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Celebrating 25 Years of the King Papers Project at Stanford
page 15
Greetings from Building 360! Reviewing my message from last year I was struck by what a difference a year makes. With the financial calamity of the autumn of 2008, the University and the Center’s finances had been strained and we were focusing most of our energy on “doing more with less.” We were fortunate that we were successful in cutting our expenses, without compromising the core activities that make up the Center’s work and without losing staff to budget cuts. In fact, our undergraduate majors have continued to increase, the fellows program remains as vibrant as ever, and our trademark event, the faculty seminar series, remains a popular event, often with standing-room only crowds.

In 2009-10, the Center experienced some notable events and transitions. Perhaps the largest and most significant change in the Center was the departure of our executive director Dorothy Steele. As many of you know, Dorothy’s husband, Claude Steele, was asked to serve as the provost of Columbia University and understandably, this presented opportunities for both of them that they could not decline. Nonetheless, they are dearly missed. Dorothy was involved with the Center almost from its founding; first, as the associate director of the Research Institute at the Center (RICSRE) and as the director of the Research Institute this past year and, under her watch, the affairs of the Center are in capable hands.

As I write this, another very exceptional year promises to be an exceptionally busy one for the Center, and I hope that in my next letter, I’ll be able to share with you an even longer litany of successes and accomplishments by our students, staff, and faculty.

Gamino assumes the student services role. She recently graduated from San Francisco State University with a Master’s degree in Education. Her Master’s thesis was a study of the obstacles to graduation that Latina/o students face in higher education. We are very pleased that she has joined us and look forward to her outreach to new and potential majors.

In addition to these staff changes, we welcome several new faculty to the Center. This fall, José David Saldívar, one of our first faculty hired through the Faculty Development Initiative (FDI), will assume the directorship of the undergraduate program. Professor Saldívar joined theComparative Literature Department in January of 2010. In addition, David Palumbo-Liu will assume the position of Chair of Asian American Studies. We are also pleased to welcome more FDI hires. Professor H. Sanny Alim was hired in the School of Education in the fall of 2009-10, and he will be joined by Assistant Professor Vaughn Rasberry in the Department of English and Assistant Professor Corey Fields in the Department of Sociology in the fall of 2010-11. FDI faculty have specially designated affiliations with our Center and play a vital role in our course offerings, our affiliated institutes, and our outreach to Stanford and the community. As one example, Professor Alim is leading an effort to establish a new affiliated research center on the study of race, education and language. Professor Alim and his colleagues have received seed funding for this initiative from the School of Education and the School of Humanities and Sciences as well as from President Hennessy.

We also say a fond farewell to Professors Hazel Markus and Jennifer Eberhardt, who have ably led the Research Institute this past year and provided crucial leadership to the Center over many years. Professor Jim Campbell from the History Department will assume the role of Faculty Director of the Research Institute this fall.

In addition to these comings and goings, there are other developments to celebrate. We are pleased to report that our undergraduate program was once again unanimously approved for another five-year term. At Stanford, Interdepartmental Programs (IDPs), such as the one offered by our Center, must be reviewed by the School of Humanities and Sciences and by a committee appointed by the faculty senate. Last fall, Dr. Tania Mitchell (associate director of our undergraduate program) and Professor Jeanne Tsai (faculty director of the undergraduate program) prepared an extensive and very detailed report as part of this review. Members of the faculty senate complimented us for offering “a complex but very high quality undergraduate program.”

This year, in cooperation with Stanford University Press, we also launched a new book series in Comparative Studies of Race and Ethnicity. We offer special thanks to Professor Gordon Chang (History) who led this initiative, and to Professors Sanny Alim (Education) and Paula Moya (English), who helped develop the guidelines and criteria for the series. Launching this series is an important step in making us truly an approach to the study of race and ethnicity that has become the hallmark of the Center’s cutting-edge scholarship. By the same token, this spring we also celebrated the publication of a new book edited by Professors Markus and Moya called Doing Race: 21 Essays for the 21st Century. All of the essays are written by scholars and scientists with current or past affiliations with our Center and represent the types of analyses that exemplify comparative studies of race and ethnicity.

In closing, 2009-10 was a productive year. Next year promises to be an exceptionally busy one for the Center, and I hope that in my next letter, I’ll be able to share with you an even longer litany of successes and accomplishments by our students, staff, and faculty.

Letter from the Director, C. Matthew Snipp

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Letter from the Director, C. Matthew Snipp

Letter from the Director, C. Matthew Snipp
Farewells and New Faces

SPECIAL RECOGNITION OF SERVICE

Dorothy M. Steele Ed D. left the position of Executive Director of the Center in August 2009 to join her husband, Professor Claude Steele, at Columbia University, where he is serving as Provost. For many years Dr. Steele served as the Associate Director of the Center’s Research Institute and was instrumental in developing the Stanford Integrated Schools Project. The Center’s faculty and staff appreciate Dr. Steele’s many years of service to the Center and wish her the very best.

Margarita Ibarra retired in July after many years of serving the Undergraduate Program in Comparative Studies in Race and Ethnicity (CSRE) as its first Student and Academic Services Coordinator. The Center’s faculty, students, and staff are grateful to Ms. Ibarra for her commitment to the program and her dedication to CSRE students.

NEW FACES / STAFF

Dr. Cheryl Brown
Associate Director, Program in African and African American Studies

Dr. Carol Campbell
Executive Director, Stanford Center for Opportunity Policy in Education

LaSandra Flournoy
Administrative Associate and Student Services Coordinator, Program in African and African American Studies

Sarah Gamo
Student Services Coordinator, Undergraduate Program in Comparative Studies in Race and Ethnicity

Katie Oey
Administrative Assistant, Taube Center for Jewish Studies

Dr. Elizabeth Wahl
Executive Director, Center for Comparative Studies in Race and Ethnicity

NEW FACES / DIRECTORS

Dr. Arneitha Ball, Professor of Education, joins the Center as the new Director of the Program in African and African American Studies. Her research focuses on improving education for urban populations and examines schools, community-based organizations, and teacher education programs. Her publications include Multicultural Strategies for Education and Social Change: Carriers of the Torch in the United States and South Africa (2010) and African American Literacies Unbuckled (2005), co-authored with Dr. Ted Lardner (2005).

Dr. James T. Campbell, Edgar E. Robinson Professor in United States History, was named as the new Director of the Research Institute of Comparative Studies in Race and Ethnicity. Dr. Campbell’s research focuses on African American history and the long history of interconnections and exchange between Africa and America. His publications include Middle Passages: African American Journeys to Africa, 1787-2005 (2006) and Songs of Zion: The African Methodist Episcopal Church in the United States and South Africa (1995).

Dr. David Palumbo-Liu, Professor of Comparative Literature and (by courtesy) English and Chair of Comparative Literature, will serve as the new Chair of Asian American Studies. Dr. Palumbo-Liu’s fields of interest include social and cultural criticism, literary theory and criticism, and East Asian and Asia Pacific American studies. His publications include The Poetics of Appropriation: The Literary Theory and Practice of Huang T’ing-jen (1993) and Asian-American: Historical Crossings of a Racial Frontier (1999).

Dr. José David Saldivar, Professor of Comparative Literature, joins the Center as the new Undergraduate Program Director and Chair of Comparative Studies in Race and Ethnicity. Dr. Saldivar is a scholar of postcontemporary culture, especially the minoritized literatures of the United States, Latin America, and the transamerican hemisphere, and of border narrative and poetics from the sixteenth century to the present. He is the author of The Dialectics of Our America: Genealogy, the Dialectics of Our America: Genealogy, Trans-Americanity: Subaltern Modernities, Global Coloniality, and the Cultures of Greater Mexico (forthcoming).
Campbell put it, Stanford students in the 21st century will need to think and respond as citizens of “a very diverse nation, as members of a global community” and as people who “live on a planet of limited resources.”

When asked what role questions of race, ethnicity, and gender might play in the committee’s review, both Campbell and Elam talked about the current Education for Citizenship requirements. These comprise four essential categories of learning—Ethical Reasoning, The Global Community, American Cultures, Gender Studies—yet students are only required to take courses in two of these areas. Campbell and Elam also emphasized the need to look at other models for addressing issues of diversity and to consider ways in which diversity can be spread across the curriculum. Campbell points out that this means thinking beyond existing requirements. “When you require something, you automatically diminish it in the esteem of students. You require things at a cost.” Elam added that “it’s important to convey to students and faculty that diversity is not just a box you check off and that it is also not tangential to what you really want to study.”

