Martin, '19; Tom Schnaubelt; and Rachel Vaughn, '20, published a *Stanford Daily* [Op-ed: In one important way, Stanford trails its peers](#). Stanford is part of national momentum to deepen high education commitment to voting, including Tuft's [election imperatives](#).

Our goals:

- get eligible Stanford students to vote, and request absentee ballots
- build a community message around the importance of voting
- Get Out the Vote (GOTV) – remove obstacles to voting and encourage the community to cast votes in November 6 election.

Communications Language, Materials, Links

Please use these materials any and every way you can.

StanfordVotes

Stanford students, faculty, and staff are working to build a stronger campus community to increase voter registration and engagement. Fewer than one in five eligible Stanford students participated in the 2014 mid-term election. Pledge to engage and join StanfordVotes at stanfordvotes.org!

Make Your Voice Heard: Register to Vote

Make voting part of your Stanford service journey. It's easy to register to vote in California or your home state through stanford.turbovote.org. If you've already registered, use TurboVote to sign up for text and/or email reminders with election information, dates, and deadlines. If you request an absentee ballot, you will receive completed forms in the mail, along with an addressed, stamped envelope. Questions? Visit the Haas Center for Public Service during business hours. #StanfordVotes

Social Media Folder with Photos and Resources can be found at this link:

<https://stanford.app.box.com/folder/53020393861>

Vote on November 6 flyer can be found at this link:

<https://stanford.app.box.com/s/d2g9ti23we6jhh7ogut07fi58p4r98i2>

StanfordVotes graphic can be found at this link:

<https://stanford.app.box.com/s/vhaino2yh0tdkk6u3c96kn0brjstiu5x>

StanfordVotes PPT slide can be found at this link:

<https://stanford.app.box.com/s/3qf3dma80lmww5tx59nucspm7gig2kpf>

Non-Partisan Voting Resources:

https://docs.google.com/document/d/1peda_tchjrgBZo59QCo6nQvTYTmEFFJeH2mjb93MN2o/edit

Stanford Infrastructure

- Stanford uses [TurboVote](http://stanford.turbovote.org) – stanford.turbovote.org as a platform for student voter registration. This system also helps secure absentee ballots and reminders from the state of the student's choice. Faculty, staff, and spouses can also register through this system. For those registering on campus, student residences are part of a drop down menu which makes registering easy. The Haas Center convenes trainings for students

and staff to learn to promote this easy-to-use system. TurboVote also has resources at this link: <http://www.turbovote.tools/>

- TurboVote partners are happy to do trainings via Zoom. A student training (all are welcomed) is scheduled for:
 - Wednesday, September 26 at 12:00 noon. Has Center DK Room (with pizza)
- The StanfordVotes site (stanfordvotes.org) will be a reservoir for materials and resources including voting deadlines.
- The Haas Center will create signage, stickers, coasters and flyers by the start of the school (let us know if you want some and also see links for materials below). Haas will also collect a calendar of events on the StanfordVotes signs. If you are organizing an event or need resources, please send info to megan.fogarty@stanford.edu or haascenter@stanford.edu and we will add it.
- Stanford Libraries will maintain a list of non-partisan voter resources – kris11@stanford.edu. Please send new resources to Kris. The link to the stub for the Topic Guide she will host is at this link: <https://library.stanford.edu/guides/stanford-votes-get-registered-and-vote>
- New Student Orientation (NSO): The NSO team has flyers to give to each new undergraduate student at check-in encouraging them to register to vote.
- Voter registration tables during NSO will be staffed by the Haas Center: Cardinal Service Faire (9/23 – 1:00-3:00); and also at Bike Registration at White Plaza (9/20 – 10:00-3:00); and GOALIE fair (graduate students) – September 21st (12:00-2:00). We will also hang a StanfordVotes banner in White Plaza for the first five days students are here (bird cage time limit). Please email megan.fogarty@stanford.edu or haascenter@stanford.edu if you have other places we should do voter registration.
- The University Registrar has an announcement on the student Axxess portal with a link to TurboVote. Work is underway on a new activity guide to have a “pop-up” as students complete fall check-in. A laptop and signage will also be set up at the Student Services Center at Tresidder. The Student Services Center sent an announcement to all students that included encouragement for eligible students to register to vote.

