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## From the Director

### VISITING CCSRE

Not long ago, a social psychology colleague of mine from Germany paid me a surprise visit to my office. A chatty campus tour ensued, one stop of which was the Center for Comparative Studies in Race and Ethnicity (CCSRE). Explaining that I was a Director of the Center, I enthused about its programs, knowing they were right up the alley of his interests. His enthusiasm, however, was muffled. Something bothered him. When we settled back in my psychology office, he finally asked “How can you have the word ‘race’ in the title of your Center? In Europe, this would just bring up too many associations to a bad past. Can’t you study the same thing without using that word?”

I responded with a few quickly formed arguments about differences between Europe and the U.S. and the importance of studying troubling things. He wasn’t persuaded but I found what he said about Europe interesting. In Germany especially, the shadow of the Holocaust may render the term ‘race’ too charged for use in naming things. But his remark gave me another worry: perhaps he spoke for more than just Europeans. In the U.S. too, there could be an ambivalence about studying race, perhaps even about seeing race.

The Civil Rights movement of the 50s and 60s is something that most Americans are now proud of. Its aim was to undo the oppressive racialization of American society. And from this aim followed a certain logic: since it was racialization that had so marred our society, perhaps we should try not to see race in our daily lives, and in the management of society. Perhaps we should be colorblind. And, because race is often a complex and frustrating topic, Americans can quickly weary of it. So maybe the comment of my German friend had a quite broad constituency.

In contrast, my colleagues and I at CCSRE are sitting close to the “band”—so to



LA. CICERO / STANFORD NEWS SERVICE

speak—with regard to scholarly and scientific understandings of race and ethnicity. We hear the “notes” of this emerging knowledge very clearly—both in relation to our society and other societies of the world. We are genuinely excited by the progress, progress that we believe is increasingly contributed to by our own multi-disciplinary CCSRE community and its emerging role as a convener of critical national discussions.

My visitor reminded me, however, that people sitting farther from the band don’t hear what we hear, and may have other preconceptions about an enterprise like CCSRE. So, in the interest of bringing others closer to the “band” of CCSRE, and to convey what the excitement is about, I thought I might describe its nature and some of the things it is achieving—all the while, working toward a sharper answer to his question.

Its story begins with a simple fact: the increasing diversity of ours and other societies means that the pursuit of knowledge increasingly encounters the relevance of race and ethnicity—in understanding everything from the nature and spread of disease, through the major themes of American history and literature, the nature of psychological functioning, the changing form of international conflict, to the challenges of a globalizing economy. Yet on a campus like ours, this means that the schol-



Roger Clay, Richard Lyman, Raymond Bacchetti, Barbara Finberg, Andy Camacho, Margaret Andersen, George Fredrickson, Lawrence Bobo, Eva Paterson, Loren Kieve

## CCSRE National Advisory Board

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Olga L. Kramar

CCSRE has a completely redesigned website thanks to Olga L. Kramar and the Stanford Volunteer Clearinghouse. The staff at the Office of Alumni Volunteer Relations match the needs on campus with the expertise of alumni willing to donate their time. Olga Kramar, a Biology major from the class of 1981, worked from her home in sparsely populated North Idaho to create a site for CCSRE that is more informative, user friendly and reflective of the diversity of perspectives the Center is trying to promote. On behalf of the students, faculty and staff of CCSRE, we would like to thank Olga for her generous donation of time and talent. The new site can be viewed at <http://ccsre.stanford.edu/>.

# “Affirmative Action and Higher Education: Before and After the Supreme Court Rulings on the Michigan Cases”

A panel discussion on January 17, 2003 with CCSRE National Advisory Board members **Lawrence D. Bobo**, Norman Tishman and Charles M. Diker Professor of Sociology and Afro-American Studies, Harvard University; **Nancy E. Cantor**, Chancellor, University of Illinois at Urbana-Champaign; and **Eugene Y. Lowe, Jr.**, Assistant to the President, Northwestern University. CCSRE Director **Claude M. Steele** moderated the session.

As a social scientist that has done extensive and highly regarded research on the dynamics of ethnoracial inequality in the U.S., Lawrence Bobo is convinced that affirmative action is necessary “minimally, to assure steady progress toward being an inclusive and just society and, perhaps as importantly, as a check against exclusionary and discriminatory tendencies.” The 1989 National Academy of Sciences Report *A Common Destiny: Blacks and American Society* agrees with Bobo’s assertions. The unanimous conclusions by the report committee, comprised of over 30 distinguished scholars from across the disciplines, state that gaps in socioeconomic status between blacks and whites in the U.S. have lessened under two conditions: 1) general economic growth and expansion and 2) broad gauge, government backed efforts at anti-discrimination, integration, and greater inclusion. Bobo contends that these findings, which are the most current fully comprehensive assessment available, still hold true today for many African Americans, Latinos and Native Americans.

Any discussion of affirmative action brings up issues of fairness, individual rights and institutional responsibilities to take on the “integrationist project”; Eugene Lowe contends that the Bakke decision contained an “essential ambiguity” that was successful in achieving both. While Justice Powell, in the Supreme Court case *Allan Bakke vs. the Regents of the University of California*,



*Eugene Lowe and Lawrence Bobo*

ordered Bakke to be admitted he also permitted institutions to take on promoting a particular sort of educational experience by incorporating into their admission strategies approaches that could boost their ability to enhance diversity.

Nancy Cantor asserts that the benefits of the Bakke principles go well beyond acceptance of affirmative action programs:

*Bakke is a way of thinking about human capacity and behavior that is rooted in multiplicity of talents, in*

*breadth of life experiences, in the cultivation of achievement rather than the passive expression of ability. Moreover, diversity as a compelling state interest is an expression of a fundamentally social perspective on intelligence and excellence—namely, that education and achievement are socially shared activities that depend in large part on the quality of the mix of people and ideas in the environment. Diversity and excellence are inseparable.*

If the Supreme Court had ruled against Michigan and thereby reversed the Bakke principles, Cantor maintains that the institutional focus would have turned to diversity as access and not as an integrating force. For the complete comments by each of the panel speakers visit our web site at: [http://ccsre.stanford.edu/EV\\_events.htm#panelAffAct](http://ccsre.stanford.edu/EV_events.htm#panelAffAct) ■



*Nancy Cantor and Claude M. Steele*



Silvia Lauble

The old CSRE student lounge, after an infusion of books and some new furniture, officially opened as the new CCSRE Reading Room on November 12, 2002. The library's collection of research and scholarship on race, ethnicity, and culture grew dramatically this year thanks to generous donations by affiliated faculty, RICSRE Visiting Fellows and the Stanford University Press. With the help of Silvia Lauble, a psychology student visiting from Germany, the books were cataloged by discipline and entered into a database searchable from the Center's new website:

[http://ccsre.stanford.edu/PUBL\\_readingRoom.htm](http://ccsre.stanford.edu/PUBL_readingRoom.htm).

CCSRE affiliated faculty, who represent fifteen departments and programs and five different schools at Stanford, have authored many of the books in our collection. Stanford faculty, students, and staff affiliated with the Center are encouraged to use the library and are eligible to borrow books for a limited period of time. The library is located in building 240, room 207 and is open during regular Center hours (Monday through Friday 8am to 5pm).



Sacred Mountain '94 by Frank LaPena

## New Reading Room Opens with Native American Art Exhibit

The inauguration of the CCSRE Reading Room was also a celebration of its first exhibit *Reading California Native American Art*. Visiting Fellow Mark Johnson and RICSRE's Research and Program Coordinator Leanne Isaak developed the space as a location for intimate exhibits extending discussions of race, ethnicity and culture into visual languages. Frank LaPena, Professor of Art and Director of Native American Studies Emeritus at California State University in Sacramento read from his composition *Running Backwards* during the ceremony:

*... And because we begin in hope and our gift is a sacred gift, we are sacred. When we feel joy, when we laugh—when our love is expressed in tears or shouting—then may animals, plants, and creatures of the earth speak to us, and perhaps to Ololbes, the creator. If we are lucky we share the knowledge and feelings with lovers, children, and new generations. We feel this when singing the ceremonial when the throat tightens and our hearts are bound. We are not afraid of feeling, or dreaming. We remind ourselves of what was given us and what remains forever. We are sacred and the world is a place of wonder.*

The intimate exhibition was from the private collection of Mark Johnson and featured works by George Blake (Hupa/Yurok), Debora Iyall (Cowlitz), Julian Lang (Karuk/Wiyot), Frank LaPena (Nomtipom/wintu), Karen Noble (Chimariko/Karuk), Brian Tripp (Karuk), Hulleah Tsinhnahjinnie (Seminole/Creek/Navajo) and Franklin Tuttle (Yuki-Wailakki/Koncow Maidu). The Research Institute and the Institute for Diversity in the Arts co-sponsored a roundtable discussion, led by Mark Johnson, entitled "How we read and talk about visual art." A group of students, faculty, curators and visiting fellows met on October 16, 2002 for this discussion and to author the labels for the *Reading California Native American Art* exhibit. They discussed how the content of the labels, and what is included or excluded in the text, shapes the "reading" of each piece in the exhibit. ■