In talking about the Center for Comparative Studies in Race and Ethnicity (CSFRE) and how its undergraduate program can help export these ideas more generally to the student population, Elam noted that the Center already plays a key role. He remarked that its introductory course on race and ethnicity “offers an interesting model for addressing these issues, precisely because it doesn’t just use a textbook but integrates current events” that are happening around students. Campbell added that the “course is a superb model, not just of teaching about race and ethnicity, but also about collaborative teaching and connecting what Stanford students are learning in the classroom to the communities in which they live.” He added that the publication of the book that grew out of the course, Doing Race, is a “landmark” in part because from its inception “the work of twenty-one different Stanford professors and shares it not only with students in a Stanford classroom but also with a wider audience around the country and around the world.”

Both Campbell and Elam cautioned that the committee has just completed the initial phase of its charge and that much more remains to be done before it can issue any specific recommendations. But they’ve already reached one solid conclusion. “Universities should do this all the time,” said Campbell, and “whatever we do and whatever conclusions we come to, Stanford should revisit and revise them sooner than seventeen years from now.”

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1. See the Charge to the Study of Undergraduate Education. http://www.stanford.edu/dept/undergrad/academic/charge.html
2. The average person born in the later years of the baby boom held 10.8 jobs from age 18 to age 42, according to the Bureau of Labor Statistics of the U.S. Department of Labor. Nearly two-thirds of those jobs were held from ages 18 to 27. (http://www.bls.gov/misnews/releases/jnlstat.htm)

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Q: When you speak about diversity on campus, what do you mean?

A: In our discussions about curriculum, one of the issues that we’ve run up against—and I don’t know that we’ll resolve decisively—is which dimensions of diversity we are going to focus on, because diversity can mean everything and if it means everything it means nothing...Surely it will include race. Surely it will include gender. Maybe class, maybe not...I actually think religion is an important element of diversity that is salient right now in the United States.

Q: What types of diverse scholars and scientists does Stanford need?

A: Of course, we will continue to recruit faculty interested in race and things related to ethnicity, and we’ll be looking for faculty who are interested in research on religion.

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A CONVERSATION
ABOUT EFFORTS TO
PROMOTE DIVERSITY

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ince coming to Stanford from the University of Chicago as the inaugural Dean of Humanities and Sciences Richard Saller has been promoting campus diversity on several fronts. As part of the University’s Faculty Development Initiative he’s been working with Professor Al Camarillo to recruit more professors who are interested in teaching about diversity-related matters. He’s a strong advocate for increased funding of under-represented minority doctoral students. More recently he joined Vice Provost for Undergraduate Education Harry Elam to co-chair a Task Force on Diversity across the Curriculum. “Ultimately curriculum is by statute the responsibility of the Faculty Senate, not the deans,” he explains. “But I can help organize discussions on the matter.” Recently he sat with CSFRE executive director Beth Wahl and writer Theresa Johnston to discuss the future of diversity on ‘the Farm.’

Q: What about under represented minority graduate students?

A: My biggest concern is attracting more. Right now we take in about 300 new PhD students across the school each year. Of those, about 200 are from the United States; and of those, 30 were under-represented minorities in this most recent admissions round. It’s gotten as low as 12 across the school, which is pretty horrifying. It’s not carrying our responsibility at all, as far as I am concerned. Stanford is the home of some of the best graduate programs in the arts and sciences (of the 11 departments ranked in the latest US News and World Report, Stanford ranked number 1 in 6 of them). It seems to me that Stanford has a critical responsibility to develop a pipeline of faculty who reflect the demographics of the student body. Students consistently articulate the sense that they want to have at least some faculty role models who look like them and have shared their experiences.

Q: Can donors help?

A: I know from my experience at the University of Chicago that our numbers could be bolstered with more funding. So that’s probably my single most important goal. Out of the 125 endowed graduate fellowships that I’ve set as a target, I would like to see about half supporting diversity interests in graduate students—say, 60.

Q: What are your thoughts on fostering diversity across the curriculum?

A: My view is that we shouldn’t be adding to the burden of required courses, partly because we know that many students resent them, and making them required across the student body is the surest way to fail. It also compartmentalizes diversity issues in a way that’s false...[A] little over a year ago I met with a trustee, Vaughan Williams, who told me it was his sense that issues related to diversity should permeate regular courses in the social sciences, humanities and biology. That insight struck me as right, and since then I’ve been working with Vice Provost for Undergraduate Education Harry Elam on how to develop our curricula to take that into account.

Q: How do you think the broader Faculty Senate will react?

A: That’s the big challenge. We’re not sure how far we can push this, because ultimately I don’t tell faculty what to teach in their classrooms...There’s a need for consciousness-raising. The example I use from my own field [Classics] has to do with the role of women in the ancient world. In the great 20th-century works on Roman economic history, women didn’t even appear in the indexes, even though women in Rome had nearly equal property rights with men. It was just off of people’s radar. So it’s a matter of taking subjects that faculty already are teaching and asking them whether there’s a race/ethnicity/gender/religion dimension that they could develop more and identify to students.

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Q: What role would CSFRE play in your recruitment efforts?

A: In terms of faculty recruitment, CSFRE is invaluable because there has to be a place where faculty from different departments—and this is intrinsically interdepartmental and interdisciplinary—can come together with students and develop their thinking about these issues. There’s also an important symbolic role. CSFRE communicates to potential recruits that this is a matter Stanford takes seriously. The way that we’ve configured it as race and ethnic studies—not just an African American studies center or a Chicano studies center—indicates our approach to it, which is again not to compartmentalize but see it as a web of interrelated issues...One possibility we’ve thought of is offering summer workshops for faculty. Preceding that, to try and build interest, we’ve been thinking we might have a monthly lunch series through at least part of the year to begin to draw in a broader group of faculty. What we need to do is get the faculty to take ownership of this—not just deans or vice provosts.

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Walking into the rebuit International Hotel in San Francisco, students in Professor David Palumbo-Liu's course "Asian American Culture and Community" were struck by the new the building looked. The "I-Hotel" holds a particularly significant place in Asian American history as a symbol of community activism. When an eviction order in 1968 threatened to displace the I-Hotel's tenants, the majority of whom were elderly Filipino immigrants, the residents and Filipino community members launched an almost decade-long struggle to remain.

Although the tenants were ultimately evicted in 1977 and the original I-Hotel was torn down the following year, the efforts of activists and former residents led to the founding of the Manilatown Heritage Foundation, the subsequent rebuilding of the I-Hotel in 2005, and its re-opening as a source of low-income senior housing. The students in Palumbo-Liu's course were well aware of this history before their visit, but they had imagined that the hotel would have a slightly well-worn look, one that reflected the long struggle it had ignited. By bringing the students to the hotel on a weekly basis, Professor Palumbo-Liu’s course offered students the opportunity to connect real-life community experiences with what they were learning in a traditional classroom setting, a connection unique to service learning. Rather than treating service as something separate and distinct from intellectual pursuits, service learning courses like this one give students new ways to reflect upon and understand the ideas embodied in their coursework.

In Professor Palumbo-Liu’s course, students found that simply being in the I-Hotel brought history back to life. Recalling the view from the roof of the I-Hotel during her first visit, Jill Yuzuriha recounts, "It was absolutely breathtaking. Looking out over San Francisco from stories above, I began to understand why the tenants of the I-Hotel had been so willing to fight for their piece of sanctuary...[They were] surrounded on all sides by a vast, promising city that could also be a very unwelcoming, cold, and frightening place." Tina Duong adds, "Although it was a new building, every single inch of it still resonated with the I-Hotel's history. The glass windows on every floor were etched with pictures of faces, places, and quotes. The welcoming cantaloupe-colored walls contrasted with the stacks of original I-Hotel bricks, which were displayed on the walls." Summing up many of the students’ feelings, Kristina Peralta put it succinctly: “The new structure is a testament to the love and dedication community activists and residents had for the I-Hotel and Manilatown.”

The interdisciplinary approach of the course incorporated videos, works of fiction and poetry, as well as historical readings that complemented the students’ projects. Students even had a chance to meet many of those who were involved with the struggle for the I-Hotel. As Duong recalls, “We’re not only read Estella Habal’s San Francisco’s International Hotel, but we were also able to meet her and talk to her about experiences she didn’t include in the book and have her answer our questions.” Students also made special trips to get to know the current residents of the I-Hotel and participated in activities like movie and karaoke nights.

Through their visits to the I-Hotel and their work for the Manilatown Heritage Foundation, the students not only deepened their understanding of the I-Hotel’s history; they also helped to commemorate it. One of their projects for the foundation involved compiling materials for the forthcoming book, Filipinos in San Francisco. Students helped to select photos from archives and transcribed interviews with members of San Francisco’s Filipino American community. In addition, students worked with artist Jerome Reyes on preparations for an upcoming exhibition on the I-Hotel. Opening this fall, the exhibition will feature students’ instructions for viewing photos on display that suggest different actions these photos might inspire in those attending the exhibition.