- As part of its civic engagement mission, the Haas Center and affiliated student organizations serve as a hub for efforts to build capacity for voter registration and voter engagement. Voter registration is part of Stanford's commitment to the Higher Education Act. The Haas Center first floor resource center (called the BIRC) has voter registration information and a computer to register year round during business hours.
- The Law School has the Election Law Project: <https://law.stanford.edu/stanford-university-election-law-project/> which is a resource. We need to check with officers to see if it will get updated.
- The League of Women Voters of Palo Alto provides guidance and non-partisan voting information. State and national are a great resource: <https://cavotes.org/>
<https://www.lwv.org/voting-rights/fighting-voter-suppression>
- Some key dates: National Voter Registration Day is **Tuesday, September 25 (great day for social media and campus conversations)**. Last day to register to vote in CA for Nov. 6 election is **October 22. Other state dates will be on stanfordvotes.org (scroll down)**.
- On November 6, there will be Santa Clara County polling stations on the Stanford Campus: Escondido Elementary School, Haas Center, Nixon Elementary School, Tresidder Union, and Stanford West apartments. Students and staff can also sign up to work polling stations in the local area on election day.
<https://www.sccgov.org/sites/rov/Volunteer/Pages/Officer.aspx>

Before NSO: Summer and Orientation Awareness Activities

- Resident Fellows: Information was provided at RF Orientation including large flyers to hang in dorms.
- 500 student Res Ed Staff: Zac Sargeant will use digital communication for RA and staff training conversations ex. Frosh Topics. Haas will get him a draft electronic message.
- Edith Wu and Anna Stone (NSO/UAR) will include a voting message in September 2 Monday email going to incoming undergraduates, including a note to Michigan and Tennessee students to apply in person before arriving. They will also ask Brian Cook whether anything can be added to frosh survey. Voting information is also in Approaching Stanford.

- Alice Petty and team will get TurboVote info to guides (frosh advisors) and Anna Stone will get a message to Frosh Council.
- BOSP communicates with students going overseas.
<https://undergrad.stanford.edu/programs/bosp/prepare/vote-while-abroad>
- Ken Hsu and Roselyn Thomas will message grad students and add info to CA's training. They will reach out to grad student administrators, and also contact colleagues at GSB, GSE, Law and Med about whether they would like Voter Registration tables. Public Policy already sent an email to all of their grad students. If there are places you need folks, please email megan.fogarty@stanford.edu or haascenter@stanford.edu
- Ankita (Student Activities and Leadership) will send a message to all student organization leaders to invite them to be involved with voter registration: September 27, Turbo Vote training, Haas Center, 12:00-1:00, First Floor Conference Room.

Students - Grassroots

Stanford in Government (SIG), Students for Sustainable Stanford (SSS), Stanford NAACP, and other groups have traditionally lead student voter registration efforts. Student leadership is instrumental to simplify the registering and voting process for students, inspire established social networks to mobilize students to vote, and motivate students with normative messaging. The Haas Center has ordered 100 StanfordVotes t-shirts for students to wear who are registering voters. We all need to encourage student creativity and leadership. Stanford in Government (SIG) has proposed the following:

- Follow-up on Spring Meeting with President Tessier-Lavigne regarding a Sept. or Oct. *Notes from the Quad* (Rachel Vaughan working with Megan Pierson)
- Social Media (Meredith)
- October 6 - registration table outside the football game student Red Zone. The band is going to do a VOTE configuration on the field and we are hoping to get the StanfordVotes slide up.
- September 26 TurboVote training and meet-ups: Train 65 student Civic Engagement Volunteers (CEVs) who have been recruited to catalyze voter engagement in dorms and student groups. (Christina and Antonia)
- Yard signs – with blank space for each dorm to put add name. Example: Roble Votes. (Christina)

- Build momentum to register voters in dorms/row houses, community centers, organizations – incentives (prizes and parties), competitions, Beat Cal message? Might be a contest for most creative approach to inspiring voters. Working with ASSU on incentives. StanfordVotes. (Christina and Antonia with Michael)
- Mixer with League of Women Voters (October 11) – 4:30-6:00 p.m. (June Li)
- Engage ASSU and class leadership – ask them to send a message to every class? Make a statement (Olivia)
- Ballot Measures – PPF? How do you prep to vote? Olivia
- Obstacles: Secure notaries and plan massive weekend “in and out” party at post office on absentee ballot mailing weekend (row houses have no weekend meals). PPF/Voter
- *Daily* stories and editorials – get students to submit.

Other groups including partisan groups will likely join in as they return to campus.

