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Dear CCSRE Community:

This is my last “Director’s Letter,” as I will be leaving this office in a few weeks. It’s the end of my three-year term, and I am happy to say that Professor Ramón Saldívar will be writing to you from this office next year. I could not have been more pleased when I learned that Ramón had agreed to serve a term as the Center’s director. In addition to being a highly distinguished literature scholar, he has been for many years, a faculty leader at Stanford as the first vice-president for undergraduate education, and the Chair of the English Department. I can think of no one better qualified to serve as the next director of the Center.

As I look back on the past three years, I am a bit dismayed at how quickly time passes, but as the well-worn proverb reminds, “Time flies when you’re having fun.” And I have to confess that the past three years have been fun. Most of the time. There also were challenges. We weathered a university-wide financial crisis of historic proportions, but thanks to the ingenuity of our staff, we really did find ways to do more with less. Chris Queen deserves special recognition as our Center’s Manager. As my Mom would say, Chris knows how to “punch a penny until it squeals, and then some more until it begs for mercy.”

The past three years also brought some unexpected staff changes. Dorothy Steele, our long-time Executive Director, had to leave when her husband Claude became the Provost of Columbia University.3 Besides Dorothy, our Student Services Coordinator, Margarita Ibarra, decided to retire. Margarita occupied the position of Student Services Coordinator from the very first day the program opened, and her retirement meant the departure of more than a decade of knowledge and experience. Sadly, Margarita passed away shortly after her retirement in 2010. We honored her with a special memorial service in March and established an undergraduate award in her name; the first recipient of the Margarita Ibarra CSRE Community Building Award, Stephanie Otani-Sunamoto, was honored at our June commencement.

Despite these challenges, the work of the Center moved ahead, scarcely skipping a beat. We were fortunate to find a very able Executive Director, Beth Wahl, who possesses a Ph.D. in Comparative Literature from Stanford and years of experience at the Stanford Humanities Center. Sarah Gamino took on the job of Student Services Coordinator for the undergraduate program. Sarah came to us with an M.A. in Education from San Francisco State and with particular expertise about Latina/o students in higher education, the topic of her M.A. thesis.

Besides our new staff, we marked a number of other accomplishments. Tania Mitchell, our Associate Director of Undergraduate Studies and Director of Service Learning, produced a very successful review of our undergraduate program. At the same time, she succeeded in making us the single largest venue for service learning at Stanford. Tania also successfully crafted a proposal which ensures that our service learning program will remain funded for several years ahead. And this year, thanks to Tania’s efforts, our Public Service Policy Institute is in firm financial footing for the foreseeable future.

This year also marked the launch of the Center’s book series. Professors Paula Moya (English) and Hazel Markus (Psychology) kindly agreed to serve as the co-editors leading this project. They already have received a number of promising manuscripts, and we hope to see published volumes in the months ahead bearing the Center’s imprint.

Our affiliated research centers and institutes have also grown and expanded their programs. This past year, we were especially proud to claim Samy Alim in the School of Education. Alim was recruited to Stanford as part of the Faculty Development Initiative led by Professor Al Camarillo. Since arriving at Stanford, he has been responsible for creating our newest endeavor, the Center for Race, Education, and Language (CREAL), and this year, he assumed the leadership of the Institute for Diversity in the Arts (IDA). Under his guidance, Stanford hosted an unprecedented event showcasing hip hop artists from around the world and giving students an opportunity to work and interact with these artists. All in all, it has been a very good three years.

In closing, I have to say that the very best and most rewarding part of this job has been the opportunity to work with an utterly breathtakingly talented group of people: our students, fellows, faculty affiliates, staff, advisory board, and the many visitors who grace us with their presence each year. And I have to confess that the past three years have been fun. Most of the time. As I look back on the past three years, I am a bit dismayed at how quickly time passes, but as the well-worn proverb reminds, “Time flies when you’re having fun.” And I have to confess that the past three years have been fun. Most of the time.

With my very best wishes,
Matt Snipp

1 I’m happy to say that Claude and Dorothy will return to Stanford as the Dean of the School of Education and if Dorothy will let us, we’ll find ways to keep her busy too.

NEW FACES / STAFF

New Faculty Director / CCSRE

Ramón Saldívar is the Hoagland Family Professor in the School of Humanities and Sciences and Professor, by courtesy, of Iberian and Latin American Cultures. Professor Saldívar’s teaching and research areas at Stanford have concentrated on the areas of cultural studies, literary theory, modernism, Chicano narrative, and post-colonial literature. He is also interested in the history of the novel and nineteenth- and early twenty-first-century British and American comparative studies. With a degree in Comparative Literature, his publications reflect the variety of his interests. His first book, Figural Language in the Novels: The Flowers of Speech from Cervantes to Joyce (1984), was a study of the authority of meaning in selected canonical European and American novels. His second book, Chicano Narrative: The Dialectics of Difference (1990), is a history of the development of Chicano narrative forms. His most recent book, titled The Borderlands of Culture: American Paredes and the Transnational Imaginary (2006), is a study of the modern American borderlands, transnationalism and globalization and their role in creating and delimiting agents of history. See interview on page 3.

New Faculty Director / Taube Center for Jewish Studies

Dr. Steven P. Weitzman, the Daniel E. Koshland Professor in Jewish Culture and Religion, joins the Taube Center for Jewish Studies as its new Faculty Director. Professor Weitzman specializes in the Hebrew Bible and the origins of Jewish culture. His recent books include Surviving Sacrilege: Cultural Persistence in Jewish Antiquity (Harvard University Press, 2005), Religion and the Self in Antiquity (Indiana University Press, 2005), The Jesus: A History (Prentice Hall, 2009), and Solomon: The Lure of Wisdom (Yale University Press 2011).

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NEW FACES / STAFF

Massa Wells, Administrative Assistant and Student Services Coordinator, Program in African and African American Studies (AAAS)
We are in an atmosphere that seems to be saying two different things at once: on the one hand, that we are beyond race, beyond the racism of the past, and on the other, that since race is such a divisive issue, this means that we should not even talk about race, nor even think about it as an area of study.

How did you first get involved with the Center?

I’ve never had a formal administrative position at the Center before, but I do have a historical relationship to its formation. I chaired a faculty committee that recommended the creation of CSRE in the first place. In the mid-90s, student protests were part of a concerted effort demanding the creation of degree programs in Chicano Studies, Asian American Studies and Native American Studies. The Program in African and African American Studies (AAAS) already existed as a degree program at the time, but the other three area studies did not.

The President and Provost responded by creating a committee of faculty to investigate the viability of creating new degree programs that would address these questions in rigorous disciplinary ways. They asked me to chair the committee. I did. After a year and a half of study, the committee recommended to the Provost the formation of a comparative joint degree program, bringing together the existing AAAS program and new programs in the other underrepresented minority areas of the United States, and the addition of an interdisciplinary research center for the comparative study of race and ethnicity. For that reason, I feel that I have a role in the deep history of the program.

As part of the committee process investigating the formation of CSRE, I interviewed the directors of the leading ethnic studies programs around the country and asked them: “If you were going to begin an ethnic studies program today, starting from scratch, how would you do it differently?” From these many conversations, it became clear to me that a comparative structure for the study of race and ethnicity was the most vibrant alternative for us at Stanford.

So, in our recommendation to the President and the Provost, we didn’t simply recommend creation of degree programs in ethnic studies. Instead, we recommended something much larger: a program that was comparative in nature, that had degree tracks of traditional ethnic studies programs, but that was really concerned with the much larger issue of the history of the processes of racialization worldwide.

Over the last fifteen years, I’ve watched, with great interest and a great sense of pride, the development of the program and the huge success that it has had—successful not just within Stanford, but nationally. Now fifteen years later, I’m delighted to have the opportunity to become Director of the Center.

What do you think that ethnic studies has to offer students in the 21st century as the term “post-racial” has become part of our cultural discourse? How do you respond to efforts in states like Arizona and Texas to keep ethnic studies out of secondary school classrooms? How can the Center play a role in or speak to these contemporary issues?

Those are the vital questions of the day. We are in an atmosphere that seems to be saying two different things at once: on the one hand, that we are beyond race, beyond the racism of the past, and on the other, that since race is such a divisive issue, this means that we should not even talk about race, nor even think about it as an area of study. That means that we should not talk about race, nor even think about it as an area of study. That seems to be the question of the definition of race itself is being reformulated in interesting and important ways in this moment. Part of what our work as scholars associated with the Center for Comparative Studies in Race and Ethnicity has been the to stay abreast of, that to think of how the question of the definition of race is an evolving one and what we can do to help further our understanding of its complexity.

How has your affiliation with the Center affected your own work?

My own work has been involved with matters of the representation of race in works of literature in very explicit ways. My teaching, my interactions with colleagues, my appreciation for the work of the many superb scholars that have existed and continue to produce these same results in different disciplinary contexts, has had an immense influence on the ways in which my own work has evolved. To take a very concrete example, the book that I’m working on right now concerns contemporary representations of matters of race and ethnicity in fiction written by authors who came to maturity in the post-civil rights era. That notion of race has been influenced immensely by the work of Hazel Markus, Paula Moya, and the research of numerous other Stanford scholars compiled in their anthology entitled, Doing Race. It represents the CSRE way of studying race and ethnicity. The entire focus on interdisciplinarity at the Center has had a profound impact on how I consider my own work and how I feel it has to be a conversation with the work of scholars beyond my own disciplinary field.

What role do you see the Center playing with other ethnic studies centers?

The most important role that CSRE has to play over the next decades is exactly the role that it has begun in first decade and a half of existence. In California, we live in a multi-ethnic society. When we think of issues of race and ethnicity, we’re talking about the relationships among Asian, Latino, Native American as well as white and black communities. I think that understanding the heterogeneity, the complexity of racial configurations and identities, which are becoming the norm nationally, are what we’re always focused on as the core of our study at CSRE. The comparative nature of our study has always been at the heart of our work. I think that these are the central questions that we’ll want to pursue: How is the concept of race itself a product of that heterogeneity? How is it evolving? And how does it manifest itself in our own research and the curricular offerings that we present our students at Stanford?

What role do you see the Center playing in non-academic settings as well?

I think that one of the most exciting things that the Center has done very well with over the last several years is the creation of service learning programs and various outreach programs of that sort. I think those are immensely important, and I would like to see that continue to develop as much as possible.