"History is alive and dynamic. It’s constantly changing, so by interacting with communities and working with organizations, you become a part of that history and start to understand much more about the community you’re working with." - TINA DUONG is a junior at Stanford. Double majoring in Asian American Studies and Biology, Tina is interested in looking at the intersections of race and health, specifically cross-cultural competency and mental health in Asian American populations.

"As students, it’s easy to become detached from the outside world. We spend so much time in our classrooms or dorms, learning and studying theories without having the opportunity to apply what we learn to real life contexts. Service-Learning Courses allow students to serve and become active participants in the community that we hope to eventually impact once we graduate from Stanford." - KRISTINA PERALTA recently received her M.A. in Policy, Organization, and Leadership Studies from the Stanford School of Education. Previously, she was a community organizer for the Immigrant Rights Project of the Asian Law Caucus in San Francisco.
This past year the Faculty Development Initiative (FDI), a joint effort of the Center for Comparative Studies in Race and Ethnicity and the Provost’s Office, launched its third year of recruitment efforts to bring to Stanford the best scholars in the nation whose research focuses on the study of ethnicity and race.

The initiative has already resulted in the addition of four new faculty members to the School of Humanities and Sciences and the School of Education. This past fall Professor H. Samy Alim, an expert on linguistically marginalized youth, joined the School of Education, followed by Professor José David Saldivar’s appointment to the Department of Comparative Literature. Professor Alim is a prolific scholar who has already published multiple books from You Know My Steez: An Ethnographic and Sociolinguistic Study of Styleshifting in a Black American Speech Community to Global Linguistic Flows: Hip Hop Cultures, Youth Identities, and the Politics of Language. Professor Saldivar, an internationally known scholar for his literary-historical analysis of the inter-American novel, U.S.-Mexico border cultural studies, and critical social theory, is the author of the groundbreaking Border Matters: Remapping American Cultural Studies and The Dialectics of Our America: Genealogy, Cultural Critique, and Literary History.

These two new scholars join 2008-09 faculty hires Professor Gary Segura in Political Science and Assistant Professor Tomás Jiménez in Sociology, both of whom have taken an active role at the Center and at Stanford. Professor Segura currently serves as the Chair of Chicano/o Studies, teaches the CSRE undergraduate program’s Public Policy Institute, and is the head of the new Institute on the Politics of Inequality, Race and Ethnicity at Stanford (InsPIRES), an affiliated institute of CSRE. Professor Jiménez has participated in panels for graduate students and served on Center selection committees as well as launching a new Institute for the Study of International Migration (ISIM) with Professor Guadalupe Valdés from the School of Education. Professor Jiménez is the author of Replenished Ethnicity: Mexican Americans, Immigration and Identity. Professor Segura’s most recent book is titled Latino Lives in America: Making it Home.

The third year of the FDI focused on the area of African American Studies with searches in seven departments that yielded three strong candidates. Of those, two will join Stanford this fall as new faculty hires: Assistant Professor Corey Fields, whose research project is entitled “Black Elephants in the Living Room: The Complexities of Black Identity and the Unexpected Politics of African American Republicans,” will join the Department of Sociology, and Assistant Professor Vaughn Rasberry will join the Department of English. His current research is a study of black literary and intellectual history of the post-World War II era that challenges the notion that landmark civil rights initiatives emancipated African American writers from the constraints of writing about racialized experiences and prompted their acquiescence to postwar liberalism.

With the ongoing support of the Provost’s Office and the leadership of Professor Al Camarillo, one of the Center’s founders and Special Assistant to the Provost for Faculty Diversity, the Initiative will continue to recruit outstanding scholars in 2010-11, focusing on targeted hires that will increase Stanford’s strength in Asian American and Native American Studies. As Assistant Professor Tomás Jiménez explains, “It has been a joy to be one of the first two FDI hires, and an even greater joy to be here to welcome the new FDI hires. It goes without saying that CSRE is a vibrant and growing intellectual community...I can’t think of a better place to be studying race and ethnicity.” Students seem to agree. New FDI faculty are filling classrooms, encouraging prospective majors, and bringing innovation and vitality to the field of ethnic studies. As the Center enters its fourteenth year, it continues to serve as a leader in the teaching and research of comparative studies in race and ethnicity, and the Faculty Development Initiative plays a crucial role in that leadership by ensuring that its faculty affiliates are the best and the brightest in their fields.

– Al Camarillo, Professor of History and Special Assistant to the Provost for Faculty Diversity

Il. Samy Alim
Associate Professor of Education and (by courtesy) Linguistics
School of Education

Corey Fields
Assistant Professor
Department of Sociology

Tomás Jiménez
Assistant Professor
Department of Sociology

Vaughn Rasberry
Assistant Professor
Department of English

José David Saldivar
Director of Undergraduate Program, Chair of CSRE and Professor of Comparative Literature

Gary Segura
Chair of Chicano/a Studies and Professor of Political Science
The 2009-2010 academic year marked several exciting new transitions in the Program in African and African American Studies (AAAS). First, the program welcomed two new staff members. Dr. Cheryl Brown, who has two degrees in African American Studies and a Ph.D. in Education, became the new Associate Director in the summer of 2009. She hired the program’s new administrative associate, LaSundra Flournoy. Cheryl and LaSundra worked with Faculty Director and Martin Luther King, Jr. Centennial Professor, Michele Elam, on a number of ambitious projects.

2009-10 also marked an important historic milestone for Stanford’s AAAS program: the 40th anniversary and commemoration of AAAS as the first African American Studies program founded at a private institution in the U.S. As part of the celebration, the program hosted events open to Stanford alumni, students, staff and faculty during Homecoming/Alumni weekend. These included a section of Stanford’s “Classes without Quizzes,” a short lecture, “Black to the Future: The Pleasures & Perils of Race in the Post-Race Era,” by Director Elam, and a panel of students and alumni who spoke about how African American scholarship has affected their careers and lives. At an Interactive Open House guests were encouraged to visit five hands-on stations: 1) Giving Back, featuring the new online Stanford Alumni Mentoring (SAM) program; 2) Listening to Voices, video testimonials of current students talking about the impact of AAAS on their Stanford experience; 3) Exploring Student Research, featuring the creative work of students; 4) Experiencing Black Arts, performances by Kuumba, an African dance and drumming student group; and 5) Walkabout, an exhibition on a specially designed frieze of sayings that have inspired people of color around the globe. Several hundred people attended this event, and AAAS hopes to build on these connections with many generations of alumni.

In the second year of the Race Forward Initiative, AAAS partnered with Stanford’s Woods Institute for the Environment to host dinner presentations on this year’s theme, Race and the Environment. These events included a discussion with the First Nations Futures Program, an organization dedicated to Native land stewardship around the globe; “Emerald Cities, Brown Fields, and Black Pollution: Mobilizing Urban Youth to Adapt to Climate Change” presented by Antwi Akom, an Assistant Professor of Environmental Sociology, Public Health, and Urban Education at San Francisco State University; and a presentation by Rachelle Gould, a PhD Candidate in Stanford’s Interdisciplinary Program in Environment and Resources, on the social and biophysical aspects of ecological restoration. AAAS also sponsored a student-initiated course entitled “Mercy Mercy Me (The Ecology): The Color of Ecoliteracy” during Winter Quarter. This course explored the intersectionality...
of race, class, and other identity politics in our conceptions of the natural world, and was taught by Janani Balasubramanian, a sophomore majoring in Atomsphere and Energy, and Matthew Miller, a sophomore majoring in Political Science. Race Forward is a three-year, university-wide interdisciplinary project that reaches out to scholarly fields that have not extensively engaged critical race studies, or whose scholars and students of color have been under-represented.

AAAS continued their very popular bi-weekly Diaspora Tables and hosted several larger events including the Redress Roundtable, which showcased the film “Before They Die!” followed by a discussion about global reparations with William (Sandy) Darity, Professor of Public Policy, African American Studies and Economics at Duke University, and James T. Campbell, Edgar E. Robinson Professor in United States History at Stanford University.

The highlight of our year occurred with the program’s annual St. Clair Drake Memorial Lecture. The St. Clair Drake Lectures are dedicated to the memory of Professor St. Clair Drake, renowned African American anthropologist and educator, and the founding Director of the Program in African and African American Studies here. This year’s honored speaker was Mrs. Valerie B. Jarrett (’78), senior Advisor and Assistant for Intergovernmental Affairs and Public Engagement, to the President. In her inspiring lecture, attended by almost 1000 invited guests, Jarrett reflected on the African American Studies courses she took while at Stanford and their impact on her desire to follow her passions and pursue a career in public service.