# Conferences and Events

## “Alambrista—The Director’s Cut” Premieres at Stanford

“Alambrista,” the award winning film (1978) by Robert M. Young, has been called back to life after twenty-five years by the creative efforts of a group of Chicano scholars and musicians and Robert Young, resulting in “Alambrista! The Director’s Cut.” The San Francisco Bay Area premier was held on the Stanford campus March 1, 2003; CCSRE and The Stanford Alumni Center co-sponsored the screening. The new film, energized by the insertion of relevant outtakes, and the musical traditions and innovations of the Mexican American musician-scholar Jose Cuellar (aka Dr. Loco), brings a new vibrancy, cohesion, and narrative energy to this highly acclaimed film about an immigrant farm worker from Mexico. The “Director’s Cut” is one part of a larger educational project co-directed by David Carrasco at Harvard University, Al Camarillo at Stanford, and Jose Cuellar at San Francisco State University. The project includes a national tour of the film and publication of a book of original essays about Mexican farm worker experiences in the U.S.; the book also includes a DVD version of the film to be used in a nationally coordinated series of courses at the above listed universities plus Notre Dame, San Diego State University, USC, and elsewhere. Nearly 200 people attended the Stanford screening of the film. ■

## The Achievement Gap Conference

The intention of a daylong workshop at Stanford University on November 16, 2002 was to bring together psychologists, educators, sociologists, and economists and consider ways to reduce the gap in achievement. Social Scientists have a lot to say about the likely causes and the potential solutions to the achievement gap between whites and minorities in America.

Promising research has emerged that points to the way to close the gap in the next generation or two. And, with the passage of the “No Child Left Behind” Act of 2001, there is reason for optimism that researchers may be listened to, and that progress toward narrowing the gap can begin. Presentations at the workshop discussed welfare reform, the effects of stereotypes and stigma on academic achievement, Asian approaches to schooling, and funding and economic issues. A critical theme that emerged from the conference, co-sponsored by the Research Institute and the National Academy of Education, was the need for a multi-pronged approach to narrowing the gap. ■

## Asian American Art Project

In early June, CCSRE and the Stanford Humanities Lab and Stanford Humanities Center co-hosted the second editorial meeting of the team of authors who are developing a major reference book about Asian American Art. The project is based on a ten-year-long study of the production of artists of Asian ancestry active in California from the Gold Rush until 1965. The conference was co-chaired by RICSRE Visiting Fellow Mark Johnson and Gordon Chang, Professor of History, and featured both presentations for the campus and closed-door working sessions to review issues and first drafts of anthology essays. Participants included Karin Higa (Curator of the Japanese American National Museum in Los Angeles); Margo Machida (independent curator and Assistant Professor at the University of Connecticut at Storrs); Valerie Matsumoto (Professor of History at UCLA) and others. Also present was Daniell Cornell, Curator of American Art at the M. H. de Young Memorial Museum in San Francisco, who has invited the authors of the project to organize a related exhibition for the inauguration in 2006 of the de Young’s new facility in Golden Gate Park. The Museum



*Moonlit Sea, c. 1925, woodcut print on paper by Teikichi Hikoyama*

expects the event to draw international attention and estimates upwards of a million in attendance. ■

## bell hooks

bell hooks, professor of English, cultural critic, feminist theorist and writer discussed her new book *Rock My Soul: Black People and Self-Esteem* on January 27, 2003 in McCaw Hall. The event was co-sponsored by CCSRE, the Institute for Diversity in the Arts, the Office of the Vice Provost for Undergraduate Education, the Stanford Alumni Association, the Institute for Research on Women and Gender, and the Black Community Services Center. An audience of 300 students, faculty, staff, alumni and Palo Alto community members participated in a discussion about the political and cultural barriers that keep African Americans from emotional well being. CCSRE’s Visiting, Teaching and Graduate Dissertation Fellows had an opportunity for a more personal discussion with the author before her public lecture. ■



Nineteenth-century trade card advertising celluloid collars, cuffs, and shirt bosoms.

## Asian American History: Art as Artifact

The exhibit is a collection of artifacts reflecting on the adversity faced by many Asian Americans throughout this country's history. Some of the objects on display include trade cards from the late nineteenth century containing Orientalist images of Chinese immigrant men and reflecting the growing awareness of, and political opposition to, the presence of Chinese immigrants in the United States; a bumper sticker demonstrating the various forms of intolerance experienced by Vietnamese in the southern U.S. post Vietnam War; the *Time* magazine article "How to Tell Your Friends from the Japs" published two weeks after the attack on Pearl Harbor and instructing readers on the tell-tale physical characteristics that revealed whether one was a Chinese friend or Japanese enemy; and the Civilian Exclusion Order No. 5 of March, 1942 notifying Japanese residents of San Francisco, many of whom were U.S. born, of their imminent evacuation and placement in relocation centers one week prior to their removal.

Binh Danh, a Masters in Fine Arts candidate at Stanford, installed the artifacts he'd been collecting over the years in the CCSRE Reading Room. In 1979, Binh and

his family became part of the great migration of Vietnamese Boat people who left the country after the fall of Saigon. Binh writes about his experiences as a refugee in the U.S. and what made him interested in gathering these artifacts:

*As I became interested in Asian American history, I learned as much as I could about it. It was as if I was making up for all the lost time in my childhood when I thought that I would naturally become white when I grew older. A few years ago, I came to feel that learning about this history was not enough; I wanted to own it. By collecting these artifacts, I began to understand that earlier generations of Asian Americans faced greater hardships than we do today. By bringing these artifacts to light, and thinking about the images critically, I wanted to pay homage to all of those who laid the path for us to walk on. This path that we continue to build may become the road that will lead us to the America for which we all continue to search. bell hooks sums up this mission best: our struggle is the struggle of memory against forgetting.*

Binh's work has drawn the attention of NPR's Ketzell Levine who profiled Binh on KQED (FM 88.5); to hear the interview and view his art go to <http://www.npr.org/>

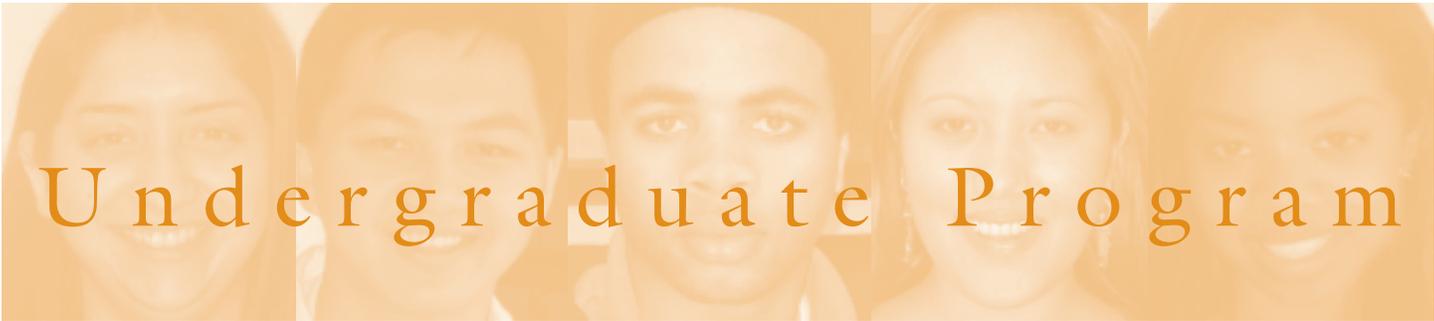
[programs/talkingplants/features/2003/danh/index.html](http://programs/talkingplants/features/2003/danh/index.html). The *Sing Tao Daily*, a Chinese newspaper published globally, is also currently doing a news story on Binh and the *Asian American History: Art as Artifact* exhibit in the CCSRE Reading Room. ■

## Asian American Art Exhibit for Inauguration of Wallenberg Hall

The Asian American Art project put together a small exhibition of historic artwork that was mounted in the "catwalk gallery" as part of the inauguration of Wallenberg Hall. The exhibit became a component of a symposium for Asian American Studies students and artists, including Filipino activist Carlos Villa, and Stanford MFA candidate Binh Danh. CCSRE also had a reception in the gallery at Wallenberg and invited the community to view the artwork, hear comments by contributing artists, and listen to some great jazz by the David Lau trio. ■



**Lone Cypress** by Shu-Shi Chang (CCSRE-affiliated faculty member Gordon Chang's father)



# Undergraduate Program



## MAJORS

### African & African American Studies (AAAS)

African and African American Studies enjoyed an especially rich and rewarding year in 2002–03! In addition to our quarterly Lecture Series (which features weekly lectures by Stanford and visiting faculty and doubles as a 1–3 unit undergraduate course), we sponsored an innovative photography course in the fall, taught by Mimi Chakarova, Lecturer in Journalism at UC Berkeley. The course, “Documenting a Community: Visual Storytelling and Environmental Portraits,” attracted thirteen students from a variety of ethnic backgrounds. The culmination of the course was an amazing photo exhibit, entitled *Images of East Palo Alto*, in which the poignancy, inspiration and ethos of our multi-ethnic neighboring community shone

through. The photos were exhibited both in East Palo Alto (City Hall) and in the CCSRE reading room.