What is your vision for the Center during your tenure as faculty director?

I think that it’s important for the Center to continue to renew itself and pose the question: If we were to begin again, how would we constitute ourselves? What are the new directions that are available to us as we move into the future? So certainly, that’s one way to conceptually conceive of what I would like to accomplish during my tenure as director. More concretely, however, there are some very specific things we want to do. I want to be able to encourage our work on the undergraduate level and continue to make the CSRE major one of the best majors on campus for our undergraduate students, one of the best intellectual experiences that they can have at Stanford. In addition, under Matt Snipp’s directorship, we have begun discussing the possibility of a Ph.D. program at CSRE. That’s a great deal of excitement about that. This is the right historical moment to move to that stage of development in the work of CSRE. I’m very confident that we’ll come up with a plan that will be every bit as compelling as was the plan to propose the creation of the Center in the first place.
In its fourth year of operation, the Faculty Development Initiative (FDI) made unprecedented gains, including the appointment of six female faculty hires in several departments in the School of Humanities and Sciences and in the School of Education.

This past year Faculty Development searches yielded two—and possibly three—appointments. In September 2011, Professor Jennifer Brody will join the Drama Department faculty and Assistant Professor Angela García will be a faculty member of the Department of Anthropology. Formerly a Professor of African American Studies at Duke University, Brody focuses her work on performance, cultural studies, queer studies and African American literature. García, who comes to Stanford from the University of California-Irvine, is a medical anthropologist focusing her research on drug addiction and culture among Latinos in the Southwest. Both of these new colleagues will bring new research areas and an expansion of course offerings to both their respective departments and to CCSRE.

In the fall of 2010-2011, Stanford welcomed two more FDI faculty. Assistant Professor Corey Fields became a faculty member of the Sociology Department, and Assistant Professor Vaughn Rasberry joined the English Department. Professor Fields’ research focuses on the complexity of black identity particularly within the subgroup of African American Republicans, and Professor Rasberry studies black literary and intellectual history of the post-World War II era. During the past academic year, faculty appointed as part of FDI won book awards and stepped into important positions of leadership at the Center for Comparative Studies in Race and Ethnicity (CSRE) and other centers and institutes at Stanford. Professor José David Saldívar, who joined Stanford’s Department of Comparative Literature in 2010, was appointed Director of the CSRE Undergraduate Program for a three-year term beginning September 2010. Professor H. Samy Alim, appointed to the faculty in the School of Education in 2009 (with courtesy appointments in Linguistics and Anthropology), became the Director of the Institute for Diversity in the Arts (IDA) in September 2010. A leading sociolinguist working on language and race, Professor Alim also helped form a new Center on Race, Ethnicity, and Language (CREAL), affiliated with CCSRE, which has brought together scholars from Education and Linguistics to pursue a unique area of scholarship undertaken at no other institution.

The Faculty Development Initiative will begin its fifth year with searches authorized in the Department of Religious Studies in the area of race, ethnicity, and American religions, and with possible target of opportunity searches in two or more departments and schools. Given its success to date, the FDI has been extended indefinitely by the Provost beyond the original five-year commitment.

Professor Al Camarillo, Professor of History, Leon Sloss Jr. Memorial Professor and Special Assistant to the Provost for Faculty Diversity, will continue to direct the Faculty Development Initiative in 2011-2012.

H. Samy Alim
Associate Professor of Education (and by courtesy) Anthropology and Linguistics

Jennifer Brody
Professor of Drama

Corey Fields
Assistant Professor of Sociology

Angela García
Assistant Professor of Anthropology

Tomás Jiménez
Assistant Professor of Sociology

Vaughn Rasberry
Assistant Professor of English

José David Saldívar
Professor of Comparative Literature
Director of Undergraduate Program in Comparative Studies in Race and Ethnicity

Gary Segura
Professor of Political Science
Chair of Chicana/o Studies

From Harriet Tubman to Parliament Funkadelic: Lonnie Bunch Envisions a National Museum of African American History and Culture

“The truth is that America’s expansion of the idea of liberty itself is tied to the history of African Americans. Our optimism, spirituality, resiliency... these are the contributions that have African Americanized American culture as a whole.”

–Dr. Lonnie Bunch

More than 25 million people a year visit one of the eight museums known collectively as the Smithsonian Institute; these eight museums reside along the Washington Mall. Whether the subject is art, aerospace, or American history, these museums are responsible not only for housing national treasures, but also for responding to the emotions that Americans bring with them when they view the objects on display. For example, an Apollo capsule conveys more than just a tangible link to the history of the space program; it also evokes the competitive spirit and pride with which the U.S. entered into its race to be the first nation to put a man on the moon.

It is easy to see why most Americans feel pride in the Smithsonian’s presentation of America’s space program. The prospect of the Smithsonian creating a museum of African American history, however, raises more complex issues and ambiguous emotions. Indeed, America’s fraught racial history is something that many Americans are unwilling to confront, as Lonnie Bunch III, founding director of the forthcoming National Museum of African American History and Culture, knows all too well.

In spite of these challenges, he has taken on this monumental task of overseeing the design and construction of the last major building on the Washington Mall and assembling the collections that it will house. Construction of the new museum is slated to begin on the Mall in 2012, and by 2015, the National Museum of African American History and Culture will take pride of place at the far end near the Washington Monument in a gold-topped building designed by Tanzanian architect David Adjaye.

This May, Dr. Bunch met with Stanford students and faculty and gave the 6th Annual Anne and Loren Kieve Distinguished Speaker lecture to the public about the challenges and rewards of collecting for such a monumental—and monumentally important—project. As he travels around the country talking to as many people as he can, his agenda is to open up discussion about how this museum can confront the terrible period of slavery and its legacy while still celebrating the breadth and depth of African American culture as well as the immense accomplishments of African Americans in science, medicine, industry and a host of other endeavors.

“People come to the Smithsonian to commemorate and
affirm traditions," Bunch says. "By contrast, this museum will [also] have to engage with fundamental questions of culpability."

Many might assume that the election of an African American, President Barack Obama, spearheaded the museum's current material progress into becoming a reality. But in fact, the mandate to create this museum was launched by an Act of Congress in 2003, during the administration of George W. Bush. Why there? Dr. Bunch cites the deaths of certain key Congressional conservatives who had long opposed the museum, the rise of a strong middle and upper class of African Americans who could help with fundraising and, most importantly, a bipartisan Congress seeking a visible way to turn the history of the Civil Rights Movement into what he calls "a feel good moment in our nation's history, a moment full of acts of courage and bravery and loss."

Since the Civil Rights movement, efforts to document the struggle of African Americans have become incontestable—and also complicated. Bunch indicates that the outpouring of scholarship on and research into Black history has been crucial to his conception of how the museum can document and present the history of African Americans. Yet Bunch's hardest job remains how to set the tone of the new museum. "We can't have a museum that simply states, 'We were once bad; now we're good,'" he says. "But it's a hard topic to talk about and to explore. Enslavement is the subject we [Americans] are most conflicted about, but there are also other kinds of violence and exploitation that we cannot ignore and still tell the story of African Americans."

Fortunately, there is no question that African American culture has enriched American culture in ways that are not only beyond measure, but also universally beloved. Jazz, blues and hip-hop are only the most obvious contributions to our sense of what it means to be an American. "The truth is that America's expansion of the idea of liberty itself is tied to the history of African Americans. Our optimism, spirituality, resiliency...these are the contributions that have African Americanized American culture as a whole," Bunch says.

Following the 2003 Congressional mandate, Bunch has spent the last eight years directing, collecting, collating and assembling a collection of objects that are meant to symbolize the struggle of African Americans as well as celebrate the richness of African American culture. To exhibit those broad concepts, Bunch has painstakingly assembled all kinds of artifacts.

The museum plans on recreating a slave ship, a slave cabin and a one-room schoolhouse as well as signs and other artifacts from the Jim Crow era. The museum will display Harriet Tubman's shawl and prayer book as well as a letter from John Brown. It has a trumpet owned by Louis Armstrong, a suit worn by James Brown and the entire Parliament Funkadelic Mothership stage set, recently shipped from a backyard where it was discovered moldering in Tallahassee, Florida.

Most modern museums engage their visitors with fancy technology. "But those kinds of whistles and bells would fail at the Smithsonian," Bunch notes. People come to the Smithsonian not only to engage with iconic objects, but also to understand the stories they embody. To that end, Bunch and his staff have conducted over 8,000 oral interviews, reaching out to citizens in black communities all over the country to tell their stories.

And those stories are not all depressing. In addition to documenting the Black Power movement, changing notions about the role of hip hop culture and Africa's role in shaping African American identity, the museum will wind up with a display that documents the historic election of President Barack Obama.

Bunch puts it simply: "Our job is to help people understand the ambiguity and nuance of history. That's what museums do best. When you come to our museum, you will cry, you will be angry, you will be embarrassed. But I hope the experience will be a totality. At the Museum of African American History and Culture, there will be moments to celebrate and breathe and find joy in as well."

-Gina Arnold

To see a videotape of the lecture, go to http://www.youtube.com/user/StanfordUniversity and search "Lonnie Bunch".
A rural anthropologist and Stanford lecturer, Kathleen Coll, admits to bringing more than a little nervousness the first time she took a group of Stanford students to a community meeting at the Women's Building in San Francisco's Mission District. The students joined her one evening at the offices of Mujeres Unidas y Acción (MUA), an immigrant women's rights organization. They were enrolled in a new course called “New Citizenship: Grassroots Movements for Social Justice in the U.S.” one of several specialized service learning courses that the Undergraduate Program in Comparative Studies in Race and Ethnicity (CSRE) offers each quarter.

The students planned to interview domestic workers involved in the campaign for the California Domestic Workers Bill of Rights. But when Coll asked the more than thirty workers present if they would be willing to share their stories with students, no one volunteered.

An MUA member suggested that the students first introduce themselves and explain their interest in the campaign. As the students expressed, in Spanish, respect for the campaign goals and talked about their own personal ties to domestic workers, the mood changed. “In the end, there were more volunteers than we could interview that night,” Coll recalls.