Finally, 2009-2010 marks the completion of Professor Michele Elam’s three-year term as the Director of the Program in African and African American Studies. Not only did Professor Elam proudly graduate a class of eleven seniors; she and Associate Director Brown completed the program’s self-study/curriculum review, which resulted in a successful five-year renewal of AAAS as a degree granting program. The reviewers stated that AAAS “demonstrates a solid community for its majors which also contributes countless service to the Stanford community as a whole.” AAAS is definitely one of the ‘good citizens’ of the prime paradigms in the study of globalization. In a world of increasing migration and at the same time increasing homelessness, our understanding of the possibilities and impossibilities of the notion of “home” and “belonging,” in a literal: physical as well as cultural sense, have raised more crucial questions than ever.

The symposium focused on particular aspects of the ideas of belonging and home within diaspora studies. How do these ideas change when “home” is no longer a given (whether that is due to emigration, immigration, migration, exile, or any other form of displacement)? How do people replace and replace themselves? How does nostalgia impact the ways in which people constitute themselves in their immediate environment? How do people relate to their imagined and imaginary homes (whether to nostalgia or utopian dreams)?

The organizing principle of the symposium was the element of scale, as in scales of diaspora experience, or spheres of belonging. Thus the symposium shifted from a panel on neighborhood (e.g., the Marais in Paris) as a framework of belonging to the rubric of Cities as Homelands (Salonica, Tel Aviv, and Vilna), that generate their own diasporas, to a panel that interrogated the very notion of homeland as home, and finally to a panel on National Diaspora and Diasporic Nation. The symposium included one of Israel’s most engaging writers, Michal Govrin, who spoke on “Releasing the Tables and hosted several larger events including the Redress Roundtable, which showcased the film “Before They Die!” followed by a discussion about global reparations with William (Sandy) Darity, Professor of Public Policy, African American Studies and Economics at Duke University, and James T. Campbell, Edgar E. Robinson Professor in United States History at Stanford University.

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Twenty five years ago, Dr. Clayborne Carson was selected by King Center founder and president, Coretta Scott King, to direct and edit the King Papers Project at Stanford University. Since its founding in 1985 the project has been a cooperative venture between Stanford University, the King Center, and the King Estate and serves as a major research center dedicated to assembling and disseminating primary documents pertaining to King’s life, work, and thought.

More than four decades after his death, Martin Luther King, Jr.’s ideas—his call for racial equality, his faith in the ultimate triumph of justice, and his insistence on the power of nonviolent struggle to bring about a major transformation of American society—are as vital and timely as ever. The insights contained in his writings, both published and unpublished, are being preserved in the King Project’s authoritative, chronologically arranged, fourteen-volume edition of The Papers of Martin Luther King, Jr. The Papers Project published its sixth volume in 2007 and is currently completing volumes seven and eight.

In addition, the King Institute, established in 2005, engages in extended educational activities. The Institute website provides public access to thousands of King-authored documents and other King-related material published by the Project at http://kinginstitute.info. The Liberation Curriculum (LC) initiative seeks to inform teachers and students about global efforts to achieve social justice, human rights, and liberation through nonviolent means, with special emphasis on the modern African American freedom struggle. Access to an online learning community, coupled with a series of workshops, gives teachers the necessary resources and support to fully integrate the liberation curriculum into their teaching, and lesson plans are available to the public through the website—http://liberationcurriculum.org/.

Timeline Of Major Institute Events and Accomplishments:

1985: Coretta Scott King invites Clay Carson to edit Dr. King’s Papers. It takes eight years to assemble the materials used as the basis of research for the publications.


1998: The Autobiography of Martin Luther King, Jr. is published at the bequest of the King family, using private family papers and published and unpublished writings.

2007: In June, the Institute and the National Theatre Company of China in Beijing stage the international premiere of Passages of Martin Luther King, a play by Dr. Carson based on the life and work of Dr. King.

2008: The Institute publishes The Martin Luther King Jr. Encyclopedia, a reference work that demonstrates the interconnected nature of King’s associations, ideas, and activities.

2009: The public version of the Online King Records Access (OKRA) database is launched. The Liberation Curriculum published the curriculum guide: King and Global Liberation, providing lesson plans and activities that place the African American Freedom Struggle within the larger framework of international human rights and global liberation movements.

2010 and Beyond:

While the Papers Project will continue to be at the core of the Institute’s mission, other multi-faceted programs, including undergraduate and graduate research training, public education initiatives, scholarly publications, and conferences and symposia on King and the civil rights movement will play a large role in the Institute’s activities to disseminate comprehensive and accurate information about King and the movements he inspired.

Beginning in July 2010, the Institute will host an annual international conference to discuss ways to move toward the goal of global peace with social justice in a sustainable environment, and will feature prominent experts and social activists. Through such endeavors the Institute hopes to ensure that future generations understand King’s life and his significance in the global struggle for peace, justice, and reconciliation.

“We are not makers of history; we are made by history.”

From Strength to Love, 1963
The Stanford Center for Opportunity Policy in Education (SCOPE) has been a partner of CCSRE since it was founded in 2008 by Stanford faculty members Linda Darling-Hammond and Prudence Carter. In 2009-10, SCOPE has been involved in events both on and off campus aimed at impacting education policy and bringing attention to issues of educational inequality.

SCOPE’s recent activities have all been supported by the latest addition to the staff: Executive Director Carol Campbell. Campbell worked previously in Ontario’s Ministry of Education, where she served as Ontario’s first Chief Research Officer and as Founding Director of the Education Research & Evaluation Strategy Branch. Also new to SCOPE is post-doctoral student Frank Adamson, who has worked extensively on a SCOPE series on student performance assessment.

This past April in Washington, D.C., SCOPE held a briefing for key legislative and policy staff on student performance assessment. The briefing featured authors of a SCOPE series on performance assessment that examined large-scale student performance assessment in the United States and abroad, including technical advances, feasibility issues, policy implications, assessment with English language learners, and costs.

In July, SCOPE joined forces with Policy Analysis for California Education (PACE) to hold a similar briefing in Sacramento. Attended by some 200 people from around the state, the briefing looked at student performance assessments from three angles: successful international practices, practitioner perspectives, and policy recommendations. Referring to the increasing need for complex thinking skills in college and careers, Director Darling-Hammond noted that “this is no longer a multiple-choice world.”

In addition, Executive Director Campbell was a keynote speaker at the Asia Society Partnership for Global Learning conference, where she gave a presentation entitled, “How Does the World Measure What Kids Know?” Her presentation will be included with other webcasts of the conference on the Asia Society website (asiasociety.org).

Importantly for connecting to education practice, SCOPE has expanded to include the School Redesign Network at Stanford University (SRN). Founded in 2000 by Director Darling-Hammond, SRN includes the Leadership, Equity & Accountability in Districts & Schools (LEADS) network. This summer SRN hosted institutes for Albuquerque Public Schools teachers and for the California Linked Learning District Initiative.

SCOPE is currently planning an international colloquium, to be held this October in Toronto, Canada, in collaboration with the Canadian Education Association (CEA). The colloquium will focus on equity in education in Canada and the United States and will feature SCOPE Directors Linda Darling-Hammond and Prudence Carter as well as Penny Milton, Chief Executive Officer of the CEA, and Ben Levin from the University of Toronto. Also in the works is a policy briefing on teacher quality and effectiveness to be held in September in Washington, D.C., that will be conducted in collaboration with the Alliance for Excellent Education.

For more information about SCOPE as well as upcoming events, please visit us at http://edpolicy.stanford.edu.
The Institute for the Study of International Migration brings together faculty from a number of different departments to explore solutions to complex problems brought about by the worldwide movement of peoples. In 2009–10, the Presidential Fund for Innovation in International Studies (PFIIS) provided funding to 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)—to investigate challenges 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.

This project involves 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. Beginning in the fall quarter of 2009, Assistant Professor Tomás Jiménez along with School of Education doctoral student Maneka Brooks conducted in-depth interviews with African American residents in East Palo Alto. Jiménez has also gathered more than 50 interviews with East Palo Alto residents of all ages as well as observational data at major city celebrations and events. Data collection for this portion of the project will be completed by the fall of 2010.

At the same time, Professor Guadalupe Valdés’ part of the research project 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 and what documents are needed for school registration, and even confusion about the months of the year in which school instruction begins and ends can have serious consequences for both newly arrived families and school personnel.

PFIIS funding will also be used to generate interest in international migration within the broader Stanford faculty and student community. This year, funding supported a visit to campus by Jean-Michel LaFleur, a postdoctoral researcher at the University of Liège in Belgium and currently a Fulbright Scholar at Baruch College’s School of Public Affairs (CUNY). Dr. LaFleur presented his research on the right to vote from abroad for Mexican, Italian, and Belgian emigrants and its implications for migrants’ home and host societies. The Institute looks forward to even more scholarly activity this coming academic year. In September 2010, the Institute will sponsor a visit by Wayne Cornelius, Professor Emeritus at UC San Diego and one of the world’s foremost experts on Mexican migration and immigration policy. He will present more than three decades of research on Mexican migrants in a talk entitled “Making Immigration Reform Work: What Mexican Migrants Can Tell Us.”

