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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. 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, as been for many years, a faculty leader at Stanford as the first vice-provost 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.

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 find ways to do more with less. Chris Queen deserves special recognition for Center’s Manager. As my Mom would say, Chris knows how to “pinch a penny until it squeals, and then some more until it begs for mercy.”

Past three years also brought some unexpected staff changes. Dorothy Steele, our long-time Executive Director, had to leave us when her husband became the Provost of Columbia University. Besides Dorothy, our Service Coordinator, Margarita Ibarra decided to retire. Margarita upied the position of Student Services Coordinator from the very first day 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 which and established an undergraduate award in her name; the first recipient Margarita Ibarra CSRE Community Building Award, Stephanie Otani-moto, was honored at our June commencement.

Despite these challenges, the work of the Center moved ahead, scarcely missing 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 rs of experience at the Stanford Humanities Center. Sarah Gamino took the job of Student Services Coordinator for the undergraduate program. She came to us with an M.A. in Education from San Francisco State and with particular expertise about Latina/os in higher education, the topic of her M.A. thesis.

Besides our new staff, we marked a number of other accomplishments. Tania Weitzman, 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.

Of promoting 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 amazing and 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. I leave this office in awe of these people and grateful for the opportunity to have served in this position. The Center for Comparative Studies in Race and Ethnicity is truly a remarkable place.

With my very best wishes.
Matt Snipp

[1] I’m happy to say that Claude and Dorothy will be rejoining us next year. Claude will be Provost at Columbia University.
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.

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 seems racial.” The question of the very 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 should be 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 here at Stanford, who are posing these same questions 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 CCSRE 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 conceived of as an area of study, not just within the confines of an academic discipline.

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

The most important role that CCSRE has to play over the next decades is exactly the role that it has begun in first decades of its life. So, along with CCSRE’s critical role in fostering intellectual and academic excellence in California, it was decided that CCSRE was going to be the place where some very specialized research was going to be encouraged, and in that way, fulfill the Center’s mission of encouraging interdisciplinary and new directions on campus for our students and intellectual experiences that they can have at Stanford.

In addition, under Matt Snipp’s directorship, we have been at the forefront of a very exciting, central question: “Is it evolving?” The question of the very 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 should be 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.
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 Garcia
Assistant Professor of Anthropology

Tomás Jiménez
Assistant Professor of Sociology

Vaughn Rasberry
Assistant Professor of English

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

Dr. Lonnie Bunch III, Founding Director of the Smithsonian’s National Museum of African American History and Culture, gave the 6th annual Anne and Loren Kieve Distinguished Speaker lecture on May 5, 2011 at Stanford. His talk was titled “The Challenge of Creating a National Museum.”

“The truth is that America’s expansion of the idea of liberating 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 space exploration.

It is easy to think of the Smithsonian as a medical institution or a repository of American history or African American issues and culture. The prospect of the eight museums working together is fraught with challenge. These museums are unwilling to be just part of the Smithsonian.

In spite of monumenta

Dr. Bunch met with Stanford students and faculty of the last day of the new museum and by 2015 the Smithsonian’s presentation of America’s space program. He travels around the country talking to as many people as he can. As he travels, he travels as he can.

This May, Dr. Bunch will be the Director of the CSRE Undergraduate Program for a three-year term beginning September 2010. Professor José David Saldívar, who joined the Institute for Diversity in the Arts (IDA) in September 2010, was appointed Director of the CSRE Undergraduate Program for a three-year term beginning September 2010. He travels around the country talking to as many people as he can. As he travels, he travels as he can.
his museum questions of an African headed the becoming a his museum , during the Dr. Bunch conservatives of a strong s who could a bipartisan history of the ‘a feel good ill of acts of document ve become ted. Bunch rip on and ial to his and present ; hardest job m. “We can’t ice bad; now o talk about [Americans] other kinds wore and still n American ; that are not -loved. Jazz, ontributions rican. “The liberty itself tr optimism, butions that as a whole.”

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
the offices of Mujeres Unidas y Activas (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.