The students’ experience with the workers’ rights organization highlights what Coll sees as a valuable aspect of the service learning program that CSRE has developed over the past four years. Service learning challenges both students and those who work with to understand the privileges and the obligations of education in society and its role in the community. “The community members held the students to account. They had to explain themselves, their motives and their project before folks would participate.”

These exchanges also challenge the way many people may see Stanford students. “I was very proud to see these students into the community,” explains Coll. “Some students had mothers, aunts or grandmothers who were domestic workers, while others came from homes that employed babysitters or housekeepers. They shared an interest in interrogating different forms of inequality and privilege.”

This new service learning course, which is cross-listed with Feminist Studies, Anthropology and Chicano Studies, fosters such exchanges while introducing students to academic research on citizenship. Students are asked to take part in fieldwork with a social movement, in this case, the campaign to pass the California Domestic Workers Bill of Rights (AB 889). The bill aims to provide domestic workers with basic labor protections, such as overtime pay, minimum rest times for live-in workers, and workers compensation.

Students worked with the Domestic Workers Alliance by doing legislative research on all the members of congress who were on the committee reviewing the bill, as well as collecting stories from both domestic workers and employers about their experiences to share with these policy makers. They attended organizing meetings like the one at the Women's Building as well as public outreach sessions and academic forums on both sides of the Bay. They not only spent time together talking in the classroom but expanded those conversations outside the classroom as they traveled, shared meals, and wrote up their research findings for one another and their community partners.

Students also read the history of immigration and the history of the labor movement in California, in order to understand how domestic workers got excluded from federal labor laws in the first place. In 1935, the National Labor Relations Act established basic rights for US workers, but domestic workers and farm laborers were exempted at the insistence of southern law makers. Students also studied how domestic workers were excluded from federal labor laws at multiple points in the twentieth century, despite workers’ attempts to claim these rights.

Stanford Senior Stacy Villalobos says that the fieldwork aspect of the course was crucial to what made the class work so well. “A moment that really stands out occurred during my first interview. I spoke with a woman who told me that through her work with Luz Colectiu (The Women’s Collective of the San Francisco Day Laborers’ Project), she had learned that she had right to a certain number of paid vacation hours because of a San Francisco city ordinance. She relayed this information to her employer, who refused to believe her. She decided she would prove that she had rights to her employer. She came back to the Colectiu and asked for a copy of the law.”

“She brought [this information] back to her employer (in English, she told me, so that her employer could understand it), and her employer felt forced to give her access to those hours. Despite her limited English proficiency, citizenship status, and dependence on her employer for income, she stood up for her rights. She was fully empowered— as a woman, an immigrant, as a person of color, and as a worker. I was truly inspired by this woman, and by the work of the organizations we partnered with.”

Villalobos notes that this kind of story “gave the material we were learning in the classroom more depth and authenticity. It also helped us critically analyze the arguments we were presented with, using our experiences and those of our interviewees to test the hypotheses in the academic papers we were reading.”

Villalobos felt that the course had a big impact on her view of her own education. In addition to learning practical job skills, she says that the course “made me see how my Stanford undergraduate experience could impact my post-Stanford life, and how I could continue to participate in the struggle for social justice post-graduation.” In fact, Villalobos says that the course was one of the top classes she’s taken at Stanford.

Coll says she hopes the course denaturalizes students’ ideas about citizenship so that they can recognize it as both an institutional status and a dynamic set of social processes. “Not only did the students really get that,” she says, “but they saw how personal histories shape the legislative process, and how relationships between elected officials, campaign contributors, and active constituents (of all citizenship statuses) drive policy. The service-learning framework enabled students to reflect on what citizenship means to them in dialogue with both the academic literature, but also immigrant women seeking recognition and respect for their contributions to this country.”

Domestic workers address a full house at a meeting in support of the California Domestic Workers Bill of Rights. International Women’s Day Celebration, 2011

For more information on AB889 and state and national efforts for domestic worker rights, see the National Alliance of Domestic Workers (http://www.domesticworkers.org) and Hand in Hand domestic employers association (http://domesticemployers.org).

CSRE appreciates the generosity of the Raikes Foundation in supporting its service learning program.
Public Enemy rapper Chuck D had some advice for students at Stanford when he appeared as part of a panel on “Hip Hop, Race and Citizenship” last April. “Hold on to your minds,” he said in front of the standing-room-only crowd in Cubberley Auditorium. “Hold on to your souls and feelings, and hold on to your sense of self and don’t wait for anybody to tell you who you are.”

This is good advice for graduating seniors or anyone about to face the job market in America. But it’s especially good advice for Stanford students, who seldom get the chance to mix up with global celebrities like Chuck D, let alone the wide range of musicians and scholars who came to Stanford spring quarter as part of a course called “Global Flows: The Globalization of Hip Hop, Art, Culture and Politics.” A month long symposium formed as part of the course that was also open to the public and featured hip hop scholars including Samir Meghelli (Columbia University, co-author of Tha Global Cpha), Dawn-Elissa Fischer (San Francisco State), and Gaye Theresa Johnson (UC, Santa Barbara) as well as performers like Syrian American hip hop artist Omar Offendum and hip hop journalist Davy D. A highlight of the series was the panel featuring Chuck D, which was intended to bring awareness of the global reach of hip hop as both a cultural and a political phenomenon. The panel discussion was the culmination of a series of events about the importance of hip hop – a message reinforced by recent events in the Middle East, where songs like Hamada Ben Amar’s “President, Your People Are Dying” have served as a rallying cry for young people in Egypt, Tunisia and Libya and played an important role in disseminating the message of the Arab Spring.

The idea for the course and the symposium emerged from the work of H. Samy Alim, a Professor in the School of Education, a sociologist and anthropologist by training, and one of Stanford’s recent faculty development initiative (FDI) hires. Alim knows firsthand the importance of bringing discussions about hip hop into the academy. In 1997, he walked into a class on hip hop at the University of Pennsylvania, where he was an undergraduate. “I was like, ‘this guy can’t tell me anything I don’t know about hip hop.’” he recalls. “I thought I knew everything – and I totally had my mind blown.’

That course, he recalls now, helped him begin the process of moving from, as he puts it, ‘hip hop fan to hip hop scholar’ – a role that he’s now solidified with books like Tha Global Cpha: Hip Hop Culture and Consciousness (Black History Museum Press, 2006), Roc The Mic Right: The Language of Hip Hop Culture (Routledge, 2006) and Global Linguistic Flows: Hip Hop Culture(s), Youth Identities, and the Politics of Language (Routledge, 2009).

Alim is now the faculty director of the Institute for Diversity in the Arts (IDA), and teaches a course titled Hip Hop, Youth Identities, and the Politics of Language that he hopes will provide a similar awakening to the depth and breadth of hip hop Language and culture for Stanford students. “Global Flows,” the course he designed for the Undergraduate Program in Comparative Studies in Race and Ethnicity (CSRE) brought together film screenings, dialogues, and performances featuring artists from Ghana, Morocco, Japan, Cuba, Palestine, France and the US, and concluded with a discussion between leading hip hop artists and scholars, including Chuck D of Public Enemy and Jeff Chang, author of two seminal books on hip hop culture (Can’t Stop Won’t Stop and Top of the Power: The Art and Aesthetics of Hip Hop). Chang is the new Executive Director of I/DA.

Aside from the content, another innovative aspect of the course was its location, which moved from the classroom to three different undergraduate residences. Every Thursday, Alim scheduled screenings of hip hop documentaries – Sling Shot Hip Hop, I Lone Hip Hop in Morocco, Homegrown: Hiphlf in Ghana and Inoemits: Hiphip Cubanom – that included live discussions with each film’s director. According to Alim, “We moved the program to the dorms because hip hop already lives in the dorms. It was a case of bringing the everyday to the academy. We wanted to take something students were interested in their daily lives and have them think about it in broader and more complex terms.”

The course and symposium achieved both of those goals. Author Jeff Chang praised Alim’s innovative design for its relevancy and forward-thinking framework. “When Samy began planning,” he points out, “he could not have known how prescient a program it would become given the events of the Arab Spring and the intensifying human rights crisis in Arizona and across the South. But to me the event did take on a larger significance, and that’s the one thing that never ceases to amaze me: that hip hop still speaks to the most urgent issues of the day.”

Chang also sees these events as revitalizing an awareness of hip hop as a contemporary evolving art form. “I think there’s a way in which hip hop events are in danger of becoming very much about the ‘good old days’ which never were,” he says. “The brilliant thing that Alim and all the participants in Global Flows this year did was to constantly demonstrate how young people have found and are still finding their voices through this art form.”

The Global Flows forum was also an excellent example of CSRE’s interdisciplinary capabilities. Alim shared his ideas over dinner with Jim Campbell, a professor in the History Department and faculty director of the Research Institute at CCSRE. The conversation also included English professors Paula Moya and Ramón Saldívar. “We were talking casually over dinner about global hip hop culture across continents, and from that conversation, we planned and visualized a campus-wide collaboration across departments at Stanford.”

It was an expensive and time consuming undertaking, but his efforts underscored how much Stanford supports creative collaboration. As Alim puts it, “There were so many constituents: scholars, artists, critics, undergraduates, journalists, plus bringing in the film directors, some from overseas... it was so exciting to do, but there were added layers of complexity to it.”

Alim himself has been a lifelong fan of hip hop, and says that his deep interest in the form stems from his commitment to political and social transformation. “I have incredible respect for where hip hop comes from,” he says. “I mean, this is not a romantic story where everyone welcomed it with open arms. These were hounded out of communities, and (the people who invented hip hop there) revolutionized the world.”

As the Global Flows’ symposia and film series were able to attest, hip hop now offers marginalized youth communities all over the world a way to create identities and speak to the center. It is a way for people on the margins to say, “we matter.”

“I was amazed and honored by the intellectual rigor that the students exhibited,” Alim says, “and so were the film directors, scholars, and artists. The students just held them there, firing questions at them, and their in-depth inquiry showed that CSRE students, in particular, were really thinking on a local and global level about issues of race, ethnicity, citizenship and the cultural processes of globalization.”
Martin Buber and Martin Luther King, Jr. as Modern Day Prophets: A Conversation with Paul Mendes-Flohr

May 11, 2001. Professors Amir Eshel and Steven Zipperstein held a conversation with Paul Mendes-Flohr at the Jewish Community Center in San Francisco titled, “Modern Day Prophets: Martin Buber and Martin Luther King Jr.” An excerpt of their discussion of charisma follows:

ESHEL: I’d like to open the conversation with the question of charisma. And I’d like to ask you: what is the basis of the charisma of certain historical figures such as Martin Buber and Martin Luther King Jr? ZIPPERSTEIN: Let me begin here, just about the mystery of charisma, and offer two examples as a way of answering the question by avoiding answering it directly.