Our winter lecture series course, co-taught by Dartmouth professor Demetrius Eudell (a Stanford graduate, former student of our own George Fredrickson) and AAAS Director, John Rickford, dealt with “Africans and Native Americans in Belize and Beyond.” The course was explicitly comparative, exploring the myriad connections between peoples of African and Native American descent in Florida, Central America and the Caribbean. It provided essential preparation for our Spring Break Learning Expedition to Belize, organized by AAAS Associate Director Vera Grant, which focused on the Garifuna or Black Caribs and on Mayan history and culture. (Read more elsewhere in this newsletter.) In February, we also co-hosted (with Drama and the Committee on Black



Paula M.L. Moya, Undergraduate Program Director

Performing Arts) a lecture by Colson Whitehead, the recipient of a MacArthur award, and author of two acclaimed novels, *The Intuitionist* and *John Henry Days*.

The highlight of the spring was the initiation of an annual St. Clair Drake lecture to honor the late St. Clair Drake, who was a Professor of Anthropology at Stanford and the founding Director (1969–76) of AAAS. To initiate the series, funded by a small 3-year seed grant from John Bravman, Director of Undergraduate Studies, we invited Robin Kelley, then Chair of History and Director of African American Studies at New York University. He presented an interdisciplinary tour de force: “Jazz Folk Here and There: A Trans-Atlantic Conversation.” We also hosted a lecture and performance by actress Adilah Barnes. Her own-woman show, “I Am That I Am, Woman, Black” has been staged from coast to coast, and provides a mesmerizing jour-



The *Images of East Palo Alto* exhibit, featuring photographs by the fall class of African and African American Studies taught by Mimi Chakarova, opened in the CCSRE Reading Room on March 3, 2002. Mimi completed her graduate thesis on the living conditions and human rights in Africa and the Caribbean in the Visual Studies Department at UC Berkeley, where she has been teaching photography in the Graduate School of Journalism for the past five years. The African and African American Studies' students spent the fall term documenting the community of East Palo Alto through the residents they connected with at Villa Taqueria, the substance abuse treatment center, the home for teenage moms and their kids, the Boys and Girls Club. Student participants included: Matthew Bow, Deborah Burke, Linda Chavez, Ying-Chih Chuang, Efundunke Hughes, Niny Khor, Caroline Kuntz, Arin Lawrence, Jane Lilly, Nicole Louie, Paloma Rosenbaum, Richard Simpson, and Clara Wilkins. One student remarked that . . . "this was only a one-quarter-photo class, where I'm sure some of us had simply planned on learning photography. None of us had ever considered or imagined that we were treading the thin line, soon to be crossed, between a classroom experience and a life transformation." The exhibit has been returned to the community of East Palo Alto and is permanently housed in the Public Library.

ney into the lives of seven African American women--from Sojourner Truth to Maya Angelou.

Our Spring 2003 included 5 majors (all graduating with honors, having written senior theses) and 7 minors. Two of our graduates (Lyndon Gill and Damon Jones) were elected to Phi Beta Kappa, and one (Stephanie Lane) won a Firestone Award. Lyndon has since gone on to Harvard to do a Ph.D. in African American Studies.

We are grateful to the faculty and graduate students who worked with our honors students (Michele Birnbaum, Paulla Ebron, Harry Elam, Claudine Gay, Kennell Jackson, Paula Moya, Marisol Negrón, Valerie Purdie, Arnold Rampersad, Micheal Rosenfeld, Claude Steele and Ewart Thomas), and to the distinguished speaker at our Diploma Award ceremony--Roger Clay, a CCSRE Advisory Board member and former Stanford trustee. ■

## Asian American Studies (AAS)

Asian American Studies at Stanford provides in-depth study of the historic, dynamic inter-relation between Asia and the United States, as evinced in the lives, histories, communities and cultures of peoples of Asian descent in the United States. We take seriously this triple focus on Asian, American, and Asian American histories and cultures, even as we situate each of these topics within broader conceptualizations of race, ethnicity, gender and sexuality, national and transnational identities, and class. Like all the programs joined within the Program in Comparative Studies in Race and Ethnicity, we firmly believe that the study of minority groups needs to be linked to the historical appearance of racial and ethnic thinking, and thus needs to address the interplay between majority and minority groups. The program is under the directorship of David Palumbo-Liu, Professor of Comparative Literature and director, as well, of the Program in Modern Thought and Literature.

In 2002-03, Asian American Studies was happy to be able to offer a number of courses beyond its regular courses. These courses, taught by talented and energetic visiting professors and advanced graduate students, included South Asian Diasporas: History, Culture, Politics with Falu Bakrania; Filipino Experience with Estella Habal; and Asian American Psychology with Gene Awakuni. We also hosted a number of exciting and informative events. Gordon Chang (though on a well-deserved year off with a fellowship from the Stanford Humanities Center) co-organized an impressive and moving exhibition of Asian American art, reaching back to the early twentieth century. Binh Danh, an astoundingly creative graphic artist and photographer, gave a talk and showed some of his work. And we had a great alumni/faculty evening in which we reviewed the history of Asian American activism, spoke about future directions, and discussed how alums found a degree in Asian American studies useful in their various career paths. Finally, I'd like to take this opportunity to give a collective "thanks!" to Amanda Rang, who did so much hard work for the program



**Drifting Souls** by Binh Danh. "This is an iconic image from the Vietnam War. My father's always telling me stories about the ghosts, the lost souls back home, and this piece speaks about the dead still wandering the Vietnam landscape. This is one of only three photographs I did of soldiers."

and for the University. Amanda should know already how much her work has meant—at graduation, the University bestowed upon Amanda the prestigious Dinkelspiel Award for Distinctive Contributions to Undergraduate Education. In addition, Kimberly Michelle Rios, was elected to Phi Beta Kappa, and fulfilled University requirements for the degree in Asian American Studies with academic distinction. We all look forward to 2003–04, and hope to see as many of you as possible at our events. ■

## Chicana/o Studies

For the Chicana/o Studies program and its chair, Yvonne Yarbrow-Bejarano, 2002–03 was a very fruitful year. Rubén Martínez, the associate editor at Pacific News Service and contributor to PBS's *Religion & Ethics Newsweekly*, participated in the autumn quarter "Making Chicana/o Culture Lecture Series." He discussed his latest book *Crossing Over*, which follows the exodus of the Chávez family who lost three sons in a tragic border-crossing incident. The series also heard presentations by columnists Patrisia Gonzales and Roberto Rodriguez, authors of "Column of the Americans." "Going Back to Where We Came From: Tehuan Tikateh Zenelitzli (We are One)" sought to understand the complex relationship of Mexicans/Chicanos, along with Central and South Americans, with the continent and its original peoples.

During winter quarter, Yvonne Yarbrow-Bejarano and Renato Rosaldo co-taught "Introduction to Chicano Life and Culture." The course was part of a lecture series that included presentations by: Delilah Montoya and the Creation of a Chicana-Mestiza Spiritual Iconography, Cherrie Moraga and Jose Montoya on Poetry, Making Chican@ Murals with Juana Alicia and Making Chican@ Music with Chris Gonzalez Clarke.

In spring, Chicana/o Studies co-sponsored "The Making of Chicana Fiction: A Reading and Discussion with Helena Maria Viramontes." One of the most innovative writers of contemporary Chicana/o literature, Viramontes' collection of short stories, criticism, and novel has given shape to late twentieth century Chicana/o literature. Also during the term, students in Professor Yvonne Yarbrow-Bejarano's class "Race and Sex in Cultural Representations" had a discussion with artists Carmelita Tropicana & Adelina Anthony after the evening performance of "La Noche de Queer Latina Performance."



Renato Rosaldo

In 2003, the Chicano community at Stanford said good-bye to one of its most

valued members. Renato I. Rosaldo, Jr., Lucie Stern Professor in the Social Sciences and member and former chair of the Cultural and Social Anthropology Department at Stanford University, has served as both the Director of the Stanford Center for Chicano Research and the Chair of Chicana/o Studies. After contributing to the Stanford community for thirty-three years he has left to take a faculty position at New York University. On the eve of his departure, the Chicana/o Studies Program and El Centro Chicano organized a daylong tribute in his honor. "Studying Culture, Making Culture: A Tribute to Professor Renato I. Rosaldo, Jr." consisted of two panel discussions and an evening of entertainment. El Centro Chicano's annual "Floricanto" celebration was dedicated to honoring Professor Rosaldo's award-winning contributions to poetry (El Andar Prize 2000); he was one of the evening's performers along with Rosa Catacalos, PochoSon, Miguel Vazquez of los Perros del Pueblo, and others. ■

## Native American Studies (NAS)

The faculty, in conjunction with NAS, includes Professor Teresa LaFromboise NAS Director and faculty in the School of Education, Professor C. Matthew Snipp in the Department of Sociology (on sabbatical at Harvard University during academic year 2003–04), Professor Michael Wilcox in the Department of Cultural and Social Anthropology, and Professor Richard White in the Department of History. In addition, Karen Beistman, Elizabeth Castle, Stephanie Fryberg, Mishuana Goeman, Sharon Nelson-Barber, JoEllen Shively, and Winona Simms served as NAS 2002–03 lecturers.