In addition, Professors Tomás Jiménez and Monica McDermott from the Department of Sociology will offer an interdisciplinary research workshop on “Immigration, Race, Ethnicity, and Nation.” The weekly workshop offers a venue for graduate students and faculty from all disciplines to present work-in-progress research on the topics of immigration, race, ethnicity and nation, broadly defined.

The faculty and graduate students in ISIM are particularly enthusiastic about this line of research because of its relevance to both academic and larger policy debates that have come to the fore of national attention as a result of the battle over unauthorized immigration in Arizona.
COUNT ON THIS: STANFORD RESEARCHERS GET BETTER ACCESS TO CENSUS DATA

Abridged from an article printed in the Stanford Report on February 2, 2010 by Adam Gorlick

Thanks to an arrangement with the university’s Institute for Research in the Social Sciences (IRiSS), a Secure Data Center was established on campus which allows faculty and student researchers access to an ocean of confidential information accumulated by the Census Bureau, the National Center for Health Statistics and other federal agencies. “The idea is that the government could have people at places like Stanford who are dedicated to sifting through and analyzing all this information,” said Matt Snipp, faculty director of Stanford’s Secure Data Center and Center for Comparative Studies in Race and Ethnicity (CCSRE). “That research gets used as a basis for policymaking. But it’s hard to do that kind of analysis in the federal system because of all the other demands they have.”


$12 MILLION GIFT FUNDS EDUCATION AND JEWISH STUDIES AT STANFORD

Abridged from an article in the Stanford Report (May II, 2010)

The San Francisco-based Jim Joseph Foundation has awarded $12 million to Stanford’s School of Education to create a concentration in education and Jewish studies focused exclusively on preparing doctoral scholars and researchers. Faculty in the School of Education will collaborate with scholars in Stanford’s Taube Center for Jewish Studies to develop the curriculum, offer courses and seminars, and advise doctoral students.

“Our center has long participated in educating the next generation of leaders in the study of Jewish history, religion and literature,” said Yedid Karii Sherstov, co-director of the Taube Center for Jewish Studies. “The new concentration will allow us to train scholars who will influence not only the academic world but also K-12 education.”


HISTORY, MEMORY & RECONCILIATION: MEMORIES OF LOSS HELP COMMUNITIES RECOVER FROM TRAGEDY

Abridged from an article printed in The Human Experience (April 2010)

Several Stanford groups are sponsoring a series of events and research projects designed to explore the many facets of the human phenomena called ‘memory’...Attention to the role that memory plays in helping people move beyond tragedy is especially pertinent now as citizens of Chile and Haiti transition from survival to recovery after the devastating earthquakes that took place in each country.

“Future of Memory”, as the project was initially called, began in the spring of 2008 with the launch of a multi-year research and public policy initiative to investigate “how communities that have undergone deep and violent political transformations try to confront their past.”

Four Stanford scholars co-chair “History, Memory & Reconciliation.” They include CCSRE Faculty Affiliate, French Professor Elisabeth Rovini and Assistant Professor of English Saikat Majumdar, as well as Law School lecturer Helen Stacy and Roland Hsu, Assistant Director of the Freeman Spogli Institute’s Forum on Contemporary Europe.

For complete story, visit http://humanexperience.stanford.edu/memory

STANFORD SOCIOLOGIST GOES UNDERCOVER TO STUDY LATINO IMMIGRATION IN THE SOUTH

Abridged From an article previously printed in the Stanford Report (May 5, 2010) by Adam Gorlick

Four years into her teaching career at Stanford, Professor Monica McDermott, who is white, took a 12-month sabbatical in 2005 to go “undercover” in Greenville. Her goal was to see firsthand how whites and Latinos were getting along. She rented a house in a neighborhood that was home to working-class Hispanic immigrants and native Southerners, and took a $10-an-hour job stocking shelves at a discount retail store.

Since returning to Stanford in 2006, McDermott has made more research visits to South Carolina to see how Latinos and whites are getting along. She predicts whites will become more accepting of the children and grandchildren of Latino immigrants, but immigrants themselves will remain at the bottom of the social pecking order. “That’s based on the aspects of immigration that causes the most animosity,” she said. “There’s a suspicion of a lack of legal documentation, a sense that they’re undercutting wages and other frustrations like a lack of English skills.”

While lawmakers – including Republican Sens. John McCain of Arizona and Lindsey Graham of South Carolina – have framed immigration reform and the need to ease certain restrictions as a pro-business move that would help the labor force, there’s been a shift to what McDermott calls “a more nativistic stance.”

McDermott predicts Arizona’s new immigration law will be struck down in the courts, but she doesn’t expect federal lawmakers to pave the path for meaningful reform anytime soon. “A fundamental sea change is under way,” she said. “There’s a definite moving away from that pro-business standpoint. Ever since the marches and rallies, there’s been a very deep concern with the United States harboring a group of people that is thought of as criminalized.”


Gary Segura Named Fellow of the American Academy of Arts and Sciences

Gary Segura, Professor of Political Science and Chair of Chicano Studies, was named a 2010 fellow of the American Academy of Arts and Sciences. He is one of ten scholars from Stanford and 228 fellows overall who will be joining the Academy as new members. The prestigious honorary society’s fellows include leaders in the sciences, social sciences, humanities, arts, business and public affairs.

Established in 1780 by John Adams and other founders of the nation, the Academy undertakes studies of complex and emerging problems: its membership of scholars and practitioners from many disciplines and professions gives it a unique capacity to conduct a wide range of interdisciplinary, long-term policy research. Current projects focus on science and technology; global security; social policy and American institutions; the humanities and culture; and education. The current membership includes more than 250 Nobel laureates and more than 60 Pulitzer Prize winners.

The new class will be inducted at a ceremony on October 9, at the Academy’s headquarters in Cambridge, Massachusetts.

Whitopia vs. ObamaNation: America’s Demographic Future in a “Post-Racial” Age
March 11, 2010
In this lecture, Rich Benjamin, author of the new book Searching for Whitopia: An Improbable Journey to the Heart of White America, revealed the questions that make a Whitopia (Why-TOh-pi-uh) and explored the urgent socio-political implications of this phenomenon. Nationally, what will it mean to be White when Whiteness is no longer the numeric majority, nor even the “mainstream”? If the end of White America is thought to be a demographic and cultural inevitability, what will the new mainstream look like? Benjamin examines a central paradox: the once public yearnings for a “post-racial” age juxtaposed to the racial and economic divides still vexing America. Obama’s presidency, Benjamin argues, raises the stakes in a struggle between two versions of America: one that is comfortably diverse and another that is residentially segregated.

The 5th Annual Anne and Loren Kieve Distinguished Speaker Lecture
Whistling Vivaldi: and Other Clues to How Stereotypes Affect Us
June 3, 2010
Claude Steele, Provost and Professor of Psychology at Columbia University and former CCSRE director, gave a lecture on his groundbreaking research on stereotypes and identity as this year’s Anne and Loren Kieve Distinguished Speaker. Discussing his new book, Whistling Vivaldi and Other Clues to How Stereotypes Affect Us, Professor Steele shared the studies that repeatedly show that exposing subjects to stereotypes impairs their performance in the area affected by the stereotype. His book offers insight into how we form our sense of identity and ultimately lays out a plan for mitigating the negative effects of “stereotype threat” and reshaping American identities.
The CCSRE National Advisory Board member Loren Kieve and his wife Anne have generously endowed this annual lecture, which allows the Center to invite the leading scholars in studies of race and ethnicity to speak at Stanford.

The Research Institute at CCSRE / Faculty Seminar Series
2009-10
This year the Research Institute brought a variety of scholars, including Stanford faculty, to its popular monthly noon-time Faculty Seminar Series. For the first time, some talks were given in the afternoon allowing increased attendance from the Stanford student body and the community at large. Below is a brief list of speakers and the titles of their talks:

Nalini Ambady, Professor of Psychology, Tufts University. “Social Identities, Behavior, and Performance”

Alice Schmid Camacho, Associate Professor of American Studies, Yale University. “Migrant Suffering and the Event without Witnesses”

Phillip Atiba Goff, Assistant Professor of Psychology, UCLA. “Racial Bias in Policing: and Other Things We Know Nothing About”

Hazel Markus, Professor of Psychology, Stanford, and Paula M.L. Moya, Associate Professor of English, Stanford. “Doing Race”

Bruce Haynes, Associate Professor of Sociology, University of California, Davis. “How the Hebrews Got Their Orange Back: The Journey of Beta Israel”


Three Perspectives on Race and Incarceration
February 4, 2010
This year the Research Institute brought a variety of scholars, including Stanford faculty, to its organized panel discussion which examined the causes and consequences of racial disparities in imprisonment from three vantage points. Steven Raphael, Professor of Public Policy at the University of California, Berkeley, discussed the relationship between criminal justice policies and racial disparities in imprisonment. Filmmaker Tamara Perkins discussed a new documentary she is developing which tells the stories of black men in San Quentin State Prison. Finally, Ronald Davis, chief of the East Palo Alto police force, discussed a re-entry program he has developed in collaboration with Free At Last in East Palo Alto.