Students planned to interview domestic workers involved in the campaign 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.

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

Students’ experience with the workers’ rights organization highlights what Ill 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 they work with to understand the privileges and the obligations of citizenship in society and in the community. “The community members held students to account. They had to explain themselves, their motives and their ideas before folks would participate.”

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

is new service learning course, which is cross-listed with Feminist Studies, ethnography and Chicano Studies, fosters such exchanges while introducing dents to academic research on citizenship. Students are asked to take part 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 mestic workers with basic labor protections, such as overtime pay, minimum times for live-in workers, and workers compensation.

Students worked with the Domestic Workers Alliance by doing legislative earch 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 their experiences to share with these policy makers. They attended organizing meetings like the one at the Women’s Building as well as public treach sessions and academic forums on both sides of the Bay. They not only spent time together talking in the classroom but expanded those conversations inside the classroom as they traveled, shared meals, and wrote up their research findings for one another and their community partners.

Coll says she about citizen institutional “Not only d the process, and campaign to citizenship framework means to t and respect

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 La Colectiva (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 Colectiva 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, as 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
It was an exciting time for students at Stanford University. The university was hosting a three-day symposium named "Global Flows," which aimed to explore the globalization of hip hop, art, and culture through various events and discussions. The symposium featured discussions with film directors, scholars, and hip hop artists, providing a unique opportunity for students to engage with global celebrities and learn about the impact of hip hop on society.

Alim, a Professor in the School of Education and a sociolinguist, played a crucial role in organizing the symposium. He was tasked with bringing together a diverse group of participants, including scholars, artists, and hip hop journalists. Alim knew firsthand the importance of discussing hip hop as a contemporary art form. "I think that's the one thing that never ceases to amaze me: that hip hop still speaks to the most urgent issues of the day," he said.

The symposium included live discussions with film directors, and Alim was impressed by the level of engagement among the participants. "We moved the program to the dorms because hip hop already lives there. It's a mass distraction. So hold on to your sense of self and don't wait for anybody to tell you who you are," he advised.

Author Jeff Chang praised Alim's innovative design for the symposium, calling it "relevancy and forward-thinking framework." Alim, who was planning the event, said, "I had no idea how prescient a program it would become. But his efforts underscored how much Stanford supports creative collaboration. As Alim puts it, "There's no way you can put 90 people in a room and not have them there, firing questions at them, and their in-depth discussion will make you think about issues in broader and more complex terms."

The course and symposium achieved both of those goals. "I was really thinking on a local and global level about issues of human rights crisis in Arizona and across the South. But there were added layers of complexity to it," Alim said. "I have incredible respect for where hip hop comes from," he added. "I mean, this is not a romantic story where everyone supports creative collaboration. As Alim puts it, "There's no way you can put 90 people in a room and not have them there, firing questions at them, and their in-depth discussion will make you think about issues in broader and more complex terms."

Chuck D of Public Enemy, who was a participant in the symposium, praised Alim's innovative design for the program. "We moved the program to the dorms because hip hop already lives there. It's a mass distraction. So hold on to your sense of self and don't wait for anybody to tell you who you are," he advised.

The symposium featured discussions with film directors, scholars, and artists, and the students exhibited a deep interest in the form. "The students were so many constituents: scholars, artists, critics, interested in their daily lives and have them think about it in terms of a contemporary evolving art form. "I think that's the one thing that never ceases to amaze me: that hip hop still speaks to the most urgent issues of the day," Alim said. The symposium aimed to provide a similar awakening to the depth and breadth of hip hop culture for Stanford students. "Global Flows," the faculty-directed and student-run initiative, is an example of how institutions can support the exchange of ideas and foster creativity in a diverse and inclusive manner.

Alim is now the faculty director of the Institute for Diversity in the Arts (IDA), and teaches a course titled "Hip Hop, Identity, and the Politics of Language" that brings together students from different disciplines to explore the influence of hip hop on society. The course, designed for the Undergraduate Program in Comparative Studies in Race and Ethnicity (CSRE), provides a platform for students to discuss the impact of hip hop on global cultures and communities. Alim believes that hip hop is a powerful tool for understanding the world and for fostering critical thinking and dialogue among students from diverse backgrounds.