The NAS program is small but very active. Although it has currently one major and two minors, 162 undergraduate students took classes offered in conjunction with the program. These courses included: "American Indian Cultural Production: Remapping of Race, Gender, and Nation" (Goeman); "American Indian Psychology and American Indian Identity: A Social Approach" (Fryberg); "American Indians in Comparative Historical Perspective"

## FACULTY PROFILE



L.A. CICERO/STANFORD NEWS SERVICE

**H**arry J. Elam, Jr., Director of the Stanford Irvine Institute for Diversity in the Arts, has long shared the institute's mission to create visual and performing art that can inspire cultural dialogue, social consciousness, mutual understanding, and change with regard to issues of diversity. In high school, Harry founded a theatre company called "The Family" to raise scholarships for other students of color. The troupe performed Black dramas about social activism and action that was popular during the Black Arts Movement of the late 60s and early 70s. Harry later studied and wrote about many of these plays in publications such as *Taking It to the Streets: The Social Protest Theater of Luis Valdez and Amiri Baraka*. The work of Pulitzer Prize-winning playwright August Wilson is also grounded in the

social protest theater of the 1960s, as discussed in Harry's forthcoming book *The Past as Present in the Drama of August Wilson*. The playwright, who has a play for each decade of African American history, has had a profound impact on Harry.

The entire Elam family is active in social change; his father is a lawyer, judge and the first African American chief justice of the Boston Municipal Court. Harry always assumed he would follow his namesake into law and decided to major in Social Studies at Harvard University. The program's interdisciplinary approach to the pressing social, political and economic challenges facing contemporary societies fed Harry's interest in how art can work socially and politically. Harry went on to be the first African American student at UC Berkeley to earn a doctorate in dramatic literature. His dissertation was titled *Theater for Social Change: The Artistic and Social Vision of Revolutionary Theater in America, 1920–1970*.

Harry's commitment to the performing arts as a mechanism to encourage people to think and act is demonstrated in his numerous teaching awards. In the past few years he has received the Humanities and Sciences Deans Distinguished Teaching Award (1993), the Black Community Service Center Outstanding Teacher Award (1994), the Bing Teaching Fellowship for Undergraduate Teaching (1994–1997), and the Rhodes Prize for Undergraduate Teaching (1998). He was also recently awarded the 2003 Lyman Award for his contributions to the Stanford Alumni Association and his promotion of lifelong learning.

Harry hopes to expand the collaborative focus of the Institute for Diversity in the Arts, which brings together artists-in-residence, students, faculty, and the community. His East Palo project in 1995 examined that community and portrayed its history through performance. The result was two commissioned plays and a documentary video that have been integrated into the elementary schools' curriculum in the Ravenswood District. The Institute still has an ongoing relationship with the schools and community, and next year will create a large mural depicting East Palo Alto's relationship to Stanford University. Harry also hopes to develop further ties between the Institute and the CSRE undergraduate programs.

*Harry J. Elam, Jr. is the Robert and Ruth Halperin University Fellow for Undergraduate Education, Professor of Drama, Director of Graduate Studies in Drama, Director of the Stanford Irvine Institute for Diversity in the Arts, and Director of the Committee on Black Performing Arts at Stanford University. He is also an affiliated faculty of the Center for Comparative Studies in Race and Ethnicity.*

(Snipp); "American Indians in Contemporary American Society" (Shively); "American Indians in Contemporary Society" (Snipp); "Federal Indian Law" (Biestman); "Language, Culture, and Education in Native North America" (Nelson-Barber); "Native Americans and Nation Building: Encounters, Identity, and Sovereignty in Contemporary America" (Wilcox); "Native People of the Americas: Prehistory, Contacts, and Contemporary Debates" (Wilcox); "Psychology and American Indian Mental Health" (LaFromboise and Simms); "The History of Native Americans in the 20th Century" (Castle); and "Understanding Race and Ethnicity in American Society" (Snipp).

Some of the NAS courses go beyond the academic world and have very practical implications. Students tutored Native American children in English and Mathematics at the Title IX Education Center in San Jose and received Directed Study credit for their efforts. The Native American children who participated in this program range in grades from kindergarten through 12th grade.

During spring break, a group of 11 Stanford students led by Scott Shishido (Communication), Jordan Lee (Human Biology), and Ryan McCormack (Psychology) went to Hawaii. The excursion was devoted to learning about Native Hawai'ian history, culture, and contemporary issues. During the expedition students harvested kalo (taro) in a lo'i kalo (taro patch), attended Kamehameha School, and helped clean up Makua Beach. NAS students also had the opportunity to participate in a learning expedition to Belize co-sponsored by NAS and the African and African American Studies (see highlight box). ■

## Taube Center for Jewish Studies

**T**he Taube Center for Jewish Studies at Stanford University oversees numerous academic activities pertaining to the study of the Jewish experience. Ten faculty members, including three with endowed



The image from "The Story of Tobias" by physician Tobias Cohen (1652-1729) compares the human anatomy to the structure of a house

Stanford University Libraries is the new home of a rare and valuable collection of Hebraica that was assembled over the centuries by the Jewish community in Copenhagen, Denmark and hidden during the Nazi occupation. The close to 2,000 works, now referred to as the Samson/Copenhagen Judaica Collection, were printed in 115 different locations around the world from 1517 to 1939. The books cover a wide range of topics from Bible and Talmud text and commentaries to treatises on Jewish law and scientific works in Hebrew; many of the volumes have handwritten notations in the margins by rabbis and other scholars. Tad Taube, chairman of the Taube Center for Jewish Studies, led the campaign to bring the collection to Stanford. Once the books have been cataloged and any necessary conservation completed, the works will be available for study in the Special Collections Reading Room in Green Library.

professorships, teach courses on the full expanse of Jewish history, literature, language, religion and politics. Hundreds of undergraduates take advantage of these course offerings each year. They also have the opportunity to minor in or create their own individually designed undergraduate major in Jewish studies. The Taube Center supports graduate students conducting doctoral work in the various fields of Jewish Studies.

The Taube Center for Jewish Studies also offers four endowed lectures and many other opportunities for faculty, students and the public to participate in a range of

symposia, colloquia, conferences and other events. The Center sponsors the journal *Jewish Social Studies: History, Culture, Society* and a book series published by Stanford University Press, *Stanford Studies in Jewish History and Culture*.

The Taube Center for Jewish Studies annual conference was entitled *Jewish Conceptions and Practices of Space*. An interdisciplinary community of scholars within the humanities and social sciences (anthropology, history, literary studies, religious studies) and Jewish architects whose work is devoted to questions of spatial practices in Jewish culture, the investigation of the relation-

ship between space or place and collective identity, were invited to present papers and participate on panels. Zvi Hecker, one of Israel's preeminent architects of Israel, was the keynote speaker. He recently designed the award-winning Jewish School building in Berlin, as well as the Jewish Cultural Center in Duisburg, after having established an illustrious career in Israel. He presented his work and ideas about designing Jewish space and buildings.

Website:

<http://www.stanford.edu/dept/jewish-studies/>

**Co-Directors:**

**Aron Rodrigue**, *Eva Chernov Lokey*  
Professor in Jewish Studies and Professor of History

**Steven J. Zipperstein**, *Daniel E. Koshland*  
Professor in Jewish Culture and History ■

## Comparative Studies in Race and Ethnicity (CSRE)

Stanford University is widely regarded as a leader in the field of comparative, interdisciplinary studies of race and ethnicity. This leadership is aptly reflected in the innovative curriculum offered through the interdepartmental undergraduate teaching Program in Comparative Studies in Race and Ethnicity. Among the five majors/minors within the CSRE program, the major in Comparative Studies is the largest. Unlike the other majors, which are group specific, Comparative Studies does not focus on one particular ethnic group. Rather, students in this major and minor must design their curriculum in relation to a self-created thematic concentration, which focuses their studies as they compare various ethnic groups or explore topics that cut across group experiences in the United States and elsewhere in the world. Students in the Comparative Studies major are able to take advantage of wide-ranging courses in over twenty-two fields offered by the nearly one hundred affiliated faculty of CCSRE. The aim of the Comparative Studies major/minor is to develop the capability of undergraduates to understand the com-

## S T U D E N T P R O F I L E



**Orlando Lara** embodies the enthusiasm and thirst for social change held by the student hunger strikers that, eight years ago, ignited the movement for a Chicana/o Studies major at Stanford. The same program that Orlando now majors in and asserts gives you a place to stand, a center, from within your own cultural heritage that is often denied to people of color in high school. He feels at home in Chicana/o Studies because of the emphasis placed on creativity and cultural production within the discipline. Orlando notes, “from Americo Paredes to Gloria Anzaldua, Chicana/o intellectuals have often mixed poetry and personal narrative with

analytical work. Theory in the flesh as Cherrie Moraga calls it. With Yvonne Yarbro-Bejarano as chair and Renato Rosaldo as advisor, I knew that my interest in creative expression would be valued.”