Staff

Ideas: Voter registration and messaging everywhere and anywhere until CA deadline (Oct. 22)

- Newcomer guide hubs (where frosh will meet new advisors) – Alice Petty will have flyers and stickers there. UAR also created a display.
- Think about motivations for your student audience – Will you make a difference and vote? Use messages and create your own! One idea, “Donuts for Democracy” – have a day in your office with donut holes and voting info.
- Staff can encourage voter registration and educational conversations and events.
- Move from apathy to action: letters to editors, 2-3 video on being an educated voter.
- Put StanfordVotes slide on screens.
- BOSP send information to students at overseas campuses on how to vote absentee. They also put StanfordVotes on their slide.
- Office of Military Affiliated Communities will support the work space in Student Service Center (Ashley Lippert)
- Stanford Dining: Newsletter once a month – graphic, slide, community bulletin board. Cashiers handout buttons, stickers (could use 2200 stickers), student ambassadors, social media. Kahlil Wells will be our contact with R&DE Stanford Dining and will help us assist with outreach in the dining halls on a given night with registration tables. Make clear Brandon’s role.
- Stanford Library – will hang posters, stickers, and create a Google page with resources. Can we also get stories of when one vote mattered?

- Contemplation by Design ideas? Carrillon music – tiar@Stanford.edu if you have ideas.
- Kristen Azevedo will check on how slide can be used at Stanford Athletics events. One idea – put up on board at football game during color guard.
- Promote voting at community center events such as Cafecito. Marta Hanson will connect with centers.
- Student Wellness – Carol Pertofsky will work with student PHE staff.
- All advisors, simply ask students “Hey, have you registered to vote?”
- Add to email signature links to stanfordvotes.org and Stanford.turbovote.org
- Work with University Communications to message parents in newsletter – “if your students has received an absentee ballot in the mail, please mail to them!”
- OAE has posted flyers and has stickers available for students.
- Other?

Role of Faculty Champions and University Leadership - Influencers

Ideas: promote courses, ask faculty to write editorials and letters to Daily, encourage leadership to promote the importance of exercising one’s right to vote in opening remarks.

- **Teach-in/pizza party.** The History Department is all set for the teach-in on Weds, Oct 17 from 4:30-6, followed by the pizza party (6-8pm). The confirmed speakers are Clay Carson, Bruce Cain, Emilee Chapman, and Pam Karlan. Allyson Hobbs will lightly moderate the discussion. Bruce Cain will bring his class. Location TBD: possibly the Black Community Services Center.
- **Campus Speakers** – AAAS (Allyson Hobbs) is inviting Charlene Carruthers and to give a non-partisan talk about civic participation and voter engagement. This event will likely be on Oct 8. We've gotten generous commitments from VPUE, VPSA, VPGE, and H&S to co-sponsor this event. Stanford in Government and other groups may also co-sponsor.
- **SIEPR is planning an event on the California election.**
- **CDDRL has events focused on the election.**
- Faculty are encouraging leadership to make a push for voter registration during the opening of the academic year.
- Faculty can send pitches to various campus groups and to student advisees. Estelle Freedman and Allyson Hobbs have also circulated information to faculty on different campuses and academic listservs and are getting some more ideas for us!
- Interdisciplinary Programs can host conversation and events. Ethics and Society may have events.
- Vivian Brates – we have an opportunity work with community partners to help reach out to new citizens about registering and voting.

- Donna Hunter is printing flyers and encouraging all PWR instructors to announce in class.
- Deborah Stipek sent a message out to GSE Faculty and Students.
- Deans Satz, Widom and Graham have submitted an OpEd to the Stanford Daily.
- Arts – Gina Hernandez – practicing democracy in art making. Can we encourage student art for White Plaza with voting as a theme?
- Bruce Cain’s course, *POLISCI 75: The 2018 Midterm Election: Making Your Voice Heard* is a [Cardinal Course](#) that engages students in voter education and campaigns. There are several other courses fall quarter (see course list below).
- Thursday, October 11, 4:30-6:00 SIG Mixer with the League of Women Voters at Haas Center. Bruce Cain will be speaker on: *Unpacking Congressional Campaigns*. The League will have resources available.
- Other

Alumni Running for Congress

Joaquin Castro (D)

<http://www.castroforcongress.com/>

Diane Feinstein (D)

<https://feinsteinforca.com/>

Anthony Gonzalez (R)

<https://voteanthonygonzalez.com/>

Josh Harder (D)

<https://www.harderforcongress.com/>

Josh Hawley (R)

<https://joshhawley.com/>

Chrissy Houlahan (D)

<https://www.chrissyhoulahanforcongress.com/>

Joe Kennedy (D)

<https://www.joekennedyforcongress.com/>

Dan Lipinski (D)

<http://www.lipinskiforcongress.com/>

Michael Levin (D)

<https://mikelevin.org/>

Ted Lieu (D)