When I was writing Elusive Prophet, my biography of Ahad Ha’Am, who emerged as the major intellectual figure in the Zionist movement at the turn of the 20th century and who was a major influence on Martin Buber, I found that in the mid-1880s he goes abroad looking into the possibility of studying in perhaps, in Central Europe. He meets various Jewish intellectuals, enlightened figures, and makes no impact whatsoever on them.

Four years later, he comes to Odessa, and he comes to be celebrated. The Hebrew word is nistar (A hidden holy man, an entire circle comes to be formed around him. The literature about him suggests that he could well be the redemptive intellectual in the Zionist movement. What happened in those intervening years? I don’t know. There are these leaps in biography that feel sometimes almost greater than charisma when you’re writing on a larger canvas. And so, I noticed the difference. I scratched my head, if you will, at its mystery.

One other example: Abraham Joshua Heschel, beard-less—I’m not suggesting the mystery is in the beard—teaching at the Hebrew Union College. Reactions to his classes are mostly rather unenthusiastic. He seems to be an uninspired teacher. It seems that he would often come to class and read to students from the gallery of his books.

In any event, once in New York, now bearded, the author of a great book on the Prophets, Heschel becomes Heschel. Some of this has to do with the moment: some of it has to do with the intersection between his work on prophecy and the civil rights movement. Some of it has to do, perhaps, with the American public looking for a Jewish counterpart to a figure like Martin Luther King Jr. And so, some of it, again, has to do with mystery.

And I think that not only students of religious thought, like Paul, but also cultural historians like myself, are simply in awe of the power of mystery.

MENDES-FLOHR: I mentioned to Amir that Buber, as you know, had a long, beautiful white beard. The origin of that is quite prosaic. As a young man, he suffered from a harelip so he grew a beard. The origin of that is quite prosaic.

ESHEL: I would like to follow up on what Steve said and push both of you a little bit more in this direction, asking what specific ideas do you think played a part in their becoming such charismatic characters?

ZIPPERSTEIN: I wonder whether there was something similar in his miraculous rise to stardom as a youth. He comes of age so young under the patronage of an important father but surrounded by far more prominent, older, if more stolid figures. And the combination of being able to project a kind of prophetic cadence, to make throughout his short life so many astonishingly courageous political decisions—some of them, from the vantage point of those close to him, counterintuitive—these qualities set him apart. Politics worked with faith. I wonder if that’s part of the key.

In the case of Martin Luther King Jr., I wonder if there was nothing something similar in his miraculous rise to stardom as a youth. He comes of age so young under the patronage of an important father but surrounded by far more prominent, older, if more stolid figures. And the combination of being able to project a kind of prophetic cadence, to make throughout his short life so many astonishingly courageous political decisions—some of them, from the vantage point of those close to him, counterintuitive—these qualities set him apart. Politics worked with faith. I wonder if that’s part of the key.

MENDES-FLOHR: I would begin with an anecdote regarding Buber’s beard. They say when Buber came to Israel at the age of 60 in 1938, when he walked down the streets of Jerusalem, young children would run after him and scream out, “Elulim, Ikarim (Good God).” And Buber would turn around and say, “Yes?” Well, Buber didn’t regard himself as divine, nor even as a prophet. But he did say and did insist that the Jewish people should regard themselves as the children of Amos the prophet. Amos, of course, reminded Israel, the children of God, that God is not only their God but the God of the Egyptians and all of humanity. It’s a redemptive God, so to speak, of all. And as such, we should be alert to the suffering of others.

When my children ask me, what is a prophet, I whimsically suggest that you turn around, stroke his beard, and say, “Yes?”

MENDES-FLOHR: My biography of Ahad Ha’am, who emerged as the major influence on Martin Buber, I found that in the mid-1880s...he goes abroad looking into the possibility of studying in perhaps, in Central Europe. He meets various Jewish intellectuals, enlightened figures, and makes no impact whatsoever on them. Within Israel, which is my home, there are actually dozens of so-called dialogical groups between Jews and Palestinians. Within the context of a very unfortunate conflict, there is a desire somehow to reach out to the other by simply listening to one another, listening, as we say in Hebrew, kavod, a certain sense of honoring and respecting the other. Not necessarily agreeing but truly listening, breaking the barrier of hostility, of indifference, of a misconception. As such, I think Buber’s message continues to resonate.

ZIPPERSTEIN: If I don’t misunderstand your question, you’re asking whether there are certain moments when were more inclined to believe in the power of redemptive personalities than in others. On the one hand, one might argue, yes. That moment when King lived, when JFK lived, when Robert Kennedy lived felt like that sort of moment, and one felt that it all the more acutely once all of them were gunned down.

And you know, it’s hard to even refer back to that moment now without feeling an incredible sense of pain, of identity, in many ways, for many of us the great collective loss of the early part of our lives.

On the other hand, it’s fair to say that just a couple of years ago, much of the American public was overwhelmingly in favor of the prospect of political redemption as were another beautiful black man. And perhaps some of the subsequent disappointment, the exaggeration, of the hope of what it is that one human being—any human being, however smart, however able, however savoy—can possibly do.

So, on the one hand, I’m inclined to believe that this kind of hope is the product of a somewhat more naive moment, a more naive age. On the other hand, we may have just experienced in the United States a moment not dissimilar from that of JFK or Martin Luther King Jr. And so, I don’t know how to answer that question.

Hope is, it seems to me, something of a double-edged sword, like so much in life. It’s something essential and splendid, and it can bring about about change, and it can result in the most devastating disappointment because such hopes are simply exaggerated. In reaction, God knows what comes next.

So I don’t know, but it’s an interesting question.

The Charles Michael lecture is part of the Charles Michael Professorship, which was established in 2010. The Charles Michael Professorship and lecture series reflect Mr. Michael’s dedication to Jewish heritage and to Jewish history and culture. They are aimed at educating younger generations about the Jewish past and the present.
The 2010–2011 academic year marked several changes for the Program in African and African American Studies (AAAS). This year, AAAS welcomed a new Director, Dr. Arnetha Ball, Professor of Education, who began her tenure on September 1, 2010. Dr. Ball is also the President of the American EDUCATIONAL RESEARCH Association (AERA). She conducts research that has practical applications in real school settings. She is especially interested in authentic learning environments that are faced with the challenge of improving education for urban and inner-city populations.

The highlight of 2011 was the celebration of the 100-year anniversary of the birth of Dr. Saint Clair Drake. Dr. Drake was the first Director for AAAS (1969), and the scholars who have followed in his footsteps hold his work as an early researcher of Black Americans in the highest regard. In honor of Dr. Drake’s legacy, AAAS hosted the annual Saint Clair Drake Memorial Lecture with guest speaker Dr. Mae Jemison (’77). On May 2, more than 200 guests filed into Paul Brest Hall to hear the words of this Stanford graduate who is most famously known as the first African American woman to travel in outer space. The crowd listened with keen attention as Dr. Jemison recounted her struggles with being the only student of color in her science and engineering courses, and everyone was inspired when she talked about the importance of her AAAS classes in helping her develop “a confidence about knowing yourself.”

Dr. Jemison’s lecture addressed the emerging sentiment that America is in a “post-racial society,” as evidenced by the election of President Barack Obama and other achievements of people of color. However, Dr. Jemison highlighted the incongruities of racial representation in the sciences as just one of a plethora of examples that demonstrate the continued significance of race today. To counteract the racialized opposition she faced in pursuing her own goals, Dr. Jemison commented, “You have to believe in yourself first. Then you have to believe that you have a right to be involved. That’s what AAAS taught me.” As AAAS looks back at its past accomplishments this year, it also looks forward to future years of inspiring its graduates with the confidence to “believe they have a right to be involved!”

Professor Al Camarillo Wins 2011 President’s Award for Excellence Through Diversity

At a reception on June 6, Al Camarillo, Professor of History, Leon Sloss, Jr. Memorial Professor and Special Assistant to the Provost for Faculty Diversity, was honored “for more than three decades of leadership in supporting greater diversity in the faculty, staff and student body at Stanford.”

The diversity awards were established in 2009 to honor individuals and programs that have made exceptional contributions to enhancing and supporting diversity, broadly defined, at Stanford. Usually, two awards will be given each year: one to an individual among the faculty, students and staff and another to a campus unit such as a department, program or office.

The award citation praised Camarillo “for his passion and commitment to making the university a more diverse institution, resulting in the development of more than 40 new courses on race and ethnicity, the establishment of the Center for Comparative Studies in Race and Ethnicity and many other contributions.” He was also honored “for his work in advancing the Faculty Development Initiative, which has brought new faculty to Stanford who are engaged in race and ethnicity scholarship, and generated better approaches to recruiting women and underrepresented minorities.” Finally, the citation commended him “for mentoring countless numbers of undergraduate and graduate students.”

During the ceremony the Center for Comparative Studies in Race and Ethnicity was also recognized for “developing undergraduate curricula on topics focusing on people’s identities, origins and cultures; providing a welcoming environment to students of diverse backgrounds, identities and interests that encourages them to develop meaningful relationships with faculty and staff as well as fosters inclusion and empowerment; and stimulating intellectual give-and-take, sustained research interactions and interdisciplinary collaborations through the seminars, networks and fellows program of its Research Institute.”

“A student talks to Dr. Mae Jemison after the lecture.

Friends, colleagues, and family members gathered to celebrate Professor Al Camarillo’s award.
SCOPE Welcomes a New Executive Director

It is with great pleasure that we announce that Janice Jackson joined SCOPE as Executive Director in July 2012. Her academic and research foci range from teaching and teacher education to leadership development. Her most recent position was at the Harvard Graduate School of Education, where she was a lecturer in Educational Leadership and Organizations. Janice’s past experience includes work in the leadership cadre of three major urban school systems, including service as Deputy Superintendent for Boston Public Schools. Janice also has extensive experience in the policy arena at the federal level, where she served as Deputy Assistant Secretary for Elementary and Secondary Education at the U.S. Department of Education. Janice replaces SCOPE Executive Director Carol Campbell, who resigned in order to return to her home in Canada for family reasons. We are pleased that Carol will remain closely involved with SCOPE as an international affiliate. Janice will work closely with SCOPE Co-Directors Linda Darling-Hammond and Prudence Carter to support our mission to foster research, policy and practice to advance high quality, high equity education systems.