His creative impulses and areas of interest—borders, migration, and art for social change—also lead him to be active with the Institute for Diversity in the Arts (IDA). Orlando was a Student Fellow at IDA for two years, serving as a Teaching Assistant to resident artists brought to Stanford and coordinating workshops, shows, and festivals as well as doing design work for the Institute. Along with receiving the Chicana/o Studies Achievement and CSRE Senior Honors Theses Awards, Orlando was one of seven undergraduates to be given the School of Humanities and Sciences Deans’ Award for Academic Accomplishment for his contributions to IDA. He believes that CCSRE and IDA have much to benefit from each other: “to learn how to talk about race, it is important to learn how to talk about it from a personal perspective. Current theories of ethnic identity stress the dynamic nature of identity and its social construction but they are still searching for a way to balance this constant change with its cohesiveness. I think creative expression has the potential for finding a new verbal and visual language for understanding the way we experience race in present-day society.”

Orlando graduated in June 2003 and plans to spend the up coming year at home in Houston applying to graduate school and reconnecting with his family. He also intends to take a creative non-fiction class with Ruben Martinez and a digital art class with Delilah Montoya at the University of Houston, where he will be working on a project with Delilah about the issue of water around the border and the problem of migrants dying of dehydration.

plexity and diversity of ethnic group experiences in various societies. The students themselves reflect this diversity, as a large percentage claim biracial and multiracial backgrounds.

As of Spring quarter 2003, Comparative Studies enrolled 56 declared majors and 4 minors. To help manage the growing number of students, Sara Hackenberg

(Ph.D. candidate in English) succeeded Gina Marie Pitti (Ph.D. in History) as the program’s Graduate Advising Associate in autumn 2002. Among the advising efforts that have been developed over past academic year are a new peer-advising program and a series of advising lunches for students that were based on fostering intellectual and social community among students with similar thematic major con-

centrations (e.g. “Education,” “Social Issues and Public Policy,” “Arts and Literature”). In winter quarter 2004, we will launch a new curriculum development initiative to develop a research, methodologies, and disciplines course for Comparative Studies and other CSRE majors; in these lunches, CSRE-affiliated faculty from across a spectrum of disciplines will present on issues of methodology and research in their particular discipline.

Students in the undergraduate program participate in the many opportunities and activities sponsored by the CSRE Program. Among these are quarterly lunches that allow students from the various majors to get to know each other outside of the classroom. Every quarter students are encouraged to attend the program’s career workshops, events where students can learn directly from a variety of professionals working in many different careers.

Though the Comparative Studies major is still relatively new, it has a growing list of alumni. Many of them have gone on to a wide variety of post-graduate degree programs in law and medicine, public policy, and public health. Others have opted instead to work in public policy institutes or in non-profit organizations including community based organizations and labor unions. A number of alumni also teach in public elementary and high schools.

Al Camarillo (History), the founding director of the CSRE Program and chair of the Comparative Studies major, stepped down at the end of the 2001–02 academic year. Paula Moya, associate professor in the Department of English, has been serving as the new program director and chair of the major since autumn 2002. Moya’s pioneering scholarship on the role of identity in the shaping of a progressive and intellectually rigorous vision of minority scholarship and education has helped guide and shape the CSRE program into one of the most exciting and innovative curricular programs for undergraduates at Stanford. ■



Teresa LaFromboise

## UNDERGRADUATE OPPORTUNITIES

### Career Workshops

CSRE hosted two successful career workshops providing students an opportunity to explore the realities of various professions:



David Palumbo-Liu

“Careers in Academia” had faculty guest speakers discuss their experiences and decisions to pursue careers in the academy in their respective disciplines. What is it like to be faculty at a major university as a woman and/or a person of color was discussed. Faculty guest speakers included Yvonne Maldonado, M.D., Associate Professor, Department of Pediatrics, Division of Infectious Diseases, School of Medicine; Monica McDermott, Assistant Professor, Department of Sociology; David Palumbo-Liu, Professor of Comparative Literature, Chair of Asian American Studies, and Director of the Program in Modern Thought and Literature; John Rickford, Martin Luther King Jr., Centennial Professor of Linguistics, Chair of the Program in African and African American Studies; and Yvonne Yarbro-Bejarano, Professor, Department of Spanish and Portuguese, Chair of Chicana/o Studies.



John Rickford



Yvonne Yarbro-Bejarano

“Careers in Journalism” workshop was a discussion with the 2002–03 John S. Knight Fellows about the rewards and challenges of their profession. The Knight Fellows panelists were Hannah Block, Pakistan bureau chief, *Time*; Juan Castillo, national editor at the *Austin American-Statesman*; John Christensen, freelance writer in Nevada; Wen Huang, deputy director and supervising editor, photo department, Xinhua News Agency, Beijing, China; Andrew Maykuth, Africa correspondent for the *Philadelphia Inquirer*; Wanja Njuguna-Githinji, sub-editor for Nation Media Group, Nairobi, Kenya; Jim Walsh, pop music columnist, *St. Paul Pioneer Press*. ■

## Public Policy/Leadership Institute

With the generous support of the James Irvine Foundation and the Office of the Vice Provost for Undergraduate Education, CSRE sponsored its 6th annual Public Policy Leadership Institute September 3–13, 2002. The Institute is a two-week long, residence-based seminar providing students with exposure to local and state leaders and major public policy issues directly affecting ethnic and racial groups in the United States. One of the goals of the Institute is to expose students to the issue of what it takes to be a leader in a diverse society. Here are some comments by the students:

*I do have goals of effecting change either through non-profit organizations, elected offices or public service. Participating in the PPI will only heighten my awareness, increase my inspiration and deepen my intelligence for the effects of race-based and race-impacting policy in America. (Olatunde Sobomehin)*

*As I learn about the disparities in our world, I am becoming convinced that public policy is one necessary avenue in the drive to change these disparities. I am eager to learn more about all public policy relating to race and ethnicity in America in the hopes that I may be involved in creating and promoting the much-needed changes. (Jeannie Rose Field)*

### 2002 Institute Participants:

Lavanya Chekuru, *Comparative Studies*  
 Kristin Ferrales, *Comparative Studies and History*  
 Jeannie Rose Field, *Comparative Studies and Political Science minor*  
 Adriane Gamble, *Comparative Studies*  
 Sarah Ihn, *Comparative Studies*  
 Catherine Kim, *Comparative Studies*  
 Caroline Kuntz, *Comparative Studies*  
 Sarita Ocon, *Comparative Studies*  
 Gabriela Rico, *Comparative Studies and Political Science*  
 Paloma Rosenbaum, *Comparative Studies*  
 Olatunde Sobemehin, *Urban Studies*  
 Summer Waggoner, *Comparative Studies*  
 Brandi-Lyn Yasuoka, *Comparative Studies* ■

## The Eighteenth Annual Ernesto Galarza Commemorative Lecture and Third Annual Stanford Chicano and Latino Community Awards Banquet

Since 1985, the memory of Ernesto Galarza has been honored with an annual commemorative lecture given by a scholar or activist whose work exemplifies the interests and issues that were the focus of Dr. Galarza's life work. Some of these lectures are available on video in the CCSRE Reading Room Library or as a publication that can be printed from our new web site at [http://ccsre.stanford.edu/PUBL\\_galarza.htm](http://ccsre.stanford.edu/PUBL_galarza.htm)

Luis Valdez presented the Eighteenth Annual Ernesto Galarza Commemorative Lecture on May 9, 2003 in the Frances C. Arrillaga Alumni Center. Council member of the National Endowment for the Arts and founding member of the California Arts Council, Mr. Valdez may be best known as the founder of El Teatro Campesino, the theatrical troupe that has set the standards for Hispanic theatre in the United States.

A reception followed the lecture and El Mariachi Cardenal, El Ballet Folklórico de Stanford and L@sSalser@s de Stanford entertained guests before the Third Annual Stanford Chicano and Latino Community Awards Banquet.

Chicano and Latino Community 2003 Awards recipients included:

**Renato I. Rosaldo, Jr. Award**  
Gabriela Rico, *Comparative Studies*

**Arturo Islas, Jr. Prize**  
Gabriela Rico, *Comparative Studies*

**Highest Academic Honors Yearly Award**  
Kristin Marie Ferrales, *Comparative Studies*



COURTESY OF EL TEATRO CAMPESINO

Luis Valdez

### Senior Awards Academic Excellence

Kristin Marie Ferrales, *Comparative Studies*

Orlando Lara, *Chicana/o Studies*

Gabriela Rico, *Comparative Studies*

### Honors Theses

Orlando Lara, *Chicana/o Studies*

Ximena Martinez, *Comparative Studies*  
(Minor)

Gabriela Rico, *Comparative Studies*

## CSRE Summer Internship Program 2002

The summer internship program links students' academic study of race and ethnicity to a hands-on public policy or public service internship in a non-profit or governmental agency. The interns are required to arrange their own placements for the eight-week program and receive a stipend to help offset the loss of summer earnings. Students must make a compelling case that their proposed summer internships are a logical extension of their curricular program as CSRE-related majors. Funding from the James Irvine Foundation and the Office of the Vice Provost for Undergraduate Education supports this summer program. More information about previous summer internships can be found on our web site at

[http://ccsre.stanford.edu/UE\\_opp\\_sum\\_intern\\_particip.htm](http://ccsre.stanford.edu/UE_opp_sum_intern_particip.htm)

Emunah Edinburgh (Comparative Studies) helped out at YUCA, a non-profit community organization based in East Palo Alto and run by young people of color. Working against environmental racism and social injustice, YUCA is dedicated to liberating their community through social action, political education, and youth empowerment. YUCA runs two programs: FIRE gives paid internships with community based organizations in the Bay Area to high school students and Higher Learning creates a safe space where high school youth can come together to critically examine and act on issues that impact the community. Emunah assisted with archiving, research, and logistics associated with meetings, retreats, workshops, and site visits. She also helped in developing and compiling materials for political education workshops for the Higher Learning youth.