<http://www.tedlieu.com/>

Zoe Lofgren (D)

<https://zoelofgren.com/>

Jim Sensenbrenner (R)

<http://www.sensenbrenner.org/>

Adam Schiff (D)

<https://adamschiff.com/>

Tina Smith (D)

<https://www.smith.senate.gov/content/about-tina>

Faculty Resources on Voter Engagement (partial list)

Political Science

Adam Bonica

David Brady

Bruce Cain

Emilee Chapman

Gary Cox

Lauren Davenport

Larry Diamond

Morris Fiorina

Judith Goldstein

Anna Grzymala-Busse

Stephen Haber

Andrew Hall

Stephen Krasner

Margaret Levi
Michael McFaul
Terry Moe
Rob Reich
Jonathan Rodden
Paul Sniderman
Jeremy Weinstein

Communication

James Fishkin
Shanto Iyengar
Jon Krosnick

CSRE

Jennifer Brody

History

Estelle Freedman
Allyson Hobbs
David Kennedy
Katherine R. Jolluck
Nancy S. Kollman
Jack Rakove
Gordon Chang
Jonathan Gienapp
Jennifer Burns
Kathryn Olivarius
Jim Campbell
Clay Carson
Richard White
Priya Satia

English/American Studies

Shelley Fisher Fishkin
Ramon Saldivar
Paula Moya

Philosophy

Helen Longino

Comparative Literature

Adrian Daub

Public Policy

Larry Litvak

GSB

David Brookman

Hoover

Lanhee Chen

John Cogan

John Taylor

Amy Zegart

FSI

Frank Fukuyama

Didi Kuo

Steve Stedman

Law

Pam Karlan

Nate Persily

Rabia Belt

Rick Banks

Jayashri Srikantiah

Some Related Courses

POLISCI 75: The 2018 Midterm Election: Making Your Voice Heard

Elections are critical to determining the direction of this country, but how do you get involved in ways beyond voting? How do campaigns work on a practical level? How can students make a difference in the upcoming midterm elections? This class offers an opportunity to gain knowledge of and firsthand experience in an American elections. Course credit is based on classroom time, reading time and time spent on volunteer work. Students in this course will be required to participate in some way in the upcoming US Midterm election. This could mean undertaking one

or more activities such as training for and serving as a poll worker, working for groups that are registering voters, or volunteering for a campaign. Students are responsible for finding their election-related opportunity, but they may contact Stephanie Burbank about options and contact information. Once you determine what activity you will be volunteering for, please fill out this form: <http://web.stanford.edu/~sburbank/PS75.fb>. If you have any questions, please reach out to the instructor.

Terms: Aut | **Units:** 2-3 | **Grading:** Letter or Credit/No Credit

Instructors: Cain, B. (PI) ; Chen, L. (PI)

[Schedule for POLISCI 75](#)

2018-2019 Autumn

- POLISCI 75 | 2-3 units | Class # 30581 | Section 01 | Grading: Letter or Credit/No Credit | SEM | Students enrolled: 23
09/24/2018 - 12/07/2018 Wed 3:30 PM - 6:20 PM at [200-303](#) with Cain, B. (PI); Chen, L. (PI)
Instructors: Cain, B. (PI); Chen, L. (PI)
Additional Resources: (Login to view additional resources)

ETHICSOC 171: Justice (PHIL 171, POLISCI 103, POLISCI 336S, PUBLPOL 103C, PUBLPOL 307)

Focus is on the ideal of a just society, and the place of liberty and equality in it, in light of contemporary theories of justice and political controversies. Topics include financing schools and elections, regulating markets, discriminating against people with disabilities, and enforcing sexual morality. Political Science majors taking this course to fulfill the WIM requirement should enroll in POLISCI 103.

Terms: Aut | **Units:** 4-5 | **UG Reqs:** GER:DB-Hum, GER:EC-EthicReas, WAY-ER | **Grading:** Letter or Credit/No Credit

Instructors: Coyne, B. (PI) ; Oh, E. (TA) ; Panchakunathorn, P. (TA) ... [more instructors for ETHICSOC 171 >](#)

[Schedule for ETHICSOC 171](#)

2018-2019 Autumn

- ETHICSOC 171 | 4-5 units | UG Reqs: GER:DB-Hum, GER:EC-EthicReas, WAY-ER | Class # 27669 | Section 01 | Grading: Letter or Credit/No Credit | LEC | Students enrolled: 19
09/24/2018 - 12/07/2018 Tue, Thu 1:30 PM - 2:50 PM at [320-105](#) with Coyne, B. (PI); Oh, E. (TA); Panchakunathorn, P. (TA); Schwartz, A. (TA); Young, J. (TA); Zhao, D. (TA)
Instructors: Coyne, B. (PI); Oh, E. (TA); Panchakunathorn, P. (TA); Schwartz, A. (TA); Young, J. (TA); Zhao, D. (TA)
Additional Resources: (Login to view additional resources)

INTLPOL 230: Democracy, Development, and the Rule of Law (INTNLREL 114D, POLISCI 114D, POLISCI 314D)

(Formerly IPS 230) This course explores the different dimensions of development - economic, social, and political - as well as the way that modern institutions (the state, rule of law, and democratic accountability) developed and interacted with other factors across different societies around the world.