The 25th Annual Ernesto Galarza Commemorative Lecture
May 14, 2010
Thomas Saenz, the President and General Counsel of the Mexican American Legal Defense and Educational Fund (MALDEF), gave this year’s Ernesto Galarza Commemorative Lecture. MALDEF is a national organization whose mission is to promote the civil rights of Latinos in the United States. Since 2005, Saenz has also been Counsel to the Mayor of the City of Los Angeles, serving on Mayor Antonio Villaraigosa’s four-member Executive team and providing advice on legal and policy matters. The event was co-sponsored by the Chicana/o Studies Program, the Center for Comparative Studies in Race and Ethnicity, El Centro Chicano and the Stanford Alumni Association.

8 Conversations about Race
May 26, 2010
Professors Hazel Markus and Paula Moya presented their new co-edited book, Doing Roor, with a discussion of eight common conversations that people in the United States have with one another about race and ethnicity. These conversations include: “We’re beyond race.” “That’s just identity politics.” “Race is in our DNA.” “I’m African and I’m proud.” “Race is in our DNA.” “Variety is the spice of life.” “It’s a Black thing—you wouldn’t understand.”

部门的大学历史。程序在现代思想和文学、部门的社会学、部门的心理学和斯坦福大学历史中心，
New books by CCSRE Directors, Chairs, and Faculty Affiliates


A collection of new essays by interdisciplinary scholars and scientists, many of whom are Stanford University faculty, that gives a comprehensive introduction to race and ethnicity in everyday life: what they are, how they work, and why they matter. Going to school and work, renting an apartment or buying a house, watching television, voting, reading books and newspapers, attending religious services, and going to the doctor are all everyday activities that are influenced by assumptions about who counts, whom to trust, whom to care about, whom to include, and why. Race and ethnicity are powerful precisely because they organize modern society and play a large role in fueling violence around the globe.


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Student Profile: Henry Tsai

Most of us can recall a moment, whether an historical event or a personal turning point, that keeps recurring in our consciousness whenever we have to make decisions about what we want to accomplish with our lives. For Henry Tsai, a CSRE major who graduated with honors in June 2010, Hurricane Katrina was that seminal event. When the hurricane struck, Tsai was a senior in high school, and he credits Katrina and its aftermath for stimulating his interest in issues of race and inequality. Tsai’s senior honors thesis explored the social and cultural impact of this cataclysmic event on one particular minority community.

During his first years at Stanford, Tsai took most of his courses in Economics, Management Science, and Engineering. Yet he also found himself drawn to classes on issues of race and ethnicity. He explains, “The things we were learning in those classes…just felt so much more relevant to what’s happening in the world, what’s happening in my life. I did some of the hardest thinking that I [have] ever done in CSRE classes.” Eventually Tsai decided to major in CSRE and to make Economics his minor, even as he also completed a co-terminal master’s degree in Sociology.

The project that would become Tsai’s CSRE honors thesis grew organically from his deep interest in the effects of Hurricane Katrina on the Vietnamese American community in New Orleans and the subsequent displacement of many members of that community. It took form during his years at Stanford and resulted in a creative melding of his diverse interests. In his sophomore year, when Tsai noticed that among the hundreds of articles about the disaster, only one mentioned Hurricane Katrina’s effects on the Vietnamese American community, he sought and received a Chappell Lougee scholarship to conduct research to redress this lack of information. Tsai subsequently spent two summers interviewing members of the Vietnamese American community and organizing the data he collected. During this period a successful documentary, A Village Called Versailles, and several journal articles indicated a growing interest in the Katrina experiences of Vietnamese Americans.

In the meantime, Tsai’s interests had narrowed to focus on Vietnamese-American youth. Under the guidance of Professor Gordon Chang of History and Professor Andrea Lunsford of English, Tsai developed a multidisciplinary thesis that incorporates methodologies from history, sociology and literature as well as his CSRE training. In addition, his thesis includes original illustrations that showcase Tsai’s work in the visual arts. Tsai’s outstanding and original scholarship has been recognized with the Firestone Medal for Excellence in Undergraduate Research and the Stanford Asian American Undergraduate Research Award.

This fall, Tsai will join Bain & Company as an associate consultant, and he has already been accepted to Harvard Business School’s MBA program, with enrollment deferred until 2012. Despite having these opportunities to look forward to, Tsai is also happy to keep his mind and options open. After all, he is someone who freely admits, “I allow a good deal of controlled chaos in my life.” For now, Tsai is exploring the business world and the opportunities for social change, both local and global, that he can help to create and sustain using the skills he has acquired as a CSRE graduate.

“The things we were learning in those classes…just felt so much more relevant to what’s happening in the world, what I see on the news…I did some of the hardest thinking that I [have] ever done in CSRE classes.”

– Ju Yon Kim
## 2010 Prizes and Awards

### Stanford Asian American Awards

- **Undergraduate Student Community Award**
  - Michael TO
  - C. Li-Li LiaoxiaoChay
  - Undergraduate Research Award
  - Henry TSAI

- **Faculty Award**
  - Stephen Hong Sohn
  - Assistant Professor of English

### Black Community Services Center Award

- **Student Organization Leadership Award**
  - Michael TURBS '11

- **Black Arts Awards**
  - Alan HOLT '11

- **Outstanding Senior Student of the Year**
  - Stephanie EP

- **Faculty/Staff Mentor Award**
  - Tanja D. Mitchell
  - Associate Director for Undergraduate Studies and Director of Service Learning

- **St. Clair Drake Award for Excellence in Undergraduate Research**
  - Erikas CHASE

### The Program in African and American Studies

- **Academic Achievement & Service Award**
  - Matthew MILLER '12

- **George M. Frederickson Award**
  - Jordan F. Dyer

- **Honorable Mention**
  - Jessica RÈ phillips

- **George E. Stevens Award**
  - Jonathan D. Clark

- **Honors Thesis**
  - "The Exegetical Purpose of the Hebrew Bible"  Advisor: Dr. James T. Campbell, Religious Studies

- **Jhanshi SHRINATH**
  - Social Science

- **Senior Paper**
  - "The Doing of Vogue: LGBT Black and Latine Subculture"  Advisor: Dr. Ruby Reich, Political Science

### Asian American Studies

- **Bachelor of Arts**
  - Susan Lina Chen
  - Senior Paper: "Chinese Family Assimilation: A Window into Chinese American History"

- **Michael Phuc to Senior Paper**
  - "Examination of Factors for Culturally-Appropriate Treatment for Asian American Case Study of Cultural Competence"

- **Jilly Yoshiko Yuzuruma**
  - Senior Paper: "War hysteria and stigmatization: Public Perceptions and the World War II Treatment of German, Italian, and Japanese Enemy Aliens"

### Chicana/o Studies

- **Minor**
  - Isaura Guerreo, B.A. American Studies

- **Comparative Studies in Race and Ethnicity**
  - Bachelor of Arts
  - Erika EVA Chase

- **Aria SOmerson**
  - Psychology

- **Jhanshi SHRINATH**
  - Social Science

- **Jessica Watkins**
  - Geographical and Environmental Sciences

### Native American Studies

- **Minor**
  - Yve Barthlemy Chavez, B.A. History

### 2010 Commencement

- **Program in African & African American Studies Graduating Class of 2010**

- **CSRE Graduating Class of 2010**

- **President’s Award for Excellence in Honor Research Honorable Mention**
  - Leon Jackson No‘eau

- **Phi Beta Kappa Fellowship**
  - Henry TSAI

- **Network Fellowship**
  - Aria Florant

- **Stuart Olsen Rinaldo Fellowship**
  - Thamaiya Williams ‘13

- **Trustee Leadership Award**
  - Kaya JOHNSON

- **Faculty/Staff Mentor Award**
  - St. Clair Drake Award for Outstanding Senior Student of the Year
  - A-Lan Holt ‘11

- **Black Arts Awards**
  - Michael Tubbs ‘11

- **Professor MICHAEL Wilcox**
  - is the recipient of the 2010 CSRSE Faculty Recognition Award. This award recognizes outstanding contributions to the undergraduate program as a teacher, mentor and advisor to majors. Dr. Wilcox is an assistant professor in the Department of Anthropology and Resident Fellow in Murray House, which has an academic focus in CSRE.
GEORGE LIPSZITZ is Professor of Black Studies and Sociology at the University of California, Santa Barbara. He studies social movements, urban culture and inequality. His books include Midnight at the Barrelhouse, Footsteps in the Dark, The Possessive Investment in Whiteness, and Listen to the Lamb, among others.