Welcome, Janice!

LATEST REPORTS

Speaking of Salaries: What It Will Take to Get Qualified, Effective Teachers in All Communities

The fact that well-qualified teachers are inequitably distributed to students in the United States has received growing public attention. By every measure of qualifications—certification, subject matter background, pedagogical training, selectivity of college attended, test scores, or experience—less-qualified teachers tend to be found in schools serving greater numbers of low-income and minority students. Studies in state after state have found that qualified teachers tend to be found in schools serving greater numbers of low-income and minority students. Studies in state after state have found that qualified teachers tend to be found in schools serving greater numbers of low-income and minority students.

When A-lan Holt graduated from Stanford this June—with honors and more than the usual amount of self-confidence from college to budding playwright in New York City’s theater district. She is participating in Second Stage Theater’s Summer Leadership Forum, an intensive internship with the prestigious off-Broadway theater that helps American playwrights develop their work.

It’s the perfect place for A-lan, who was able to devote all of her senior year at Stanford developing her play, 8Ball, which was performed at Stanford in 2011. The play was also the focus of her senior honors thesis, “8Ball: Towards a Politics of Impossibility,” which she wrote as part of her major in Comparative Studies in Race and Ethnicity (CSRE). 8Ball has garnered numerous awards, including this year’s Dr. Floyd Gaffney National Playwriting Award, the Drama Department’s Shenefs Omade Edoga Prize for work involving social issues, and the George Fredrickson Prize for Excellence in Historical Drama.

A-lan credits CSRE for allowing her to develop her creativity as a writer, while simultaneously studying race and ethnicity in other contexts and disciplines, especially theory. “Theory teaches you to read into everything, even the placement of a comma—I love that,” she explains. “That training has conditioned me to pay so much attention to detail that when I’m writing a script or a poem & feels more like painting than typing. I’m creating on so many different levels. When I think about my process in these terms, composition happens from what is being said on the page and how it informs the story, to the line beats and breaks that dictate the rhythm, and further to the way the words look on the page. Everything speaks to everything else. That is what keeps the work exciting.”

The result of this study can be seen in 8Ball, which is a meditation on the ravages of crack cocaine. “The story is told through the voices of five characters that live on the same block in Los Angeles,” she says. “As the work continues, we begin to see these people, who start off so separate from each other, refashion a family and a future together even as their neighborhood is going up in flames.”

A-lan credits for allowing her to develop her creativity as a writer, while simultaneously studying race and ethnicity in other contexts and disciplines, especially theory.

A-lan says she play also helped her develop a community at Stanford. She worked on it for over a year with her advisor, Cherrie Moraga, as well as with Drama Professor and Vice Provost for Undergraduate Education, Harry Elam. During that time, she came to know just how much effort stagecraft requires, working four hours a day, six days a week, for six weeks with the cast. “It was a bit of a solitary experience,” she admits. “But then, almost overnight, the work was infused with new life and 8Ball became the work of a village. It was no longer mine; it was a part of the work of all of us, and that felt so inspiring to see others take ownership of the piece themselves.”

Back in New York A-lan is now busy reading scripts for Second Stage as well as assisting in rehearsals for new works in development. At the same time, she’s beginning to work on a new play even as she revises 8Ball for what she terms its “next iteration.”

Like all recent graduates, she’s also working on her own “next iteration” as a college graduate. “I am trying to take all spare moments to reflect on what has been a whirlwind year, as well as thinking about what is to come. New York is such a fast-paced place, I am working to carve out space for me and my art.”
In Memoriam: Margarita Ibarra
CSRE Undergraduate Services Coordinator

I n 2008–09, CSRE offered a special course on race and inequality in the aftermath of Hurricane Katrina that was open to the public as well as the Stanford community. As someone closely involved in the organization of this event, I knew firsthand how much effort the staff put in to make this course possible. No matter how much work we did each day, there was always more work waiting in the morning. After a few weeks everyone was tired, and Margarita Ibarra, the Center’s Student Services Coordinator, was no exception.

One evening Margarita and I were standing outside the doors of the auditorium where a lecture was taking place, when I noticed her closing her eyes and fighting off the temptation to fall asleep. I nudged her lightly and watched as she opened her eyes and smiled. Margarita’s ability to go from a state of exhaustion to a smile in the blink of an eye and to help others make that transition with her always amazed me. Her innate empathy made Margarita feel like a sister or a mother to some, and a best friend to others. The rides home I gave her, the lunches we shared, and our daily conversations, were some of the most memorable experiences I have of life as a Stanford graduate student. Indeed, they are some of my most memorable experiences as a human being.

Margarita retired in July of 2010 and passed away in February 2011. On March 30, 2011, friends and family came together for a memorial service to celebrate the life and spirit of Margarita at The Chapel at Stanford University. Although I was unable to attend, I listened to a recorded version of the afternoon’s event from my desk. I imagined Margarita sitting by my side, listening to everyone talk, and commenting on each person’s words. I will never forget her always amazed me. Her innate empathy made Margarita feel like a sister or a mother to some, and a best friend to others. The rides home I gave her, the lunches we shared, and our daily conversations, were some of the most memorable experiences I have of life as a Stanford graduate student. Indeed, they are some of my most memorable experiences as a human being.

Margarita’s legacy.

Margarita’s legacy.

Margarita’s legacy.

Margarita’s legacy.
News from the Martin Luther King Jr. Research and Education Institute

King Papers Project

The King Papers Project’s principal mission is to publish the definitive fourteen-volume edition of King’s most significant correspondences, sermons, speeches, published writings, and unpublished manuscripts. Under the supervision of director Clayborne Carson, the Project has published six volumes of The Papers of Martin Luther King, Jr., with plans for Volume VII to be published in 2012–13.

Currently, the Project’s main focus is Volume VII (January 1961–August 1962) of The Papers of Martin Luther King Jr., which chronicles King’s relationship with the student movement and the Kennedy Administration; the 1961 Freedom Rides; and the desegregation campaign in Albany, Georgia.

Progress is also being made on Volume VIII (September 1962–December 1963), which documents James Meredith’s admission to the University of Mississippi; King’s planning of and leadership during the campaign the desegregation of Birmingham, Alabama; the historic March on Washington for Jobs and Freedom; the period following the bombing of Birmingham’s Sixteenth Street Baptist Church; the assassination of President John F. Kennedy; and King’s push to complete the sermons for his 1963 book, Strength to Love.

Significant Events

In July 2010, the King Institute hosted a two-day conference titled, “Where Do We Go from Here?: Achieving Global Peace with Justice in a Sustainable Environment.” The conference featured prominent experts and social activists, including Dorothy Cotton, former education director of King’s Southern Christian Leadership Conference, and Vincent Harding, now a historian but also a friend and colleague of Dr. King. All sessions were free and open to the public.

In March 2011, Professor Clayborne Carson took his play, Passages of Martin Luther King, to East Jerusalem and the West Bank. The play was translated into Arabic and performed by the Palestinian National Theater, featuring eight Palestinian actors and six African American singers who depicted King’s Ebenezer Baptist Church choir and civil rights freedom fighters. According to Carson, “The Palestinian cast worked hard to create their own distinctive version of the King story, because it was understandably difficult for the actors to appreciate King’s cultural and political context, including the ideological debates between King and his critics, such as Malcolm X and Stokely Carmichael.” But Carson points out that “these debates are going on every day in Palestinian territories. The play was simply a vehicle for Palestinians to carry on their own dialogue about alternative strategies.”

Ellen Tani entered Stanford as a Ph.D. student in art history who was also eager to study issues of race and representation. Now having successfully finished a three-year graduate fellowship at the Center for Comparative Studies in Race and Ethnicity (CCSRE), she looks forward to continuing interdisciplinary collaboration through her work in post-racial aesthetics. As one of the first cohorts to complete these special fellowships, Tani describes the Center as a vital intellectual home that has facilitated a unique community of scholars across disciplines.

CCSRE graduate fellowships are awarded to outstanding incoming students interested in pursuing questions of race, ethnicity, and culture. Fellows are nominated by CCSRE affiliated faculty, receive three years of financial support, and participate in regular events with CCSRE scholars, faculty, and students.

Tani presented work to other graduate fellows about post-racialism through African American art and the use of sound in multimedia work. Her presentation emerged from a project she had worked on with English professor Michele Elam and was informed by a literature class with Paula Moya, as well as discussions with Drama professor Harry Elam, all of whom are CCSRE faculty affiliates. At CCSRE Tani said that she found “people who encouraged my ideas in ways that I hadn’t experienced before.”

Tani links her scholarly interests to her undergraduate career in art history at Dartmouth College. When looking at graduate programs, Stanford’s CCSRE stood out as a partnership between art history and ethnic studies. “Combining art history with ethnic history is a way of revealing a lot of untold stories that don’t necessarily get into history as we know it or art history as we know it,” Tani explains.

In her graduate school application, Tani highlighted her interest in how object histories can reveal personal and collective histories of belonging and signification. In it, she described her grandmother’s typewriter. As Japanese Americans in World War II, Tani’s grandparents were interned. Unable to take her heavy typewriter into the camp, Tani’s grandmother carefully ensured the machine’s safety in hope of returning to it later. The typewriter was “a way of access to expression, to authorship that she didn’t have,” Tani explains. Tani’s personal statement caught the eye of Bryan Wolf, a Professor in American Art and Culture, and he nominated her for the graduate fellowship.

Once she arrived on campus, Tani was surprised to find that the Center had its own dedicated space for students and faculty fellows and was impressed by the “huge community of affiliated scholars.” Since then, she has taken advantage of the extensive interdisciplinary programs that have helped her connect with other scholars and departments. As a result, her work has moved “far beyond” what she had originally imagined. Her work with Michele Elam on a project about post-racialism exemplifies an intellectual opportunity that she believes would not have been possible for her without the Center’s emphasis on collaboration across fields.