Terms: Aut | **Units:** 5 | **Grading:** Letter or Credit/No Credit

Instructors: Fukuyama, F. (PI) ; Ha, R. (TA) ; Lee, J. (TA) ; Rodriguez, L. (TA)

[Schedule for INTLPOL 230](#)

2018-2019 Autumn

- INTLPOL 230 | 5 units | Class # 29379 | Section 01 | Grading: Letter or Credit/No Credit | LEC | Students enrolled: 9
09/24/2018 - 12/07/2018 Mon, Wed 10:30 AM - 12:20 PM at [Herrin T175](#) with Fukuyama, F. (PI); Ha, R. (TA); Lee, J. (TA); Rodriguez, L. (TA)
Instructors: Fukuyama, F. (PI); Ha, R. (TA); Lee, J. (TA); Rodriguez, L. (TA)

AFRICAAM 68D: American Prophet: The Inner Life and Global Vision of Martin Luther King, Jr. (AMSTUD 168D, CSRE 68, HISTORY 68D, HISTORY 168D)

Martin Luther King, Jr., was the 20th-century's best-known African-American leader, but the religious roots of his charismatic leadership are far less widely known. The documents assembled and published by Stanford's King Research and Education Institute provide the source materials for this exploration of King's swift rise to international prominence as an articulate advocate of global peace and justice.

Terms: Aut | **Units:** 3-5 | **Grading:** Letter or Credit/No Credit

Instructors: Carson, C. (PI)

[Schedule for AFRICAAM 68D](#)

2018-2019 Autumn

- AFRICAAM 68D | 3 units | Class # 28440 | Section 01 | Grading: Letter or Credit/No Credit | LEC | Students enrolled: 18
09/24/2018 - 12/07/2018 Tue, Thu 12:00 PM - 1:20 PM at [Shriram Ctr BioChemE 104](#) with Carson, C. (PI)
Instructors: Carson, C. (PI)
Additional Resources: (Login to view additional resources)

THINK 31: Race in American Memory

How have Americans remembered the Civil War - what it meant, what it accomplished, and what it failed to accomplish? How did Americans reimagine the United States as a nation after the war? Who belonged in the national community and who would be excluded? In 1865, the peace treaty was signed at Appomattox and the Thirteenth Amendment outlawed slavery, but the battle over memory and national identity had just begun. The questions that the Civil War addressed - and failed to address - continue to affect our lives today. We will focus on how Americans negotiated issues of cultural memory and national identity through a close analysis of historical texts, novels, poems, films, paintings, cartoons, photographs, and music. Our interpretations will foreground the particular themes of race and nationhood, freedom and citizenship, and changing notions of individual and

collective identity. Our assumption in this course is that history is not available to us as a set of events - fixed, past, and [more >](#)

Terms: Aut | **Units:** 4 | **UG Reqs:** THINK, WAY-A-II, WAY-ED | **Grading:** Letter (ABCD/NP)

Instructors: Fishkin, S. (PI) ; Hobbs, A. (PI) ; Lennard, K. (PI) ; Martinez, N. (PI)

[Schedule for THINK 31](#)