The symposium was a testament to the power of hip hop to unite people from different parts of the world and to inspire new generations to think critically about the role of art and culture in society. "I think the one thing that never ceases to amaze me: that hip hop still speaks to the most urgent issues of the day," Alim said. "I have incredible respect for where hip hop comes from," he added. "I mean, this is not a romantic story where everyone were so many constituents: scholars, artists, critics, interested in their daily lives and have them think about it in terms of a contemporary evolving art form."
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?

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 at a university, 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]s 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 chasms when you're writing on a larger canvas. And so, I noted the difference. I scratched my head, if you will, at its mystery.

One other example: Abraham Joshua Heschel, beardless—I'm not suggesting the mystery is in the beard—teaching at the Hebrew University 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 galleys 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. Some of it has to do with incredibly good public relations with influential people working for Heschel, pushing for him behind the scenes in Jewish communal life. And 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 moustache as soon as he was able to do so and then the beard came thereafter, which serves as charisma later on, but fortuitously.

Charisma is not an intrinsic quality. One is not born a charismatic individual. There are certain imponderable qualities that lend themselves at given moments to charisma: the quality of one's voice, bearing, stature. But—if I can be a bit academic—there's a sociological complex that quickens those qualities, to render them charismatic, to charm, to compel a following.

Buber had developed a certain charismatic persona in Germany for German Jewry as well as many non-Jews. When he came to Israel, it didn't work because his diction, his inclination for poetic imagery; for even religiously inflected concepts, somehow didn't register with the pragmatic-oriented Israeli generation of that time.
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!”

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 contributions to enhancing and supporting diversity, broadly defined, a given each year: one to an individual among the faculty, students and staff, and as a department, program or office.

The award citation praised Camarillo “for his passion and commitment to an institution, resulting in the development of more than 40 new courses of the Center for Comparative Studies in Race and Ethnicity and was honored “for his work in advancing the Faculty Development Initiative at Stanford who are engaged in race and ethnicity scholarship, and gender, and increasing 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 fostering intellectual give-and-take, sustained research interactions and interdisciplinary collaborations through the seminars, networks and fellows program of its Research Institute.”

Friends, colleagues, and family members gathered to celebrate Professor Al Camarillo’s award.
When A-lan Holt graduated from Stanford this June—with honors and more—she made the leap from college student to budding playwright in New York City’s Theater District. She is participating in an intensive internship with the Second Stage Theater, an 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 to developing her play, “8Ball.” The play was performed at Stanford in 2011. The play is also the focus of her senior honors thesis, “Towards a Politics of Impossibility, 8Ball: Toward a Policy of Possibility.” 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. “I came to Stanford thinking I was going to major in English or Psychology, though I was not married to the idea,” she recalls. “I learned about CSRE during my first year and I was stolen by the idea.”

A-lan’s past experience includes work in the leadership cadre of three major urban school systems, including service as Deputy Superintendent for Education for Boston Public Schools. Janice also has extensive experience in the policy arena as the Executive Director of the Center for American Progress and President/CEO of the Institute for Diversity in the Arts (IDA). Prior to this, she was the Executive Director of SCOPE (Stanford Center on Poverty, Education, and the Economy). Janice and Prudence Carter to support our mission to foster research, including Camille Charles, Claude Steele, Kenji Hakuta, Rachel Lotan, Greg Walton, Amanda Lewis, Bill Koski, William Darity, and Janelle Scott.

This study by Frank Almurah and Linda Darling-Hammond examines how policy and practice to advance high quality, high equity education systems. The result of this study can be seen in a play that plays the piano, dancing. It was not until high school that I began getting more involved, even then I was more interested in slam poetry, drama than changing institutions. From a young age, I was playing the piano, and I was interested in music. From the arts, I think, I was more interested in slam poetry, drama than changing institutions. From a young age, I was playing the piano, and I was interested in music. From the arts, I think, I was more interested in slam poetry, drama than changing institutions.