HOWARD WINANT is Professor of Sociology at the University of California, Santa Barbara, where he is also affiliated with the Black Studies and Chicano/o Studies Departments. He founded and directs the Center for New Racial Studies. His work focuses on the historical and contemporary importance of race in shaping economic, political and cultural life, both in the U.S. and globally. He is the author of *The New Politics of Race: Globalism, Difference, Justice and Racial Conditions: Politics, Theory, Comparisons*, among other books.

JEAN J. KIM is Assistant Professor of History at Dartmouth College. Her research interests are in medicine, race, migration and Asian American studies. Her current book project, *Empire at the Crossroads of Modernity*, analyzes the expansion of health care institutions on Hawai‘i’s sugar plantations, the transnational circulation of medical thinking that influenced it, and the practical and ideological consequences of new therapeutic interventions in the establishment of social and racial hierarchies.

JOCelyn CHuA Anthropology Department. The Politics of Death: Suicide at the Margins of Neoliberalism in Kerala, South India.

JOLENE HUBES English Department, Resulting Whiteness: Race, Class, and the American Grottose

VAlERIe JONES Psychology Department, The Pressure to Work Harder: The Effects of Numeric Underrepresentation on Academic Motivation

CELIne PARREÑAS SHIMIZU is Associate Professor of Asian American Studies and Affiliate Faculty in Feminist and Film and Media Studies at the University of California, Los Angeles. Her first book, *The Pressuresexuality of Race: Performing Asian American Women on Screen*, won the Cultural Studies Book Award from the Association for Asian American Studies. An internationally screened experimental and ethnographic filmmaker, she recently completed Birthright: Mothering Across Difference, which won Best Feature Documentary at the Big Mini DV Festival. During her fellowship year, she completed a draft of her manuscript entitled *The Future Has a Past: Politics, Music and Memory in Afro-Chicano Los Angeles*. 

MIROSLAVA CHÁVEZ-GARCÍA is Associate Professor in the Chicana/o Studies Program at the University of California, Davis. She received her doctorate in History from the University of California, Los Angeles, in 1998 and is the author of *Negotiating Comprador: Gender and Power in California, 1770s to 1880s* as well as articles on gender, patriarchy and the law in nineteenth-century California and on contemporary relations between Chicana Studies and Women’s Studies. During her fellowship year, she completed a draft of a manuscript currently titled, States of Delinquency: Youth, Race, and Science in California’s Early Juvenile Justice System, 1850s to 1940s.

MELISSA R. MICHELSOn is Professor of Political Science at Amherst College. From 2006-09, she was principal investigator for the evaluation of the James Irvine Foundation’s California Votes Initiative (CVI), a multi-year effort to increase voting rates among infrequent voters in San Joaquin Valley and targeted areas in Southern California. Her current book project, Mobilizing Inclusion: Getting Out the Vote among Low-Propensity Voters, uses CVI data to investigate why personal get-out-the-vote mobilization efforts strongly motivate low income voters from communities of color to go to the polls and is under contract with Yale University Press.

LORI FLORES History Department, Other Californias: Tracing Mexican American Lines, Civil Rights Activism, and the Coming of the Chicano Movement to the Salinas Valley, 1945-1970.

RAmMA MCKAY Anthropology Department, Affective Interventions: Making Medical Welfare in Mozambique

EMILY RYo Sociology Department, Becoming Illegal

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MELISSA R. MICHELSOn is Professor of Political Science at Amherst College. From 2006-09, she was principal investigator for the evaluation of the James Irvine Foundation’s California Votes Initiative (CVI), a multi-year effort to increase voting rates among infrequent voters in San Joaquin Valley and targeted areas in Southern California. Her current book project, Mobilizing Inclusion: Getting Out the Vote among Low-Propensity Voters, uses CVI data to investigate why personal get-out-the-vote mobilization efforts strongly motivate low income voters from communities of color to go to the polls and is under contract with Yale University Press.

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The Undergraduate Program in Comparative Studies in Race and Ethnicity / CSRE ALUMNI UPDATES

2010–11 Incoming Fellows

CLASS OF 1999
GLORIA LEE (B.A. Asian American Studies) is a sixth-year transactional real estate associate at the Orange County office of the law firm of Cox, Castle & Nicholson where she serves on three firm committees, including the Recruiting, Skills Development Committee. In May 2010, she was installed as one of the youngest President-Elects of the Orange County Asian American Bar Association and was named OC Metro Magazine one of the Top 40 Under 40 business professionals in the county. Gloria is also the proud mother of two young sons.

CLASS OF 2000
TOLAANDA ANYON (B.A. CSRE) is entering her third year as a doctoral student at UC Berkeley’s School of Social Welfare, where she received her MSw in 2008. She presently serves as a Youth Violence Prevention fellow at the school’s Institute for the Study of Social Change. Her dissertation focuses on the provision of health and psychosocial services in San Francisco high schools and their role in reducing or reproducing racial and ethnic disparities.

CLASS OF 2001
MARIA CAMACHO (B.A. CSRE) is a Senior Account Manager at Consensus, Inc. a strategic communications firm in Los Angeles. She handles strategic communications and public affairs throughout the private real estate entitlement process.

CLASS OF 2002
RODOLFO ESTRADA (B.A. CSRE) received a J.D. from the UC Hastings College of the Law in 2006 as well as a master’s degree in Bilingual Bicultural Studies from Columbia University’s Teachers College. He is now a Senior Associate with the Vera Institute of Justice. He works on several criminal justice-related projects, including a national project that trains law enforcement on the use of the U-visa, which provides immigrant victims of crime legal status if they cooperate with law enforcement.

RITA RICO (B.A. CSRE) is a foreign service officer with the State Department and is assigned to the Consulate General in Santiago, Chile, for her most recent assignment. She will be accompanied by her husband and daughter Lucia Previously, she worked for Senate Majority Leader Harry Reid through the Congressional Hispanic Caucus Institute. In addition, she received her Ph.D. in Political Science from UCLA in 2009 and is working on turning her dissertation into a book manuscript.

CLASS OF 2003
RICHARD KIM (B.A. Asian American Studies) worked on staff as Teach for America in New York and San Francisco after graduating from Stanford last year. He completed a Master of Public Policy degree at UC Berkeley. He is currently working as a Presidential Management Fellow/Program Analyst at the U.S. Dept. of Housing and Urban Development.

DEBORAH SCHLOSBERG SPLANSKY (B.A. CSRE) received her J.D. from the UCLA School of Law in 2007 and subsequently completed a two-year fellowship at the Education Law Center in Newark, NJ. During the fellowship, she represented individual parents and students and worked on a team of lawyers to access equitable and adequate public education for at-risk children living in the poorest urban school districts in New Jersey. She is currently finishing a one-year judicial clerkship at the U.S. District Court in Newark under the Honorable Joel A. Newman of the Northern District of California.

CLASS OF 2004
ADRIANE GAMBLE (B.A. CSRE) worked for several years after graduation at the California Wellness Foundation, evaluating grants that improve the health of Californians with an emphasis on underserved communities. In spring 2007, she traveled to and volunteered in Southeast Asia. She received her MBA in 2009 from the Graduate School of Business at Stanford after focusing on nonprofit management. She is currently working at local initiatives Support Corporation (USC), an organization dedicated to helping community residents transform distressed neighborhoods into healthy and sustainable communities of choice and opportunity.

SARAH CHILIM JIN (B.A. CSRE) graduated from the UC Berkeley School of Law in May 2010. While at Berkeley, she served as the Managing Editor of the California Law Review, was involved with the American Law Journal and the East Bay Community Law Center, and was recognized with the Robert M. Takagi Public Interest Fellowship and the Dale Minami Public Interest Fellowship. Sarah recently published a piece about the East Los Angeles child-care movement with the Harvard Latino Law Review and will join the Alameda County Public Defender’s office this fall.

PRISILLA LIEZAR (B.A. CSRE) began a five-year campus-based Christian ministry after graduation, during which she was able to focus on student leadership development and further explore the topics of race, class, justice and faith. She also had the opportunity to serve on local and national conference-planning committees including speaking engagements on college campuses across the Bay Area. Presently, she is working as a college financial aid counselor at Downtown College Prep, Santa Clara County’s first charter high school, which is focused on college preparation for low-income, first-generation college students.

CLASS OF 2005
ASHLEIGH COLLINS (B.A. CSRE) just finished her first year in a Ph.D. program in Early Childhood Education at New York University. Previously, she served as a Research Analyst at Child Trends, a child- and family-focused research organization in Washington D.C. and as a lead teacher for Teach for America. This summer, she is training new pre-kindergarten teachers at Teach for America’s Los Angeles Institute.