2018-2019 Autumn

- THINK 31 | 4 units | UG Reqs: THINK, WAY-A-II, WAY-ED | Class # 28926 | Section 01 | Grading: Letter (ABCD/NP) | LEC | Students enrolled: 53 / 60
09/24/2018 - 12/07/2018 Mon, Wed 11:30 AM - 12:20 PM at [200-305](#) with Fishkin, S. (PI); Hobbs, A. (PI)
Instructors: Fishkin, S. (PI); Hobbs, A. (PI)
- THINK 31 | UG Reqs: THINK, WAY-A-II, WAY-ED | Class # 28970 | Section 02 | Grading: Letter (ABCD/NP) | DIS | Students enrolled: 11 / 15
09/24/2018 - 12/07/2018 Mon, Wed 1:30 PM - 2:20 PM at [300-303](#) with Lennard, K. (PI)
Instructors: Lennard, K. (PI)
- THINK 31 | UG Reqs: THINK, WAY-A-II, WAY-ED | Class # 28971 | Section 03 | Grading: Letter (ABCD/NP) | DIS | Students enrolled: 13 / 15
09/24/2018 - 12/07/2018 Mon, Wed 2:30 PM - 3:20 PM at [300-303](#) with Lennard, K. (PI)
Instructors: Lennard, K. (PI)
- THINK 31 | UG Reqs: THINK, WAY-A-II, WAY-ED | Class # 28972 | Section 04 | Grading: Letter (ABCD/NP) | DIS | Students enrolled: 15 / 15
09/24/2018 - 12/07/2018 Tue, Thu 10:30 AM - 11:20 AM at [200-107](#) with Martinez, N. (PI)
Instructors: Martinez, N. (PI)
- THINK 31 | UG Reqs: THINK, WAY-A-II, WAY-ED | Class # 30346 | Section 05 | Grading: Letter (ABCD/NP) | DIS | Students enrolled: 14 / 15
09/24/2018 - 12/07/2018 Tue, Thu 12:00 PM - 12:50 PM at [200-107](#) with Martinez, N. (PI)
Instructors: Martinez, N. (PI)

PSYCH 259: Race and Crime

The goal of this course is to examine social psychological perspectives on race, crime, and punishment in the United States. Readings will be drawn not only from psychology, but also from sociology, criminology, political science, and legal studies. We will consider the manner in which social psychological variables can operate at various points in the criminal justice system - from policing, to sentencing, to imprisonment. Limited enrollment. Interested students should complete an application for permission at <https://tinyurl.com/PSYCH259-2018> and attend the first day of class.

Terms: Aut | **Units:** 3 | **Grading:** Letter or Credit/No Credit

Instructors: Eberhardt, J. (PI)

[Schedule for PSYCH 259](#)

2018-2019 Autumn

- PSYCH 259 | 3 units | Class # 29635 | Section 01 | Grading: Letter or Credit/No Credit | SEM
09/24/2018 - 12/07/2018 Mon 10:30 AM - 1:20 PM at [420-417](#) with Eberhardt, J. (PI)

Instructors: Eberhardt, J. (PI)

Notes: Interested students should complete an application for permission at <https://tinyurl.com/PSYCH259-2018> and attend the first day of class.

CSRE 3P: America: Unequal (PUBLPOL 113, SOC 3)

It was never imagined "when the U.S. was founded" that the rich would be so rich and the poor so poor. It was never imagined "when the U.S. was founded" that opportunities to get ahead would depend so profoundly on one's family circumstances and other starting conditions. How could this have happened in the "land of opportunity?" What are the effects of such profound inequality? And what, if anything, should be done about it?

Terms: Aut | **Units:** 4 | **UG Reqs:** WAY-ED, WAY-SI | **Grading:** Letter (ABCD/NP)

Instructors: [Grusky, D. \(PI\)](#)

[Schedule for CSRE 3P](#)

2018-2019 Autumn

- CSRE 3P | 4 units | UG Reqs: WAY-ED, WAY-SI | Class # 29718 | Section 01 | Grading: Letter (ABCD/NP) | LEC | Students enrolled: 5
09/24/2018 - 12/07/2018 Tue, Thu 3:00 PM - 4:20 PM at [300-300](#) with Grusky, D. (PI)
Instructors: Grusky, D. (PI)

AFRICAAM 31: RealTalk: Intimate Discussions about the African Diaspora

Students to engage in an intellectual discussion about the African Diaspora with leading faculty at Stanford across departments including Education, Linguistics, Sociology, History, Political Science, English, and Theater & Performance Studies. Several lunches with guest speakers. This course will meet in the Program for African & African American Studies Office in Building 360 Room 362B (Main Quad). This course is limited to Freshman and Sophomore enrollment.

Terms: Aut, Win | **Units:** 1 | **Grading:** Satisfactory/No Credit

Instructors: [Caruthers, J. \(PI\)](#)

[Schedule for AFRICAAM 31](#)

2018-2019 Autumn

- AFRICAAM 31 | 1 units | Class # 25693 | Section 01 | Grading: Satisfactory/No Credit | SEM | Students enrolled: 5
09/24/2018 - 12/07/2018 Thu 12:00 PM - 1:20 PM at [260-244](#) with Caruthers, J. (PI)
Instructors: Caruthers, J. (PI)
Notes: This class will be held in the African & African American Studies Office located in Bldg 360 Room 362B on the second floor.