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In 2008-09, CCSRE 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 first-hand 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 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 CIRCLE Sanctuary at Stanford. 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 not say what I imagined her saying, especially about the singing, but it was both humorous and kind. I am sure she would have laughed, and cried, as I did.

As Paula Moya, Professor of English and a former faculty director of CSRE, put it: “Margarita was central to the growth, success, and ongoing success of the Center for Comparative Studies in Race and Ethnicity (CSRE). Margarita played a crucial role for students and faculty alike. “You couldn’t help but love her.”

It is only fitting then that former students were also at the ceremony reflecting on the central role Margarita played in their
published writings, and unpublished manuscripts. Under the supervision of
irector Clayborne Carson, the Project has published six volumes of *The Papers
Martin Luther King, Jr.*, with plans for Volume VII to be published in 2012–13.

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

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

**Significant Events**

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

**March 2011**, Professor Clayborne Carson took his play, *Passages of Martin
her King*, to East Jerusalem and the West Bank. The play was translated
to Arabic and performed by the Palestinian National Theater, featuring
 Palestina actors and six African American singers who depicted
 Ebenezer Baptist Church choir and civil rights freedom fighters.
ccording to Carson, “The Palestinian cast worked hard to create their own
stinctive version of the King story, because it was understandably difficult
the actors to appreciate King’s cultural and political context, including the
ological debates between King and his critics, such as Malcolm X and Stokely
rmichael.” But Carson points out that “these debates are going on every day
Palestinian territories. The play was simply a vehicle for Palestinians to carry
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 describes the Center as a vital intellectual
space that dedicates space, time and resources to bringing people together who
have common interests and who strive to communicate across 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
Palestinian territories. The play was simply a vehicle for Palestinians to carry
their own dialogue about alternative strategies.”

In her graduate school application, Tani highlighted her scholarship on Palestinian American
and collective histories of belonging and signification.

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and collective histories of belonging and signification.

Once she arrived on campus, Tani was surprised to find a faculty fellowship and was impressed by the “huge
potential” of the extensive interdisciplinary program and other departments. As a result, her work has moven
work with Michele Elam on a project about post-racialism. Tani believes would not have been possible for her without
the Center’s comparative emphasis enriched Tani’s work in particular areas of study.

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Tani also envisions helping compile a compendium of resources for graduate students working on similar projects.

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Tani describes the Center as an “incubator for my thoughts over the past three years.” Moving forward, she
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**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
have common interests and who strive to communicate across disciplinary 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
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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 (PFIIS) 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.

PFIIS funding will also be used to increase interest in international migration within the broader Stanford faculty and student community.
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, a historian, curator and educator, is the founding director of the Smithsonian’s National Museum of African American History and Culture.

See article on page 6.

Does Border Enforcement Matter? What Mexican Migrants Can Teach Us
September 30, 2010
WAYNE A. CORNELIUS, Director

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

Does Border Enforcement Matter? What Mexican Migrants Can Teach Us
September 30, 2010
WAYNE A. CORNELIUS, Director

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

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

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

The Stanford Institute on the Politics of Inequality, Race and Ethnicity at Stanford (InsPIRES) present:

Fighting for Democracy
February 22, 2011
CHRIS PARKER, Associate Professor, Stuart A. Scheingold Professor of Justice and Political Science, Depa...
n 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 Latina/o 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.hegriot.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”
  - **CLAUDIA GOLDENBERG** and doctoral student, **SARA RUTHERFORD QUACH** “The Arizona Home Language Survey and the Identification of Students for ELL Services”
African American Studies Awards

Academic Achievement & Service Award
VICTORIA ASBURY

James L. Gibbs Award for Superior Academic Performance
DARIUS WHITE

Kennell Jackson Research Award
VICTORIA ASBURY

CATHHERINE HOWARD

Shanta Annan Memorial Award
KALYN MCCALL

Trustee Leadership Award
DARIUS WHITE

Chicana/o Studies Awards

The Ernesto Galarza Prizes for Excellence in Graduate Student Research
JENNIFER HARFORD VARGAS