CLASS OF 2006
KEIVONTE DIXON (B.A. CSRE) recently finished her first year of graduate school at USC’s School of Policy, Planning, and Development, where she is pursuing a Master of Public Administration. She continues to live in Sacramento, where she moved after graduation to work in the State Legislature, and takes classes in Los Angeles and Sacramento on weekends while working full-time as a policy consultant to Senator President Pro Tempore Darrell Steinberg, the leader of the California State Senate.

HELEN KIM (B.A. CSRE) is currently a graduate student at the Harvard Divinity School (2012) where she is integrating her CSRE studies with her interest in religion in both academic and community settings. Helen is the recipient of the grant for Theological Education’s Ministry Fellowship, which rewards 20 students nationally with a $10,000 grant for excellent potential in theological studies and ministry. She is working this summer for Stanford Hospital’s Spiritual Care Services as a chaplain and continues to pursue her academic interests in race, ethnicity and religion with the Asian Pacific American Religion and Research Initiative.

CLASS OF 2007
NICHOLAS CHEUNG (B.A. CSRE) is currently in China working on migrant issues. He is a Computer Assisted Learning Project Coordinator with Professor Scott Rozelle through the Rural Education Action Project (REALP). In addition, he is a long-term volunteer running a summer program at the Dandong School for Migrant Youth. Cheng plans to apply to MPA/MPP programs in the fall and then work on implementing the REALP Project in rural Shaanxi and Qinghai provinces.

FRANKIE PRECIADO (B.A. Chicano Studies) recently received his master’s degree from UC Berkeley School of Law and practiced for nine years at the Potawatomi Nation Social Services in Mayetta, Kansas. He plans to work in the UC Berkeley School of Law.

CLASS OF 2008
KEVIN CHENG (B.A. CSRE) recently finished her first year of graduate school at USC’s School of Policy, Planning, and Development, where she is pursuing a Master of Public Administration. She continues to live in Sacramento, where she moved after graduation to work in the State Legislature, and takes classes in Los Angeles and Sacramento on weekends while working full-time as a policy consultant to Senator President Pro Tempore Darrell Steinberg, the leader of the California State Senate.

EDMUND BOHALLA-SILVA (2002-03) is Professor of Sociology at Duke University. He celebrated the publication of the third edition of his textbook, which includes a chapter analyzing the Obama-
phenomenon. “Will Racism Disappear in Obama’s America?” The Sweet (but Deadly) Enchantment of Color Blindness in Black Face.” A debate with Christina A. Sue on his work on the Latin Americanization of racial stratification appeared in the July issue of the journal Ethnic and Racial Studies.

THOMAS GIGUÉLÉM (2005-06) is Associate Professor of American Studies at George Washington University. He is pleased to announce his move to the University of Michigan, where he will also be the first-appointed Coordinator of SJU’s brand new Division of Interdisciplinary Race and Gender Studies (DIRGS), a group of faculty from MPS, African American Studies, and Interdisciplinary Social Science (including the programs in Asian American Studies and Women’s Studies) who are committed to collaborative research and supporting first-generation college students and students of color on campus. Magaña’s latest publication is “Of Chishtameneer and Cien Chowder: Gender and Consumption in Jorge Ulicia’s Cholores diabólicos” in Bilingual Review.

RAUL CORONADO (2002-03) is Assistant Professor of English at the University of Chicago. In 2010 he received a Ford Foundation Diversity Post-Doctoral Fellowship and the Clements Fellowship for the Study of Southwestern America (IMU), which allowed him to complete his book manuscript, A World Not to Come: Faded Modernities and 19th-Century Latino Literary and Intellectual History. He also shared his research with the International American Studies workshop at the Stanford Humanities Center this past May.

MISHUAH GOEMAN (2001-02) was recently appointed Assistant Professor of Women’s Studies and Associate Director of the American Indian Studies Research Center at the University of California, Los Angeles. Her most recent publications include “Notes Towards A Native Feminism’s Spatial Practice,” published in Wicazo Sa, and “Nation Building: Territoriality and Race Again,” Centering Storied Land in the Discussion of Indigenous Nation-building,” published in the International Journal of Critical Indigenous Studies.

JONG-EUN ROSELYN LEE (2007-08) is Assistant Professor of Communication at Hope College. MI. One of her key areas of research concerns mediated communication, social identity, and diversity. A portion of her dissertation work on racial representations of avatars was published in the 2009 issue of International Journal of Internet Science. One of her recent works will be presented in the Top Papers Session of the Human Communication Technology Division of the National Communication Association in November 2010.

SHELLEY LEE (2004-05) is Assistant Professor of History and Comparative American Studies at Oberlin College. She announces the publication of her first book, Claiming the Oriental Gateway, forthcoming this December from Temple University Press. The book is based on research she did for her dissertation as a graduate fellow. She is also on sabbatical this year while she finishes a new textbook in Asian American History and begins a research project about Korean Americans in Los Angeles post-1945. She also writes that she is happily married to former faculty fellow Rick Baldoz (2005-06).

CSRE TEACHING FELLOWS

SHANA BERNSTEIN (2001-02) was granted tenure at Northwestern University and is now Associate Professor of History. Her book Bridging Reform: Interracial Civil Rights Activism in Twentieth-Century Los Angeles will be published by Oxford University Press in November 2010. She is an experienced and passionate teacher and currently instructs an undergraduate course, “Race and America’s World War II-Era Blood Donor Service,” is part of her larger, ongoing book project on race and WWII.

MICHAEL HAMES-GARCÍA (2001-06) was promoted to Full Professor of Ethnic Studies at the University of Oregon this year and is still serving as Department Head for Ethnic Studies. He has two books in press. Gay Latino Studies: A Critical Reader (co-edited with Ernesto Martínez), which will be published by Duke University Press in Spring 2011, and Identity Complex: Making the Case for Multiplicity of pan-Indianism, the significance of realist ideologies and the employment of alterity in the article, “Red Cross, Double Cross: Race and America’s World War II-Era Blood Donor Service,” is part of her larger, ongoing book project on race and WWII.

NANCY MARIE MITHLO (2004-05) is Assistant Professor of Art History and American Indian Studies at the University of Wisconsin, Madison. In 2010 she published Our Indian Princess: Subverting The Stereotype (Editel Indigenous Politics Series), a work that examines the power of stereotypes, the utility of pan-Indianism, the significance of realist ideologies and the employment of alterity in the article, “Red Cross, Double Cross: Race and America’s World War II-Era Blood Donor Service,” is part of her larger, ongoing book project on race and WWII.

HOWARD WINANT (2006-07) is Professor of Sociology at the University of California, Santa Barbara, and Director of the Center for New Racial Studies (LCNCRS). Launched on July 1, 2006, LCNCRS is a MultiCampus Research Program currently funded for the next five years (through June 2011). It is an ambitious effort to network and support the work of the many hundreds of race/racism-oriented faculty throughout the UC system, as well as the thousands of graduate students engaged in work in these broad areas.

HARVEY YOUNG (2007-08) was awarded tenure and is Associate Professor of Theatre at Northwestern University, where he holds appointments in American Studies, Performance Studies, Radio/Television/Film, and Director of the Interdisciplinary PhD in Theatre & Drama. His first book, Embodiment Black Experience was published by the University of Michigan Press in July 2010. In 2011, Palgrave Macmillan will publish his edited collection Performance in the Borderlands.

GRADUATE DISSERTATION FELLOWS

MAGDALENA L. BARBERA (2004-05) will begin her third year as Assistant Professor in the Department of Mexican American Studies (MAS) at San Jose State University. She is also the first-appointed Coordinator of SJU’s new Division of Interdisciplinary Race and Gender Studies (DIRGS), a group of faculty from MPS, African American Studies, and Interdisciplinary Social Science (including the programs in Asian American Studies and Women’s Studies) who are committed to collaborative research and supporting first-generation college students and students of color on campus. Magaña’s latest publication is “Of Chishtameneer and Cien Chowder: Gender and Consumption in Jorge Ulicia’s Cholores diabólicos” in Bilingual Review.

MARK BRILLIANT (2001-02) is Assistant Professor of History at the University of California, Berkeley. He reports that he began his third year as Assistant Professor of History. His book Bridge of Reform: Interracial Civil Rights Activism in Twentieth-Century Los Angeles will be published by Oxford University Press in November 2010.
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Featured Cover Artwork

Basket Dance at San Ildefonso Pueblo c 1940
By Pablita Velarde
Basket dancers in front of a kiva [a subterranean ceremonial chamber found in Southwestern pueblos]. This work was commissioned by Bandelier National Monument under the Works Progress Administration [WPA] program.
Casein paint, masonite.
Bandelier National Monument, BAND 627.

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This newsletter would not be possible without the countless contributions of CCSRE staff including Sarah Gamino, Heidi López, Tania Mitchell, and Chris Queen.