The Center’s comparative emphasis enriched Tani’s work within her field, as well. She views art history as a particularly rich area for the study of race and ethnicity because of the possibilities for both pedagogy and scholarship. The Center has also “helped me frame my work as an art historian in a way that’s accessible to different intellectual communities,” Tani says. Her experiences as a CCSRE fellow have been an “education in self-presentation. I’ve learned how I can connect my work with other areas of work in the university in a really productive way.”

Tani describes the Center as an “incubator for my thoughts over the past three years.” Moving forward, she plans to stay engaged with the Center and with the community of scholars she found there. She hopes to help compile a compendium of resources for graduate students working on similar projects. Tani also envisions student reading groups to stay abreast of the constantly enriching body of important theoretical texts. As she finishes her fellowship, Tani reflects upon her CCSRE experience with a sense of gratitude. She describes the Center as a remarkably generous place that dedicates space, time and resources to bringing people together who have common interests and who strive to communicate across disciplinary boundaries.

--- Annelise Heinz
The Institute for the Study of International Migration (ISIM), housed within the Center for Comparative Studies in Race and Ethnicity (CSSRE), brings together faculty from a number of different departments to explore solutions to complex problems brought about by the worldwide movement of peoples. Beginning in 2009–2010, five faculty members associated with the Institute—Guadalupe Valdés (Education), Al Camarillo (History), Tomás Jiménez (Sociology), C. Matthew Snipp (Sociology), Miguel Mendez (Law) and Fernando Mendoza (Medicine)—received funding from the Presidential Fund for Innovation in International Studies (PFIS) to investigate challenges and opportunities that are central to human well-being in the arena of international migration by studying the integration of newly arrived immigrants in the nearby community of East Palo Alto. The members of this research team are currently gathering data in East Palo Alto.

This project involves studying not only the integration of immigrant newcomers but also the integration of long-standing East Palo Alto residents in a context that is now heavily defined by immigration. The segment of the work conducted by Tomás Jiménez began in the fall of 2009. Along with School of Education doctoral student, Maneka Brooks, Jiménez has been conducting in-depth interviews with African American residents in East Palo Alto. Jiménez has gathered more than 50 interviews with East Palo Alto residents of all ages. He has also gathered some observational data at major city celebrations and events. Data collection for this portion of the project will be complete in the summer of 2011.

The segment of the project carried out by Guadalupe Valdés focuses on immigrants who have children and investigates the ways in which their experiences with educational institutions in their home countries influence their views and expectations of these same institutions in the United States. This is an important area of study because schools and other educational institutions are particularly vital in the lives of international migrants as they seek to obtain access to basic education for their children. Limited information and false expectations about how schools work, how people obtain access to schools, what is expected of children, what documents are needed for school registration, and even lack of information about the months of the year that school instruction begins and ends can have serious consequences for both newly arrived families and school personnel.

PFIS funding will also be used to increase interest in international migration within the broader Stanford faculty and student community.

In the coming academic year, the team of researchers will continue to collect data in East Palo Alto. Tomás Jiménez and Corey Fields, an Assistant Professor of Sociology, will also offer a research workshop on “Immigration, Race, Ethnicity, and Nation,” which is open to graduate students in the social sciences and related humanities disciplines.
Each year CCSRE and its affiliates provide sponsorship for well over 100 events. Here is a small sampling of events sponsored by CCSRE and its Research Institute.

The Research Institute’s Faculty Seminar Series

2010 AUTUMN QUARTER

- VILASHINI COOPPAN, Associate Professor of Comparative Literature, University of California, Santa Cruz

  Traumatic Memory and Racial History: Post Apartheid South African Narrative

2011 WINTER QUARTER

- MARK BRILLIANT, Assistant Professor of History, University of California, Berkeley

  The Color of America Has Changed: How Racial Diversity Shaped Civil Rights Reform in California, 1941-1978

- RICHARD ROTHSTEIN, Research Associate, Economic Policy Institute

  Worlds Apart: Why Our Schools (and Neighborhoods) Remain Segregated

2011 SPRING QUARTER

- TAEKU LEE, Professor of Political Science and Law, and Dept. Chair University of California, Berkeley

  The American Non-Partisan: How Race and Immigration are Changing the Face of Political Parties

- BRIAN LOWERY, Associate Professor of Organizational Behavior, Graduate School of Business, Stanford University

  Staying on Top and Feeling Good About it: Managing the Challenges Posed by being White in America

- RHACEL PARREÑAS, Professor of Sociology, University of Southern California

  Moral Imperialism and the U.S. War on Trafficking

- TIFFANY D. JOSEPH, Sociology Ph.D., Robert Wood Johnson Health Policy Scholar Harvard University (2011-2013)

  Race, Migration and the Transnational Racial Optic

2011 SPRING QUARTER

- FREIDA LEE MOCK, Academy Award-Winning Filmmaker

The Challenge of Creating a National African American Museum

May 5, 2011

LONNIE G. BUNCH III, historian, author, curator and educator, is the founding director of the Smithsonian’s National Museum of African American History and Culture. See article on page 6.

CCSRE Featured Events 2010-11

Screening by & Discussion with Academy Award-Winning Filmmaker, FREIDA LEE MOCK

April 14, 2011

FREIDA LEE MOCK has received an Academy Award, five Academy Award nominations, two prime-time Emmy Awards, and three prime-time Emmy nominations. The event featured screenings and a discussion of her Oscar-winning film, “Maya Lin” (1995) the story of the Yale undergraduate who won the contract to design the Vietnam Veterans Memorial in Washington DC, and her recent film “Lt. Watada” (2010), the story of the first commissioned military officer to refuse to deploy to Iraq.

The 6th Annual Anne and Loren Kieve Distinguished Speaker Lecture

The Challenge of Creating a National African American Museum

May 5, 2011

LONNIE G. BUNCH III, historian, author, curator and educator, is the founding director of the Smithsonian’s National Museum of African American History and Culture. See article on page 6.

The 26th Annual Ernesto Galarza Commemorative Lecture

May 13, 2011

MICHAEL NAVA received his J.D. from Stanford Law School in 1981. In addition to his legal career, Michael is a novelist and a recipient of numerous awards and honors including a fellowship from the California Arts Council and an honorary degree as a Doctor of humane Arts from the Colorado College. He is also co-author of the book Created Equal: Why Gay Rights Matter to America.

CCSRE Affiliates Showcase Series 2010-11

The Stanford Institute for the Study of International Migration (SIM) presented:

Does Border Enforcement Matter? What Mexican Migrants Can Teach Us

September 30, 2010

WAYNE A. CORNELIUS, Director Emeritus, Center for Comparative Immigration Studies, and Theodore Geldert Distinguished Professor of Political Science and U.S.-Mexican Relations, UC San Diego

Institute on the Politics of Inequality, Race and Ethnicity at Stanford (InstPiRES) presented:

Fighting for Democracy

February 22, 2011

CHRIS PARKER, Associate Professor & Stuart A. Scheingold Professor of Social Justice and Political Science, Department of Political Science, University of Washington

The Stanford Center for Opportunity Policy in Education (SCOPE) presented:

The Flat World & Education: How America’s Commitment to Equity Will Determine Our Future

April 13, 2011

LINDA DARLING-HAMMOND, Charles E. Ducommun Professor of Education, Stanford University and Co-Director of the Stanford Center for Opportunity Policy in Education
This year, CREAL hosted its inaugural "Workshop on Race, Ethnicity and Language in Schools," which examined the profound and enduring relationships between race, ethnicity and language in education in the U.S. and elsewhere. The workshop brought together an interdisciplinary group of leading scholars and graduate students in language and education—anthropologists, linguists, literacy specialists, policy analysts, psychologists and educators—to address the role of race and ethnicity in a host of complex and controversial language educational issues. As an ongoing initiative, the workshop interrogates a wide range of issues that cut across the areas of practice—the dynamic processes of teaching and learning—and policy, as well as informs the language education of linguistically profiled and marginalized populations.

CREAL was active in shaping current language debates and published two statements related to controversial language issues in the U.S. The first statement, "Statement on Arizona’s English Fluency Initiative," spotlighted in Education Week, responded to the Arizona Department of Education’s targeting of English teachers who speak “heavily accented” English. The statement was signed by approximately 100 faculty from across the University, who rejected Arizona’s approach and instead supported "all efforts to improve the educational welfare of Latino/a students, and all students" by strongly favoring "programs and policies that are supported by sound educational and linguistic research." The second statement, ‘Why the DEA’s Embrace of Ebonics is Lost in Translation’ (co-authored with Princeton University professor, Imani Perry and published on www.thegriot.com), argued that the firestorm due to the Drug Enforcement Agency’s request to hire experts in “Ebonics” highlights several educational, social and linguistic ironies, each of which can help us understand issues of language and race in the U.S. and globally.

CREAL looks forward to supporting research on race, ethnicity and language with ongoing workshops, lectures, events and publications, as well as to shaping public discourse on contentious contemporary language issues.