CSRE Prizes and Awards

Senior Paper Prize
REBECCA RICHARDSON

Award for Community Outreach and Engagement
KELSEY KING

Margarita Ibara CSRE Community Building Award
STEPHANIE OTANI-SUNAMOTO

George M. Frederickson Award for Excellence in Honors Research
A-LAN HOLT

George M. Frederickson Award for Excellence in Honors Research
Honorable Mention
STEPHANIE OTANI-SUNAMOTO

Faculty Recognition Award
STEPHEN SOHN, Assistant Professor of English

Taube Center for Jewish Studies Awards

Donald and Robin Kennedy Jewish Studies Undergraduate Award
STEPHANIE WEBER

Koret Award for Best Essay Written in Hebrew
ISAAC BLEAMAN

Nelee Langmuir Award
GEORGE MALKIN

African and African American Studies

Bachelor of Arts

Comparative Studies in Race and Ethnicity

Bachelor of Arts

International Relations and Middle Eastern Literatures and Studies

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 for Diversity and Leon Sloss, Jr. Memorial Professor and Special Assistant to the Provost for Faculty Diversity

AL CAMARILLO, Professor of History and Leon Sloss, Jr. Memorial Professor and Special Assistant to the Provost for Faculty Diversity

Stanford Asian American Awards

Undergraduate Special Achievement Award
STEPHANIE OTANI-SUNAMOTO

JON WOTIPKA, Associate Professor (Teaching) of Education

Black Community Services Center Student Organization Leadership Award
MATTHEW MILLER

Black Arts Awards

Outstanding Senior Student of the Year
YVORN ASWAD

CATHERINE HOWARD

Director's Award

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African and African American Studies Bachelor of Arts

VICTORIA ASBURY, with Honors

APRIL HOUSE, with Honors

DARIUS WHITE, with Honors

SHAMIKA GODDARD

 Minor

YVORN ASWAD, B.A., Human Biology

CATHERINE HOWARD, B.A., International Relations with Honors

ALBERT GILBERT, B.A. and M.A., Sociology

MELISSA MARY MARES, Minor, Modern Languages

MELINDA GRANT, B.A., Urban Studies

KIANA SHELTON, B.A., International Relations

Comparative Studies in Race and Ethnicity Bachelor of Arts

NATNAELLE ADMASSU

DONOVAN RYAN ERVIN, with Honors

A-LAN AREN HOLT, with Honors

KELSEY ANNE KING, with Honors

MELISSA MARY MARES, Minor, Modern Languages

JOSHUA AIDAN DUNN, Religious Studies with Honors

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ISAAC BLEAMAN

Nelee Langmuir Award
GEORGE MALKIN
DOLORES INÉS CASILLAS 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 Cardiff 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, focuses on the 1930s-40s pioneer ranchera music performer 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. PUGA 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 artistic and social performances by and about undocumented migrants from Latin America, especially women and children.

GRADUATE DISSERTATION FELLOWS
WHITNEY M. TRUMP English Department, Dictating Forms: Authoritarian Power in the Latina/o American Novel
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 Wages and Identity Taxes: Upward Mobility and Middle Class Status in Chicana/o and Black Cultural Production
STEFFI DIPPOLD English Department, Plain as in Primitive: The Figure of the Native in Early American Literature

CCSRE GRADUATE FELLOWS 2011-2014
TERESA G. JIMENEZ English Department
ASHLEY A. LAGARON Political Science Department

CCSRE GRADUATE FELLOWS 2010-2013
DESTIN K. JENKINS History Department

CCSRE GRADUATE FELLOWS 2009-2012
ALYSSA S. FU Psychology Department
LUIS E. POZA, School of Education
MARIBEL SANTIAGO, School of Education

CSRE TEACH
REGINA A. A Power: Race, S
MANWAI CA Integration in ?
SHANTAL R. Connecting Re, CCSRE is plea: dissertations tr http://ccsre.sta careers.