2018-2019 Winter

- AFRICAAM 31 | 1 units | Class # 20381 | Section 01 | Grading: Satisfactory/No Credit | SEM
01/07/2019 - 03/15/2019 Thu 12:00 PM - 1:20 PM at [Econ 106](#) with Caruthers, J. (PI)
Instructors: Caruthers, J. (PI)

Notes: This class will be held in the African & African American Studies Office located in Bldg 360 Room 362B on the second floor.

EDUC 122Q: Democracy in Crisis: Learning from the Past (HISTORY 52Q, POLISCI 20Q)

This Sophomore Seminar will focus on U.S. democracy and will use a series of case studies of major events in our national history to explore what happened and why to American democracy at key pressure points. This historical exploration should shed light on how the current challenges facing American democracy might best be handled. (Cardinal Course certified by the Haas Center).

Terms: Win | **Units:** 3 | **UG Reqs:** WAY-SI | **Grading:** Letter or Credit/No Credit

Instructors: [Ehrlich, T. \(PI\)](#)

[Schedule for EDUC 122Q](#)

2018-2019 Winter

- EDUC 122Q | 3 units | UG Reqs: WAY-SI | Class # 14308 | Section 01 | Grading: Letter or Credit/No Credit | ISS 01/07/2019 - 03/15/2019 Wed 10:30 AM - 1:20 PM at [160-124](#) with Ehrlich, T. (PI)
Instructors: Ehrlich, T. (PI)
Notes: Introductory Seminar. Preference to sophomores; first-year students admitted if space available. Advance sign-up process and deadlines at <http://introsems.stanford.edu>.

ANTHRO 320A: Race, Ethnicity, and Language: Racial, Ethnic, and Linguistic Formations (CSRE 389A, EDUC 389A, LINGUIST 253)

Language, as a cultural resource for shaping our identities, is central to the concepts of race and ethnicity. This seminar explores the linguistic construction of race and ethnicity across a wide variety of contexts and communities. We begin with an examination of the concepts of race and ethnicity and what it means to be "doing race," both as scholarship and as part of our everyday lives. Throughout the course, we will take a comparative perspective and highlight how different racial/ethnic formations (Asian, Black, Latino, Native American, White, etc.) participate in similar, yet different, ways of drawing racial and ethnic distinctions. The seminar will draw heavily on scholarship in (linguistic) anthropology, sociolinguistics and education. We will explore how we talk and don't talk about race, how we both position ourselves and are positioned by others, how the way we talk can have real consequences on the trajectory of our lives, and how, despite this, we all participate in maintaining racial and ethnic hierarchies and inequality more generally, particularly in schools.

Terms: not given this year, last offered Spring 2018 | **Units:** 3-5 | **Grading:** Letter or Credit/No Credit

EDUC 103B: Race, Ethnicity, and Linguistic Diversity in Classrooms: Sociocultural Theory and Practices (AFRICAAM 106, CSRE 103B, EDUC 337)

Focus is on classrooms with students from diverse racial, ethnic and linguistic backgrounds. Studies, writing, and media representation of urban and diverse school settings; implications for transforming teaching and learning. Issues related to developing teachers with attitudes, dispositions, and skills necessary to teach diverse students.

Terms: Aut | **Units:** 3-5 | **UG Reqs:** WAY-ED | **Grading:** Letter or Credit/No Credit

Instructors: [Ball, A. \(PI\)](#) ; [Brito, E. \(TA\)](#) ; [Perez-Joehnk, G. \(TA\)](#)

[Schedule for EDUC 103B](#)

2018-2019 Autumn

- EDUC 103B | 3-5 units | UG Reqs: WAY-ED | Class # 13474 | Section 01 | Grading: Letter or Credit/No Credit | SEM | Waitlist: 1
09/24/2018 - 12/07/2018 Tue 3:00 PM - 5:50 PM at [Ceras 108](#) with Ball, A. (PI); Brito, E. (TA); Perez-Joehnk, G. (TA)
Instructors: Ball, A. (PI); Brito, E. (TA); Perez-Joehnk, G. (TA)

CSRE 3P: America: Unequal (PUBLPOL 113, SOC 3)

It was never imagined "when the U.S. was founded" that the rich would be so rich and the poor so poor. It was never imagined "when the U.S. was founded" that opportunities to get ahead would depend so profoundly on one's family circumstances and other starting conditions. How could this have happened in the "land of opportunity?" What are the effects of such profound inequality? And what, if anything, should be done about it?