Anthony Fontes (Comparative Studies) worked for the Refugee Legal Aid whose mission is to assist applicants for refugee status with building a legal case for their acceptance and protection under the United Nations Commissioner for Refugees (UNHCR) mandate to help legitimate refugees. The lawyers and interns in this organization help ensure that no refugee loses their right to protection of life and

death decisions made by the UNHCR. Anthony guided the clients through every step of the process of writing testimonies about why they should get refugee status in preparation for the presentation of their case to the UNHCR.

**Adrianna Hernandez-Stewart** (Comparative Studies) worked for Servicios del Pueblo Mixe (SER), an organization dedicated to protecting the rights of the Mixe people of Oaxaca, Mexico and other indigenous groups. SER has played an important role in the indigenous movement, both at the state and national level, by participating in a forum organized by the EZLN. The EZLN promotes unity and establishes programs and spaces that encourage health, culture, and technical support to improve the standard of living in these Mixe communities. As an NGO, this organization has various international foundations, many in the United States. Adrianna's fluency in English proved to be extremely important with translating documents and writing grant and research proposals. At times she also worked on simple office related tasks, like helping the front desk.

**Richard Kim** (Asian American Studies) worked for The Asian Pacific American Legal Center, (APALC) the largest and most prominent legal services organization serving the Asian Pacific Islander community of Southern California. The Legal Center provides API and other communities with multi-lingual, culturally sensitive services and legal education as well as advocating for API civil rights. Richard worked on the Immigrant Welfare Project, which focuses on welfare and health issues affecting low-income immigrants at the local, state, and federal levels. He also did policy analysis and advocacy, research data and background materials on legislative issues, writing position statements and fact sheets, assisting in organizing grassroots educational projects on current welfare policies, and attended community meetings.

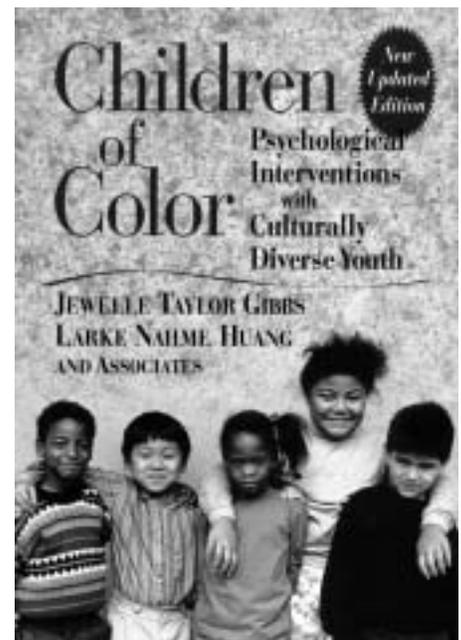
**Caroline Kuntz** (Comparative Studies) worked for La Pena Cultural Center, a non-profit multi-cultural organization that promotes and supports local and internationally recognized music, dance, theater,

film, inter-disciplinary and visual artists whose works examine socially relevant themes and are deeply rooted in traditional cultures. La Pena also offers classes in music and dance principally from Latin America. Caroline participated in La Pena's Fundraising Committee, organized special events, updated the database, and did artist outreach. Caroline also interviewed artists and audience members to determine the needs that future programs should meet.

**Michelle Leung** (Comparative Studies) worked for the Housing & Civil Enforcement Section of the Department of Justice Civil Rights Division. The primary responsibility of the Section is enforcing the Fair Housing Act, which prohibits discrimination due to race, color, national origin, religion, sex, familial status, or disability. The Act is enforced in cases of buying, lending, or selling of homes and/or apartments, the refusal of service in places of public accommodations, etc. The cases that the Section handles are quite varied and deal with racial and ethnic discrimination on many levels and in various settings. Michelle's role was that of a beginning paralegal and she assisted attorneys and paralegals with various cases. She worked on an ongoing case that tackles the issue of sexual harassment and assisted on a test case where renters were discriminated against on the basis of race. Overall, this internship gave her the opportunity to understand the work of a civil rights attorney.

**Gabriela Rico** (Comparative Studies) worked for the California Rural Legal Assistance, a non-profit organization that provides legal services to California's rural poor. Their priority areas are labor, health, housing, education, public benefits, civil rights and economic development. The organization focuses on assisting indigenous Mixteco farm workers in the Santa Maria valley. The cases include issues such as farm worker health and safety, wage and hour law, fair housing rights, affordable housing, tenants' rights, education rights, and civil rights abuses. Gabriela assisted the attorneys and community workers with ongoing cases and projects, community outreach and education, client interviews, client meetings, and litigation preparation.

**Deborah Splansky** (Comparative Studies) worked for the Office of Juvenile Justice and Delinquency Prevention (OJJDP), which has the task of dealing with juvenile violence and victimization. The OJJDP works with Federal, State, and local government agencies, community groups and private citizens with the goal of reaching youth in a preventative approach or with those already involved in the justice system. The specific issues the office deals with include programs designed to divert youth from traditional juvenile justice and correctional systems; provide community-based alternatives to secure incarceration; strengthen and preserve families; create gang-free schools; and reduce the disproportionate representation of minority youth in secure confinement. As an intern she helped plan, develop, and manage new program initiatives as well as assist with grant award functions, including reviewing proposals and formulating grant award recommendations to the Administrator. Deborah also assisted in responses to grantee requests and information requests, including those under the Freedom of Information Act. ■



In "American Indian Children and Adolescents" Teresa LaFromboise and Marivic Dizon propose a combination of indigenous and conventional therapeutic interventions to address the psychological and behavioral problems of American Indian children and adolescents whose challenges often result from acculturation pressures, identity conflicts, perceived discrimination, and social and economic change.

## The African and African American Studies 2003 Learning Expedition to Belize

### John R. Rickford, AAAS Director

Over the 2003 Spring Break, the African and African American Studies [AAAS] program took a group of 20 students, 3 faculty and 3 staff members on a learning expedition to Belize, Central America. The expedition was co-sponsored by both Native American and Asian American Studies, among other organizations. Vera Grant, AAAS Associate Director, was the principal organizer of the trip. The group included Asian Americans, European Americans, African Americans and a native Hawai'ian; each contributed their respective cultural perspectives on their experiences in Belize and added to the comparative ethos of the expedition.

A major focus of the Belize trip, and the winter quarter preparatory course that preceded it, "Africans and Native Americans in Belize and Beyond," was the Garifuna (pl. "Garinagu") descendants of an Antillean Carib people (the Callinago or Kalinago) who mixed with hundreds of African slaves in St. Vincent after their slave ship ran aground in 1675. The Garifuna, sometimes called "Black Caribs" to distinguish them from the "Yellow Caribs," resisted the incursions of European colonizers in the 18th century. But for them, as for other Callinago, it was a losing battle. They were deported from St. Vincent in boats by the British in 1796, and eventually settled along the Central American coast, mainly in Honduras and Belize. The expedition was also interested in the rich vestiges of Native American culture in this fascinating multicultural country, including the impressive ancient Mayan ruins, and the Yucatecan, Mopanero and Kekchi Mayans still living in Belize. Creole Afro-Belizeans, who are not of Garifuna descent, also constitute a major part of current Belizean culture. The country's mixed Amerindian, Spanish, English and African heritage is evident in its varied language and culture.



Belize Learning Expedition participants

Highlights of the expedition included informative lectures from local experts on Garifuna history, religion, and identity as the blending of Native American and African cultures; demonstrations in drum-making and cassava bread manufacture; a site visit and lecture on recent attempts for economic self-sufficiency through a newly created fishing cooperative; a meeting with the Governor General of Belize at his private residence; visits to two Mayan archaeological reserves, Cahal Pech and Xunantunich, near the border with Guatemala; a trip to a present-day Mayan village; and a visit to a dabuyaba (Garifuna healing site), a tour of the Traditional Healer Garden in the Toledo District, and discussions on the approaches to healing through nature and spirituality in the Garifuna and Mayan communities.

The group sampled Garifuna cuisine and was entertained by cultural performances that included traditional drumming, singing, and dancing. By way of cultural exchange, Stanford acapella singers, J'Leise Springer and Umi Jensen, sang the African American National Anthem ("Lift Every Voice and Sing")

and the Polynesian "Song of the Islands" for their Garifuna hosts.