H. SAMY ALIM, Co-Director, Associate Professor of Education and, by courtesy, Anthropology and Linguistics
ARNETHA F. BALL, Co-Director, Professor of Education, Director of African & African American Studies
JOHN R. RICKFORD, Co-Director, E.J. Wallace Sterling Professor in the Humanities and Professor of Linguistics and, by courtesy, Education

The Workshop hosted the following for CREAL’s inaugural year:

A lecture titled, "The Socially Meaningful Use of English among Norwegian Learners," given by ULRIKKE RINDAL from the Department of Teacher Education and School Development in the University of Oslo
Lectures by various Stanford University faculty in the School of Education, including:

• ARNETHA F. BALL "A Comparative Perspective and Model on Language Learning and Race in the U.S. and South Africa"
• BRYAN BROWN "Discursive Identity and Conceptual Continuity: A Methodological Workshop"
• CLAUDE GOLDENBERG and doctoral student, SARA RUTHERFORD QUACHI "The Arizona Home Language Survey and the Identification of Students for ELL Services"
• KENJI IAKUTA "Affirming the Equal Rights of Language Minority Students"
• RAY MCDERMOTT "Race and Intelligence"

The Center for Race, Ethnicity, and Language (CREAL) was founded in 2010 to advance research and teaching on the relationships between language, race and ethnicity from a global, comparative perspective. CREAL draws on and encourages the work of an interdisciplinary and international group of scholars to theorize the nature of race and ethnicity within sociolinguistics, as well as to examine the linguistic construction of ethno-racial identities, the role of language in racial and ethnic relations, as well as the linguistic marginalization of racialized populations. Working across a diverse range of language and literacy contexts, CREAL seeks not only to advance research and disseminate information, but also to help resolve the often contentious educational and political problems at the intersection of race, ethnicity and language in the U.S. and elsewhere.
2011 Prizes and Awards

University Awards
Center for Teaching and Learning
Oral Communication Program
Award for Excellence in Honors Thesis Presentation
A-LAN HOIT
Sheriyo Omade Edogo Prize for Work Involving Social Issues
(Department of Drama)
A-LAN HOIT
The Howard M. Gartfield Prize (Department of Religious Studies)
JOSHUA AIDAN DUNN
The Robert M. Golden Medal for Excellence in the Humanities and Creative Arts
DONOVAN ERVIN
III Fullbright Scholarship (Brazil)
DONOVAN ERVIN
Stanford Alumni Association Outstanding Achievement Award
SARAH FLYNN
Stanford Asian Pacific American Alumni Club (SAPMAC) Senior Award
STEFANI OTANI-SUNAMOTO
Harry S. Truman Scholarship
TENZIN SELDON (12)
MICHAEL TUBBS (12)
Morris K. Udall Scholarship
ALFYSA LONDON (12)
Chappell-Lougee Scholars
ALOK VAID-MENON (13)
MICHAEL TRAYAG (13)
VICTORIA PEE (13)
J.F. Wallace Sterling Award for Academic Excellence
CATHERINE HOWARD
The Forestone Medal for Excellence in Undergraduate Research
DARIUS WHITE

2011 Faculty Recognition Award
The Undergraduate Program in Comparative Studies in Race and Ethnicity (CSRE) recognized STEPHEN HONG SOHN Assistant Professor of English, with its annual CSRE Faculty Recognition Award at the 2011 commencement ceremony.

Professor Sohn was nominated by both alumni and current students within and outside of the CSRE academic program. Students praised his advising, teaching, mentorship, and support. He was also recognized for his efforts in bringing prominent Asian American authors to campus and creating a vibrant intellectual community for students interested in the arts and humanities.

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2011 Prizes and Awards

CSRE Prizes and Awards
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REBECA RICHARDSON
Award for Community Outreach and Engagement
KELSEY KING
Margaret Ibarra CSRE Community Building Award
STEFANI OTANI-SUNAMOTO
George M. Fredrickson Award for Excellence in Honors Research
A-LAN HOIT
George M. Fredrickson Award for Excellence in Honors Research Honorable Mention
STEFANI OTANI-SUNAMOTO
Faculty Recognition Award
STEPHEN SOHN Assistant Professor of English

The Program in African and African American Studies Awards
Pachemine Perrin & Service Award
VICTORIA ASBURY
James L. Gibbs Award for Superior Academic Performance
DARIUS WHITE
Kenneth Jackson Research Award
VICTORIA ASBURY
CATHERINE HOWARD
Shanta Alim Memorial Award
KALYN MCCALL
Truster Leadership Award
DARIUS WHITE

Taube Center for Jewish Studies Awards
Donald and Robin Kennedy Junior Scholars Undergraduate Award
STEPHANIE WEBER
Koret Award for Best Essay Written in Hebrew
ISACC BLEMAN
Netiv Langmuir Award
GEORGE MALKIN

GRADUATES

Bachelor of Arts
EIKINASE ESIAYOANE, B.A., Political Science
KUNIA SHETTON, B.A., International Relations
Comparative Studies in Race and Ethnicity
Bachelor of Arts
NATHANIEL ADAMSU
DONOVAN KIYAN ERVIN, with Honors
AL-AHN ARIN HOIT, with Honors
KELSEY ANNE KING, with Honors
MELISSA MARIE MARES, Minor, Modern Languages

Bachelor of Arts
JANESSA CHRISTINE NICKELL, University Distinction, Minor, Feminist Studies with Honors and Middle Eastern Languages, Literatures and Cultures
STEPHANIE OTANI-SUNAMOTO, with Honors
JENNIFER SHARLI PRICE, with Honors, Minor, Film Studies
REBECCA JANINE RICHARDSON
COURTNEY “THOMAS” ELIZABETH VAZQUEZ
LUKE WOGREN, with Honors
PILAR ANDANARA WONG, with Honors, Minor, Education

Minor
JOSHUA AIDAN DUNN, B.A., Religious Studies with Honors

Native American Studies
Bachelor of Arts
RED DAKOTA “WADDIE” CRAZYHORSE

2011 CSRE and Native American Studies Graduates
Left to right: Stephanie Otani-Sunamoto, Rebecca Richardson, Courtney “Thomas” Vance, Jennifer Price, Red Dakota “Waddie” Crazyhorse

AAS Class of 2011 Graduates
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MELISSA MARIE MARES, Minor, Modern Languages

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LUKE WOGREN, with Honors
PILAR ANDANARA WONG, with Honors, Minor, Education

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AAS Class of 2011 Graduates
Left to right: Professor José David Saldívar, Tania Mitchell and Sarah Camino
The Research Institute at CCSRE Announces its Fellows for 2011-2012

DISTINGUISHED FACULTY FELLOW

BARRYMORE A. ROGUES Professor of Africana Studies, Brown University. Singing Songs of Freedom: A Study of freedom in African and African Diasporic Political Thought and Intellectual History

EXTERNAL FACULTY FELLOWS

WILLIAM J. BAUER, JR. Associate Professor of History, University of Nevada-Las Vegas. Indigenous California History

BRIDGET FORD Associate Professor of History, California State University-East Bay. American Crossings: Forging Union in a Civil War Borderland

CHERENE SHERARD-JOHNSON Associate Professor of English, University of Wisconsin-Madison. Dorothy West’s Paradise: A Biography of Class and Color

GRADUATE DISSERTATION FELLOWS

STEFFI DIPPOLD English Department. Plain as in Promethe: The Figure of the Naipe in Early American Literature

CYNTHIA S. LEVINE Psychology Department. Who can improve? How a target’s race dictates perceptions of potential for growth

ELDA MARÍA ROMÁN English Department. Symbolic Welfare and Identity Tastes: Upward Mobility and Middle Class Status in Chican@ and Black Cultural Production

WHITNEY M. TRUMP English Department. Always a Second Edition: The Racial Politics of Reuniting in 19th Century American Literature

TERESA G. JIMÉNEZ English Department. ASHLEY A. LAGARON Political Science Department

CSRE GRADUATE FELLOWS 2011-2014

CSRE GRADUATE FELLOWS 2010-2013

DESTIN K. JENKINS History Department

CSRE GRADUATE FELLOWS 2009-2012

ALYSSA S. PU Psychology Department

MARIBEL SANTIAGO, School of Education

CJSRE GRADUATE FELLOWS 2008-2011

MARIHELE SANTIAGO

GERALDINE H. HANSEN

CSRE TEACHING FELLOWS

DOLORES ÍNÉS CAZILLAS is an Assistant Professor of Chicana and Chicano Studies at the University of California, Santa Barbara. Her current book project, Sounds of Belonging: A Cultural History of U.S. Spanish-language Radio, examines the intimate listening relationship between Latinos and radio during heightened moments of immigration politics.

SIN YI CHEUNG is an Associate Professor of Sociology at Cardinal University. United Kingdom. Cheung’s research studies social inequalities in education and employment, with a particular focus on ethnic minorities in western advanced economies. Her current project is titled Immigrant Adaptation in Post-Industrialized Economies: A Comparative Study of Overseas Chinese.

SERGIO E. DE LA MORA is an Associate Professor of Chicana and Chicano Studies at the University of California, Davis. His current book project, Lucha Reyes: Queen of Mariachi, Queer Icon, explores the complex life of Lucha Reyes and the ways her legacy has been represented from competing perspectives and across a variety of genres, including film, radio, performance and queer musicology.

ANA E. PIGA is an Assistant Professor in Theater and Spanish at Ohio State University. Her current book project, Desperate Acts: Melodrama and Spectacles of Suffering in the Performance of Migration, interrogates the reliance on melodrama in late twentieth and twenty-first century art forms and social performances by and about undocumented migrants from Latin America, especially women and children

GRADUATE DISSERTATION FELLOWS

JENNIFER HARFORD VARGAS English Department. Dieting Forms: Authoritarian Power in the Latino/a American Novel

LAURA LÓPEZ-SANDERS Sociology Department. Is Brawn the New Black? Latino Immigrant Incorporation in the Contemporary South

BANIA KASSAB SWISS Anthropology Department. Coming of Age in a Global Egypt: The Cultural Politics of Transnational Humanitarianism, Childhood and Youth

EXTERNAL FACULTY FELLOWS

REGINA A. ARNOLD Modern Thought and Literature, Rock, Race, and Power: Space, Race, and Representation

MANWAI CANDY KI Sociology Department, Gender Segregation and Integration in Select Professions

SHANTAL R. MARSHALL Psychology Department. The Missing Link: Connecting Representations of Human Evolution and Racial Inequalities

CSRE is pleased to report that all of its graduate fellows completed their dissertations this year. For information on their future plans, read more at http://ccsre.stanford.edu/news/ccsre-graduate-fellows-begin-new-academic-careers.