CCSRE GRAI
DESTIN K. JE

CCSRE GRAI
ALYSSA S. FU
LUIS E. POZA
MARIBEL SA

CCSRE GRAI
TRISTAN D. I
KATHERINE Education
ELLEN Y. TA!
EMILY RYO (2009-2010) will be a Research Fellow in the Program on Law and Society at the Stanford Law School in 2011-2012.

MAKALI 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 (MMUF) who are in their third year of a tenure-track appointment. The fellowship provides a fourth-year stipend and the mentorship of a senior faculty member in the recipient’s field.

JE PARREÑAS-SHIMIZU (2009-2010) has been a Visiting Scholar at Mills College. Her article, “That’s What Those Kids Need: Urban Schools and the Master Narrative of the ‘Tough Urban Principal’” published with her students this year, was the co-winner of the 2010 Gordon Alpert Intergroup Psychological Study of Social Issues.

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 (MMUF) who are in their third year of a tenure-track appointment. The fellowship provides a fourth-year stipend and the mentorship of a senior faculty member in the recipient’s field.

RACHEL ST. JOHN (2004-2005) published a book titled Building Bridges at Home: Anti-Civil Rights Movements and the Making of Inter-racial Alliances in Twentieth-Century America. She has been a member of the School of Historical Studies at the Institute for Advanced Study. This book will be published by Princeton University Press in 2011.


CHRIS COTT (2003-2004) is an Assistant Professor of the Department of Asian Languages and Cultures at Macalester College. He recently published a translation of former Stanford professor Ian Hideo Levy's Nihongo bungaku: "Spangled Banner Cannot Be Heard: A Novel in Three Parts (Columbia University Press, 2011)."

Shana REINSTEIN (2001-2002) published a book titled Building Bridges at Home: Anti-Civil Rights Movements and the Making of Inter-racial Alliances in Twentieth-Century America. She has been a member of the School of Historical Studies at the Institute for Advanced Study. This book will be published by Princeton University Press in 2011.

MIRIAM TUCKER (2009-2010) 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 (MMUF) who are in their third year of a tenure-track appointment. The fellowship provides a fourth-year stipend and the mentorship of a senior faculty member in the recipient’s field.

CHERISE SMITH (2001-2002) will workshop her manuscript, “Mark My Words,” with the University of Minnesota Press and other participating presses. She is an Assistant Professor in the Department of Art and Art History at the University of Texas, Austin. Her book, Enacting Others: Polite Identities in Eiko Ishioka’s First World, Her book, Enacting Others: Polite Identities in Eiko Ishioka’s First World, was published by University of California Press in 2011.

STEVEN MURPHY-SHIGEMATSU is a Visiting Scholar to complete a book on mixed race narratives titled When Half is Whole. In April his book received an Honorable Mention from the Organization of American Historians in the category of the

Lori Flores 2009-2010  received a Postdoctoral position at Bowdoin College in Brunswick, Maine for the 2011-12 academic year. She will teach courses in the History of Latin American Studies and Gender and Women’s Studies departments.

RACHEL ST. JOHN (2004-2005) published a book titled Building Bridges at Home: Anti-Civil Rights Movements and the Making of Inter-racial Alliances in Twentieth-Century America. She has been a member of the School of Historical Studies at the Institute for Advanced Study. This book will be published by Princeton University Press in 2011.


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health profession students at The University as at San Antonio, an emerging research Re- search on the growing user base. When he's not helping people to be more productive, he's spending time with friends.

S OF 2007

ELA CHEN (B.A. 2007) is in China g, for the Dandelion School for Migrant and the Rural Education Action Project. In the fall of 2012, he will enter Harvard's Kennedy of Government to pursue a Master's in Public Policy.

S OF 2008

O RIVERA (B.A., CSRE) spent two years as a crisis advocate and educator, but this is starting a Ph.D. program in Performance at UC Berkeley. Takeo is the author of a choreopoem exploring themes of the war, masculinity and homophobia, which he is taking a CSRE course with Cherie a. Goliat was restaged and featured in at Connections Theatre Festivity from through June 18 in New York City at Herbert Moss Theater and was produced by Theater Productions and directed by Alex y.