The expedition enriched the lives of its participants by extending their readings, transporting them to a part of the world most had never visited, and introducing them to peoples whose rich, multicultural histories and experiences caused them to reflect on their own friendships and relations and academic/professional futures. Here are some comments from the students' journals:

*I can honestly say that I am more knowledgeable about the Garifuna culture now and I will treasure that knowledge for a long time. ... I look forward to the changes in my life that will result from this trip.*  
(Jennifer O'Neil)

*I see this expedition as a part of a long chain of events that are definitive in my life, changing my identity and my perspective on my part in the world, and I hope it has been so to the others.* (Umiokalani Jensen)

<sup>1</sup> Godsmen Ellis. 1997. *The Garinagu of Belize*. San Ignacio: The Haman Belize.

## COMMENCEMENT

### CSRE Degree Candidates 2002–03

#### **A.B., Asian American Studies**

Richard Teijin Kim  
Owen Li (with Honors)  
Kimberly Michelle Rios (and Psychology)

#### **Minor in Asian American Studies**

Amanda Elsa Rang (Major—American  
Studies)

#### **A.B., Chicano/a Studies**

Orlando Lara (with Honors; Minor—  
Cultural and Social Anthropology)  
Lolita Julia Lewis Roibal (with Honors)

#### **A.B., Comparative Studies in Race and Ethnicity**

Leanna Joy Albrecht (Minor—French)  
Lavanya Chekuru  
Nancy Yumi Chong  
Emunah Yuka Edinburgh  
Kristin Marie Ferrales (and History)  
Anthony Wayne Fontes  
Jaime Forman-Law (with Honors; Minor—  
Spanish and Portuguese)  
Adrianna Alida Hernandez-Stewart  
Deborah Splansky (Minor—Political Science)  
Janelle Sumiko Ishida (and Feminist Studies)  
Catherine So-Yun Kim (and Political  
Science)



Paula M.L. Moya



CSRE Faculty and Degree Candidates 2002–03

Willow Tara Miller-Young (with Honors;  
Minor—Creative Writing)  
Kristen Elizabeth Lansdale  
Leland Luu Leatherman  
Anthony Christian Ocampo  
Celia Grace Perry (with Honors)  
Jon Luke Powell  
Gabriela Rico (with Honors; and Political  
Science)  
Deborah Splansky (Minor—Political Science)  
Sheela Rajalakshimi Subramanian (and  
Political Science)  
Summer Lynn Waggoner

#### **Minor in Comparative Studies in Race and Ethnicity**

Danielle Marie Holmes (Major—  
Psychology)  
Michelle Lindsay Leung (Major—Political  
Science)  
Ximena Martinez (Major—Political Science)  
Irene Yeh (Major—International Relations)

#### **A.B., Native American Studies**

Nicole Carol Sieminski (and History;  
Minor—Art)

#### **Minor in Native American Studies**

Linda Elizabeth Orié (Major—Psychology)

#### **A.B., African and African American Studies**

Kia Franklin (with Honors; and Political  
Science)

Lyndon Kamaal Gill (with Honors; Minor—  
Political Science)  
Stephanie Denise Lane (with Honors; and  
History)  
Katrina Tomoko Logan (with Honors; and  
English)  
Jill Parker (with Honors; Minor—Art)

#### **Minor in African and African American Studies**

Gedioen Afoula (Major—Economics)  
Geandra Jeniece Davis (Major—Science,  
Technology, and Society)  
Maria Danielle Huff (Major—Human  
Biology)  
Arthur-Damon Merrill Jones (Major—  
Public Policy)  
Anna Akua Minta (Major—Human Biology)  
Myisha Michelle Patterson (Major—Human  
Biology)

#### **A.B., Individually Designed Major, Jewish Studies**

Ellie Gettinger

#### **Individually Designed Minor, Jewish Studies**

Morris Cohen  
Kim Kaplan (with Honors)

## Prizes and Awards 2003

### UNIVERSITY AWARDS

#### **Firestone Medal for Excellence in Undergraduate Research**

Stephanie Lane, *African and African American Studies*

#### **Dinkelspiel Awards for Distinctive Contributions to Undergraduate Education**

Amanda Rang, *Asian American Studies (Minor)*

#### **Phi Beta Kappa**

Jamie Kehaulani Forman-Lau, *Comparative Studies*

Lyndon Kamaal Gill, *African and African American Studies*

Arthur-Damon Merrill Jones, *African and African American Studies*

Kimberly Michelle Rios, *Asian American Studies*

#### **Robert M. Golden Medal for Excellence in Humanities and Creative Arts**

Gabriela Rico, *Comparative Studies*

#### **School of Humanities and Sciences Deans' Award for Academic Accomplishment**

Orlando Lara, *Chicana/o Studies*

### AFRICAN AND AFRICAN AMERICAN STUDIES AWARDS

#### **James L. Gibbs, Jr. Award**

Lyndon Gill

#### **Academic Achievement and Service Award**

Kia Franklin  
Stephanie Lane

### ASIAN AMERICAN STUDIES AWARDS

#### **Undergraduate Award Ceremony at the Asian American Activities Center**

Michelle Leung  
Owen Li  
Amanda Rang

### CSRE PRIZES AND AWARDS

#### **CSRE Senior Honors Theses Prizes**

Lyndon Kamaal Gill, *Asian American Studies*  
Orlando Lara, *Chicana/o Studies*

#### **CSRE Senior Paper Prize**

Emunah Yuka Edinburgh, *Comparative Studies*

#### **Chicana/o Studies Achievement Award**

Orlando Lara, *Chicana/o Studies*

### NATIVE AMERICAN STUDIES AWARDS

(Native American Cultural Activities Center)

#### **Cumulative Academic Excellence**

Willow Miller-Young  
Nicole Sieminski

#### **Academic Excellence**

Linda Orié

### Alumni Updates from the Class of 2003

Updates from other classes of CSRE graduates can be viewed on our web site at [http://ccsre.stanford.edu/AL\\_alumni.htm](http://ccsre.stanford.edu/AL_alumni.htm)

**Marketa Behn** (A.B., English; Minor in African and African American Studies and Sociology co-term) is working in Washington D.C.

**Ellen Bradley** (A.B., Comparative Studies with Departmental Honors) will conduct research in the Dominican Republic and Cuba.

**Lavanya Chekuru** (A.B., Comparative Studies) will be spending most of 2003–04 with her family in Andhra Pradesh, India, learning her parent's native tongue, Telugu. She will also be working with textiles and handloom weavers. In addition, Lavanya will be in Texas and possibly move to Chicago or the Bay Area after she returns from India.

**Emunah Edinburgh** (A.B., Comparative Studies) will travel to Africa and return to the Bay Area.

**Kia Franklin** (A.B., African and African American Studies and Political Science with

Departmental Honors) is returning to her home in Seattle and plans to apply to law school and travel to Washington, D.C., Atlanta and Paris.

**Kristin Ferrales** (A.B., Comparative Studies and History) is attending Harvard Graduate School of Education.

**Danielle Huff** (A.B., Human Biology; Minor in African and African American Studies) will travel to Europe and work in Washington D.C. with Americorps.

**Janelle Ishida** (A.B., Comparative Studies and Feminist Studies) is working at Californians for Justice as a community organizer.

**Stephanie Lane** (A.B., African and African American Studies with Departmental Honors) is working at the Stanford Center for Research in Disease Prevention.

**Owen Li** (A.B., Asian American Studies with Departmental Honors) will be working as a labor organizer.

**Orlando Lara** (A.B., Chicana/o Studies with Departmental Honors; Minor in Cultural and Social Anthropology) will be attending the University of Houston.

**Willow Miller-Young** (A.B., Comparative Studies with Departmental Honors; Minor in Creative Writing) is attending graduate school at Princeton.

**Celia Perry** (A.B., Comparative Studies and Departmental Honors) is working at the Southern Center for Human Rights in Atlanta.

**Amanda Rang** (A.B., American Studies; Minor in Asian American Studies) is returning to her home in Hawaii and plans to apply for a Fulbright and graduate school.

**Gabriela Rico** (A.B., Comparative Studies and Political Science with Departmental Honors) is a fellow at the Congressional Hispanic Caucus Institute in Washington D.C., Brookings Institute.

**Nicole Sieminski** (A.B., Native American Studies and Art History) is working at the Denver Art Museum. ■

# RICSRE Programs & Activities



Hazel Rose Markus,  
Research Institute  
Director



Dorothy M. Steele,  
Research Institute  
Associate Director

## Research Networks

Central to the mission of the Research Institute is the establishment and maintenance of interdisciplinary research networks of scholars dedicated to investigating a shared topic over an extended period of time. These research networks bring together social scientists and humanities scholars to apply their theoretical knowledge to the comparative study of complex problems found in social institutions such as schools, workplaces, and courts. By providing the opportunity for participants to consider the interplay of theoretical scholarship and applied practice, the networks encourage scholars from related disciplines to pursue coordinated research and apply their expertise to such issues as the effective management of diversity, schooling practices for minority students, and the consequences of racial and ethnic prejudices. During 2002–03, the research networks met monthly to develop collaborative research projects in three areas:

***The Social and Cultural Construction of Race and Ethnicity and its Consequences***, convened by Professor George M. Fredrickson (History) and Assistant Professor Jennifer L. Eberhardt (Psychology), looks at the ways in which racism has emerged and been perpetuated

in the United States and around the world, focusing on the historical, political, economic, social, and psychological antecedents of ethnic conflict and genocide.