CSRE GRADUATE FELLOWS 2010-2013

DESTIN K. JENKINS History Department

CSRE GRADUATE FELLOWS 2009-2012

ALYSSA S. PU Psychology Department

LUIS E. POZA, School of Education

MARIHEL SANTIAGO School of Education

CSRE GRADUATE FELLOWS 2008-2011

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KATHERINE C. RODELA Anthropology Department and School of Education

ELLEN Y. TANI Art and Art History Department

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TERESA G. JIMÉNEZ English Department

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ELLEN Y. TANI Art and Art History Department

CSRE FELLOWS 2010-2011

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Front Row: Maribel Santiago, Ana Puga, Candy Ku, Jennifer Harford-Vargas, Ellen Tani

From 2008-2011: Diverse Voices in Journalism: The Role of Latinas/os in the Media by Maríela C. Rosario and Lilibeth Reina

From 2009-2012: Day Workers Community Action and Reaction to Immigrant Experience by Patricia J. Seo

From 2010-2013: The Curb to the Center to Out in the Cold: Perceptions of Potential for Growth by Cynthia S. Levine


From 2012-2013: The Americanization of Culture: The Role of Latinas/os in the Media by Maríela C. Rosario and Lilibeth Reina

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From 2014-2015: The Americanization of Culture: The Role of Latinas/os in the Media by Maríela C. Rosario and Lilibeth Reina

CSRE GRADUATE FELLOWS 2010-2011

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News from Former Fellows

EXTERNAL FACULTY FELLOWS


TYRONE FORMAN (2003-2004) will spend 2011-2012 as a Fellow at The Center for Advanced Study in the Behavioral Sciences (CASBS) at Stanford University. He is working on a book project with a tentative title of “Racial Agapic Prejudice in Post Racial America.” The book will explore both the idea that we are a post-racial society and the notion that explicit racial intolerance is still a good barometer for racist animosity today.


NANCY MITHLO (2004-2005) received tenure at the University of Wisconsin, Madison. She is currently Associate Professor of Political Science and member of the International Relations and Conflict Resolution Studies. In 2011-2012 she will be an Anne Ray Resident Scholar at the School for Advanced Research in Santa Fe, New Mexico. From 2011-2012 she will teach a course titled “Transnational and Multilatex Lives” and will offer a new course on “Transforming Self and Systems” this coming year. He is the issues editor of the Stanford Journal of Asian American Studies and co-editor of a book titled Synergy: Healing and Empowerment to be published in fall 2011. In spring 2011 he was appointed Consulting Professor in the Stanford School of Medicine for the Program in Arts, Humanities and Medicine.

CELINE PARREÑAS-SHIMIZU (2009-2010) completed the book she began writing during her fellowship year at the Research Institute at CSRES. She appreciates her fellowship year and her current affiliation as a Visiting Scholar. Her book, Unthreatened Sexualities: Mapping Asian American Masculinities in the Movies, will be published by Stanford University Press in spring 2012 as part of its Asian American Studies series.

DOROTHY ROBERTS (2007-2008) has a new book forthcoming from The New Press titled Folding Inequity: How Race, Science, Politicians, and Big Business Re-create Race in the Twenty-first Century. She appreciates the support of her fellowship at CSRES in helping her complete this book project. A Robert Wood Johnson Foundation Investigator Award in Health Policy Research and a National Science Foundation Scholar’s Award also supported her research and writing of the book. In addition, Professor Roberts received a 2001 Sage Award from former Chicago Mayor Richard M. Daley and the Chicago Commission on Human Relations Advisory Council on Women for leadership in mentoring, community advocacy, and local and global human rights initiatives.

GRADUATE STUDENT FELLOWS

MAGDALENA BARRERA (2004-2005) received a 2011-2012 Career Enhancement Fellowship for Junior Faculty from the Woodrow Wilson National Fellowship Foundation. The fellowship is for former Mellon Minority Undergraduate Fellows (MMUR, now known as the Mellon-Mays Undergraduate Fellows) who are in their third year of a tenure-track appointment. The award provides a four-year sabbatical and the mentorship of a senior faculty member in the recipient’s field.

RAÚL CORONADO (2002-2003) is an Assistant Professor of English with a courtesy appointment in Romance Languages and Literatures at the University of Chicago. He received a Ford Foundation Postdoctoral Fellowship and the B&L and Rita Clements Fellowship for the Study of Northwestern America at Southern Methodist University. His book, A World Not to Come: Nineteenth-century Latin American Literature and the Disenchantment of the World, will be published by Harvard University Press in 2012.

LORI FLORES (2009-2010) received a Consortium for Faculty Diversity (CFD) postdoctoral position at Bowdoin College in Brunswick, Maine. In the 2011-12 academic year, she will teach courses in the History, Latin American Studies, and Gender and Women's Studies departments.

MISHAUNA GOEMAN (2001-2002), currently an Assistant Professor of Women’s Studies at UCLA, has been a recipient of the American Indian Studies Research Center. She will help organize the international conference on Race and Sovereignty for UCLA Law School’s Critical Race Studies Fifth Annual Symposium. She was also selected to attend Mellon’s First People Manuscript Workshop preceding the Native American and Indigenous Studies Association’s annual conference, in which she will workshop her manuscript, “Mark My Words,” with the University of Minnesota Press and other participating presses.

EMILY RYO (2009-2010) will be a Research Fellow in the Center on Law and Society at the Stanford Law School in 2011-2012.

HELLE RYTKØNEN (2001-2002) is a Lecturer in the Program in Writing and Rhetoric at Stanford University, where she teaches classes in humor, race, class and gender. She is currently working on a project retracing the steps of a refugee family who initially traveled through a rapidly reconfiguring Europe during the fall of the Berlin Wall.

CHRIS SCOTT (2003-2004) is an Assistant Professor in the Department of Asian Languages and Cultures at Macalester College. He recently published a translation of a novel by Stanford professor Ian Hideo Levy’s (pseudonym Levy Hideo) A Room Where the Star-Spangled Banner Cannot Be Heard: A Novel in Three Parts (Columbia University Press, 2011). This is the first novel written in Japanese by a Western author. From 2011 to 2012, he will be in Tokyo on a Japan Foundation research fellowship to work on a project titled “Japanese Literature Beyond Japan: The Geopolitics of Japanese-Language Literature.”

RAQUEL KIM (2007-2008) completed her postdoctoral work and started a new position as the Associate Director of the Stanford Center for Opportunity Policy in Education (SCDOP) in 2010. Currently she is teaching in the Asian American Studies Department at the University of California, Santa Barbara. In the fall, she will join the English Department at Harvard University as an Assistant Professor in Asian American and Contemporary American Literature.

CSRE TEACHING FELLOWS

SHANA BERNSTEIN (2001-2002) published a book titled Building Bridges at Home: Interracial Civil Rights Activism in Twentieth-Century Los Angeles (Oxford University Press, 2010), which she began as a fellow at CSRES. Bernstein is currently an Associate Professor of History at Northwestern University.

MARK BRILLIANT (2001-2002) published The Color of America Has Changed: How Racial Diversity Shaped Civil Rights Reform in California. (Hilary 1978-1978 Oxford University Press, 2010), which is based on the dissertation he wrote with support from CSRES. In January he gave a talk based on his book research as part of the Faculty Seminar Series of the Research Institute at CSRES. In April his book received an Honorable Mention from the Organization of American Historians in the category of the Frederick Jackson Turner Award for best first book in any area of U.S. history.
a campaign of the Ella Baker Center, which focuses on the disinvestment and draconian immigration reform. She says that the “greatest reward of her job is knowing that [she] has been able to play a small supporting role in [her] students’ quests toward entering professions programs and providing compassionate, culturally competent health care to those in need.” This fall, Nicole will begin her own doctoral studies in Educational Leadership and Policy Studies at the University of Texas, San Antonio.

CLASS OF 2007
NICHOLAS CHENG (B.A. 2007) is in China working for the Dandelion School for Migrant Youth and the Rural Education Action Project. In the fall of 2012, he will enter Harvard’s Kennedy School of Government to pursue a Master’s degree in Public Policy.

CLASS OF 2008
TAKEO RIVERA (B.A., CSRE) spent two years as a rape crisis advocate and educator, but this fall he is starting a Ph.D. program in Performance Studies at UC Berkeley. Takeo is the author of Qoqish, a choreopoem exploring themes of the Iraq War, masculinity and homophobia, which he wrote while taking a CSRE course with Chené Moraga. Qoqish was restaged and featured in the Planet Connections Theatre Festival from June 1 through June 18 in New York City at the Robert Moss Theater and was produced by Poetic Theater Productions and directed by Alex Maloney.

RACHEL VERON (B.A., CSRE) spent the past two years working at the Asian Pacific Environmental Network (APEN) as a grassroots fundraiser. She writes that she “greatly enjoyed [her] time, learning a lot about the environmental issues the API community faces in California, as well as what we all face with climate change.” In the fall, she will start a Master’s degree program in Ethnic Studies at Colorado State University.

CLASS OF 2009
CYNTHIA LIAO (B.A., Asian American Studies, M.A., Sociology) works in San Francisco as a paralegal for the U.S. Department of Justice, Antitrust Division, reviewing mergers before they happen and prosecuting white collar criminals involved in price-fixing and fraud. She also is a member of the national board of the Stanford Asian Pacific American Nucleus Club (AMPANC) and helped advocate for increased funding for Stanford’s community centers as well as organizing events exploring Asian American history at Stanford. This fall she will pursue a law degree at Yale Law School.

CLASS OF 2010
ERIKA CHASE (B.A. CSRE) is working in Hoopa as an Advisor Mentor for the Hoopa Tribal Education Association’s newly established College Success Program. She helps American Indian high school students explore and experience college so that the transition will be seamless upon their graduation from Hoopa Valley High School (where she went to school!). This fall, Erika will attend the University of Victoria in Vancouver Island, British Columbia to pursue a Master’s degree in Indigenous Governance in their School of Human and Social Development.

ARIA FLORANT (B.A. CSRE) just finished up her Stanford Public Interest Network (SPIN) fellowship and has started a new full time job at the Musical Arts and Arts Program as Programs Coordinator. She writes that she “loves working with MIMPAP youth, especially in the Teen Mural Program and Graffiti Arts Program, and is inspired every day by their perceptions and perspectives on the world as well as their own community as expressed through their art.” Aria continues to live in East Palo Alto with Michsta Raikes (’10). She works part time as a College Bound Coordinator at the EYM Boys and Girls Club, runs, dances, sings, eats, drinks, loves and appreciates her life as much as she can.

LUKE TAYLOR (B.A. CSRE) coordinates the social justice initiative at the Pachamama Alliance and is producing art with Katharine Hawthorne (’10) and Nicole Bonsol (’06). Luke is producing art with Katharine Hawthorne (’10) and Nicole Bonsol (’06). Luke works part time as a College Bound Coordinator at the EYM Boys and Girls Club, runs, dances, sings, eats, drinks, loves and appreciates her life as much as she can.

TANIA D. MITCHELL, Ed.D., Associate Director for Undergraduate Studies and Director of Service Learning

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