EL VERON (B.A., CSRE) spent the two years working at the Asian Pacific American Network (APEN) as a grassroots oser. She writes that she "greatly enjoyed me, learning a lot about the environmental and the API community faces in California, as well as our roles with climate change." In the fall, she will start a Master's degree program at Colorado State University.

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 High School (where she went to school!). This fall, Erika will attend the University of Victoria in 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 Mural Music and Arts Project as Programs Coordinator. She writes that she "loves working with MMAP 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 Michaela Raikes ('10). She works part time as a College Bound Coordinator at the EPA 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 Katherine Hawthorne ('10) and Nicole Bonsol ('06).

HENRY TSAI (B.A., CSRE) recently left Bain & Company to join Astrid, a San Francisco startup that aims to redefine the "to do" list. In his role as Director of User Experience and Customer Development, Henry works on the growing user base. When he's not helping people to be more

Asian Pacific American Alumni Club (SAPAAC) 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 2011

TERESA LAFROMBOISE Chair of Native American Studies and Professor of Education

HEIDI M. LÓPEZ Finance Assistant and Fellowship Coordinator

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

DAVID PALUMBO-LIU Chair of Asian American Studies, Professor of Comparative Literature and (by courtesy) English and Chair of Comparative Literature

CHRIS QUEEN Center Manager

JOSÉ DAVID SALDÍVAR Undergraduate Program Director and Chair of Comparative Studies in Race and Ethnicity, Professor of Comparative Literature

GARY SEGURA Chair of Chicana/o Studies and Professor of Political Science
Graduate School of Business

Deborah Gruenfeld
Brian S. Lowery
Dale T. Miller
Benoit Monin

School of Education

H. Samy Alim
Anthony Antonio
Arnerth Ball
Bryan Brown
Martin Carnoy
Prudence Carter
Geoffrey L. Cohen
Linda Darling-Hammond
Leah Gordon
Kenji Hakuta
Connie Juel
Teresa LaFromboise
Ira Lit
Raymond P. McDermott
Debra Meyerson
Amado Padilla
Guadalupe Valdés
Christine Min Wotipka

School of Humanities and Sciences

Anthropology

Melissa Brown
Paulla Ebron

Economics

Caroline M. Hoxby

English

Michele Elam
Shelley Fisher Fishkin
Gavin Jones
Andrea Lunsford
Saikat Majumdar

French and Italian

Elisabeth Mudimbe-Boyi

History

Al Camanillo
James T. Campbell
Clayborne Carson
Gordon Chang
Robert Crews
Zephyr Frank
Estelle Freedman
Sean Hanretta
Allyson Hobbs
Aishwary Kumar
Thomas S. Mullaney
Richard Roberts
Aron Rodrigue
Steven Zipperstein

Iberian and Latin American Cultures

Héctor Hoyos
Marilia Librandi Rocha
Yvonne Yarbro-Bejarano

Linguistics

Penny Eckert

Music

Stephen Sano

Philosophy

Debra Satz

Political Science

Terry Karl
Rob Reich
Gary Segura
Paul Sniderman

PowerPAC

Vicki Ruiz
Dean, School of Humanities; Professor of History and Chicano/Latino Studies, University of California, Irvine

ART AND ART HISTORY

Barbara Martinez-Ruiz
Bryan Wolf

Center for African Studies

Joel Samoff

Classics

Grant Parker

Communication

James S. Fishkin
Shanto Iyengar
Jon A. Krosnick

Comparative Literature

David Palumbo-Liu
José David Saldívar

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Elizabeth Wahl  
Newsletter Copy Editor  
Chris Queen  
Writers  
Gina Arnold, Annelise Heinz & Victor Thompson  
Robyn Sahleen  
Newsletter Layout/Design  
Contact Us  
Center for Comparative Studies in Race and Ethnicity  
Main Quad, Building 360  
Stanford, CA 94305-2152  
email: ccsreinfo@stanford.edu  
visit: http://ccsre.stanford.edu