Terms: Aut | **Units:** 4 | **UG Reqs:** WAY-ED, WAY-SI | **Grading:** Letter (ABCD/NP)

Instructors: [Grusky, D. \(PI\)](#)

[Schedule for CSRE 3P](#)

2018-2019 Autumn

- CSRE 3P | 4 units | UG Reqs: WAY-ED, WAY-SI | Class # 29718 | Section 01 | Grading: Letter (ABCD/NP) | LEC | Students enrolled: 5
09/24/2018 - 12/07/2018 Tue, Thu 3:00 PM - 4:20 PM at [300-300](#) with Grusky, D. (PI)
Instructors: Grusky, D. (PI)

CSRE 45Q: Understanding Race and Ethnicity in American Society (SOC 45Q)

Preference to sophomores. Historical overview of race in America, race and violence, race and socioeconomic well-being, and the future of race relations in America. Enrollment limited to 16.

Terms: Aut | **Units:** 4 | **UG Reqs:** GER:DB-SocSci, GER:EC-AmerCul, WAY-ED, WAY-SI | **Grading:** Letter or Credit/No Credit

Instructors: [Snipp, C. \(PI\)](#)

[Schedule for CSRE 45Q](#)

2018-2019 Autumn

- CSRE 45Q | 4 units | UG Reqs: GER:DB-SocSci, GER:EC-AmerCul, WAY-ED, WAY-SI | Class # 25127 | Section 01 | Grading: Letter or Credit/No Credit | ISS
09/24/2018 - 12/07/2018 Mon, Wed 10:30 AM - 11:20 AM at [120-314](#) with Snipp, C. (PI)
Instructors: Snipp, C. (PI)
Notes: Introductory Seminar. Preference to sophomores; first-year students admitted if space available. Advance sign-up process and deadlines at <http://introsems.stanford.edu>.

ETHICSOC 134R: The Ethics of Elections (POLISCI 132A)

Do you have a duty to vote? Should immigrants be allowed to vote? Should we make voting mandatory? How (if at all) should we regulate campaign finance? Should we even have elections at all? In this course, we will explore these and other ethical questions related to electoral participation and the design of electoral institutions. We will evaluate arguments from political philosophers, political scientists, and politicians to better understand how electoral systems promote important democratic values and how this affects citizens' and political leaders' ethical obligations. We will focus, in particular, on issues in electoral design that have been relevant in recent US elections (e.g. gerrymandering), though many of the ethical issues we will discuss in this course will be relevant in any electoral democracy.

Terms: Win | **Units:** 5 | **UG Reqs:** WAY-ER | **Grading:** Letter or Credit/No Credit

Instructors: [Chapman, E. \(PI\)](#)

[Schedule for ETHICSOC 134R](#)

2018-2019 Winter

- ETHICSOC 134R | 5 units | UG Reqs: WAY-ER | Class # 31814 | Section 01 | Grading: Letter or Credit/No Credit | LEC
01/07/2019 - 03/15/2019 Mon, Wed 12:30 PM - 2:20 PM at [Turingaud](#) with Chapman, E. (PI)
Instructors: Chapman, E. (PI)

PUBLPOL 178: The Science and Practice of Effective Advocacy (CSRE 178P, URBANST 178)

How can purposeful collective action change government policy, business practices and cultural norms? This course will teach students about the components of successful change campaigns and help develop the practical skills to carry out such efforts. The concepts taught will be relevant to both issue advocacy and electoral campaigns, and be evidence-based, drawing on lessons from social psychology, political science, communications, community organizing and social movements. The course will meet twice-a-week for 90 minutes, and class time will combine engaged learning exercises, discussions and lectures. There will be a midterm and final. Students will be able to take the course for 3 or 5 units. Students who take the course for 5 units will participate in an advocacy project with an outside

organization during the quarter, attend a related section meeting and write reflections. If you enroll in the course for 5 units, you also need to enroll in the section attached to your catalog number ([URBANST 178-Section 02](#) or [PUBLPOL 178 Section 2](#) or [CSRE 178PSection 2.](#))

Terms: Spr | **Units:** 3-5 | **UG Reqs:** WAY-SI | **Grading:** Letter (ABCD/NP)

Instructors: [Litvak, L. \(PI\)](#)

[Schedule for PUBLPOL 178](#)

2018-2019 Spring

- PUBLPOL 178 | 3-5 units | UG Reqs: WAY-SI | Class # 33042 | Section 01 | Grading: Letter (ABCD/NP) | SEM
04/01/2019 - 06/05/2019 Mon, Wed 12:30 PM - 2:20 PM with Litvak, L. (PI)
Instructors: Litvak, L. (PI)