***The Meanings and Practices of Diversity***, headed by Professor Hazel R. Markus (Psychology), examines the collective representations of multiculturalism and difference to examine the political, sociological, cultural, and historical factors shaping the public discourse around diversity.

***Racial Bias in Health Care*** is a new network this year and is co-convened by Associate Professor Donald Barr (Sociology) and Assistant Professor Jennifer Eberhardt (Psychology). This network proposes to explore issues of racial bias in health care quality and access, making use of an interdisciplinary faculty research group with two specific outcome goals: to identify a research agenda for further exploration of medical bias, and to develop an edited volume of papers addressing medical bias, its causes and effects.

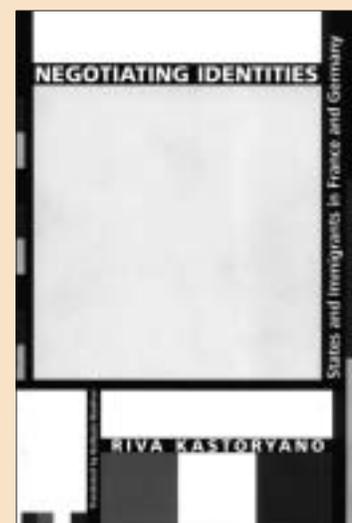
To find out more information about the current faculty research networks visit the CCSRE web site: [http://ccsre.stanford.edu/RI\\_resNet.htm](http://ccsre.stanford.edu/RI_resNet.htm)



Senior Jaison Robinson plays John Henry

Faculty network members attended a production of *Natural Man* and post-show discussion with the cast and dramaturg Michele Birnbaum. The character in Theodore Browne's 1937 folk opera *Natural Man* is based on the real-life John Henry, a freed slave who went to work as a steel-driver on West Virginia's Big Bend Tunnel in 1870. The black folk opera *Natural Man* is about a man standing up for human dignity in a racist, post-slavery world. Network member Harry Elam directed this Stanford production sponsored by the Drama Department and the Committee on Black Performing Arts. ■

Riva Kastoryano, Senior Research Fellow at the Centre National de la Recherche Scientifique in Paris discussed her new book *States and Immigrants in Europe: Negotiating Identities* at a network meeting on November 7, 2002. Riva is widely recognized as the leading French authority on the impact of immigration, especially Islamic immigration, on the social and political construction of race and ethnicity in France and Germany.





Glenn Loury



Hazel Rose Markus



Claude M. Steele



Loïc Wacquant



Greg Sarris



Michèle Lamont



Michele Birnbaum



Eduardo Bonilla-Silva



Chandra Talpade Mohanty



P. Sterling Stuckey

## Faculty Seminar Series

The theme of the Faculty Seminar Series this year was “**Structure vs. Agency?**”: the classic polarity in discussions of group inequality as a result of either structure (e.g., the system, power, social formations, opportunity structures) or agency (e.g., individual values, attitudes, motivation, self-esteem, skills, abilities).

For more information about the series and previous lectures please visit our web site at: [http://ccsre.stanford.edu/RI\\_facSem.htm#facSem0203](http://ccsre.stanford.edu/RI_facSem.htm#facSem0203)

**Glenn Loury**, *University Professor and Professor of Economics, Director of the Institute on Race and Social Division at Boston University*; “The Anatomy of Racial Inequality” addressed the basic question of whether Liberal Individualism (color-blindness)—as a creed of culture and policy—is up to the task of reducing racial inequality.

**Hazel Rose Markus**, *Davis-Brack Professor in the Behavioral Sciences and Claude M. Steele*, *Lucie Stern Professor in the Social Sciences*; “Structure vs. Agency” questioned whether the classic structure/agency divide is theoretically and empirically productive and suggested that agency is not separate from structure, or opposed to it, but is instead situationally and contextually afforded and constrained.

**Loïc Wacquant**, *Professor of Sociology at the University of California, Berkeley and Researcher at the Centre de Sociologie européenne du Collège de France*; “Exploit and Ostracize: A Model of Four Centuries of Racial Domination in America” proposed a theoretical and historical model of the bases and organizational forms of racial domination in the United States identifying four “peculiar institutions”: slavery, Jim Crow, the ghetto, and the prison.

**Greg Sarris**, *Fletcher Jones Professor of Creative Writing and Literature at Loyola Marymount University*; “Homestories: Translating from the front porch to the written text” captured personal narratives with an emphasis on location, geography and place.

**Michèle Lamont**, *Professor of Sociology at Princeton University*; “Competence, Religion, and Other African-American Anti-Racist Strategies” explored the cultural repertoires that African-American workers and members of the African-American elite mobilize to demonstrate that they are equal to whites.

**Michele Birnbaum**, *RICSRE Visiting Fellow, Associate Professor of English and African American Studies, Director of Women’s Studies at the University of Puget Sound*; “The Literary Politics of Mixed Race” examined the current vogue of mixed-race studies and the plethora of organizations, publications, web sites, affinity and advocacy groups devoted to the “mixed race experience.”

**Eduardo Bonilla-Silva**, *RICSRE Visiting Fellow, Associate Professor of Sociology at Texas A&M*; “Racism without Racists: ‘Killing me softly’ with Colorblindness” contended that a new, powerful racial ideology has all but replaced Jim Crow racism: the ideology of color-blind racism.

**Chandra Talpade Mohanty**, *Jane Watson Irwin Chair in Women’s Studies at Hamilton College, New York*; “Feminism Without Borders: Restructured Academies, Anti-Capitalist Struggles, and Feminist Solidarities” addressed the increasing corporatization of the university and the way that citizenship has been redefined within the academy such that race, gender, and sexuality are at the center of this redefinition.

**P. Sterling Stuckey**, *Professor of History at the University of California, Riverside*; “Oppression and Creativity in American Slavery: Tensions and Resonances in Scholarship on Black Culture” demonstrated how slaves and their descendants used the arts and religion to combat oppression. ■

## Visiting Fellows 2002–03

**Michele Birnbaum**, Associate Professor of English and African American Studies, Director of Women's Studies, University of Puget Sound

**Eduardo Bonilla-Silva**, Associate Professor of Sociology, Texas A&M University

**Michael R. Hames-García**, Assistant Professor of English and of Philosophy, Interpretation, and Culture at Binghamton University, State University of New York

**Mark Dean Johnson**, Professor of Art and Gallery Director, San Francisco State University

The Visiting Fellows Program brings outstanding scholars, from universities around the world, to Stanford for extended periods of time to pursue the interdisciplinary study of race, ethnicity, and culture. The Fellows provide expertise on topics not already represented among the Stanford faculty and help build a national network of scholars who can contribute to research carried out at the Research Institute. The William and Flora Hewlett Foundation have generously funded both the Visiting and Senior Fellows programs. Fellowship application and additional program information can be found on the CCSRE website:

[http://ccsre.stanford.edu/FP\\_fellowProg.htm](http://ccsre.stanford.edu/FP_fellowProg.htm)

Here are some comments about the program from the class of 2002–03:

*Much lip service has been given to academic interdisciplinarity and its rewards, but my experience has been that in practice it is difficult to achieve. It requires so much more than mere good will by those involved; RICSRE is the only place I have been where we began to have the rare intensive conversation (and sometimes debate) required to work though and across colleagues' differing theoretical assumptions and praxis. (Michele Birnbaum)*

*I heard presentations on the invisibility of Japanese and Indian art in California, the struggles of ethnic studies programs in the USA, the contested meanings of multiracialism in contemporary America, the racial struggles of New Zealand, Muslims in France, structure and agency in racial matters, ethnic matters in Japan, the racial stigmatization of blacks, and many, many others. Having so many lectures on racial and ethnic matters is a wonderful experience for those of us who work in institutions where such events are few and far between. (Eduardo Bonilla-Silva)*

## Senior Fellows 2002–03

**David B. Abernethy**, Professor of Political Science Emeritus, Stanford University

**Harumi Befu**, Professor of Anthropology, Emeritus, Stanford University

The Senior Fellows Program convenes a small group of Stanford emeritus faculty who, though retired from their full-time academic appointments, maintain an interest in the study of race, ethnicity, and culture. The junior faculty and graduate students benefit from breadth of knowledge accumulated by emeriti over decades of active scholarship.



Michele Birnbaum



Eduardo Bonilla-Silva



Michael R. Hames-García



Mark Dean Johnson



David B. Abernethy



Harumi Befu



We would like to thank **Awino Kürth**, a Ph.D. candidate in German Studies at Stanford, for all of her help making the Fellows feel at home in Cypress Hall. Awino recently moved to Australia to finish her dissertation, get married and in January 2004 will return to the U.S. and join the faculty in the German Studies program at Dickinson College.

## FACULTY PROFILE



CHRIS QUEEN

**Monica McDermott**

Assistant Professor of Sociology

Monica McDermott finds racial attitudes and identities fascinating to study “because they are always moving targets, highly influenced by context, yet assumed to be ‘common sense’ by most people.” She is currently finishing a book manuscript on the role demographic and regional contexts play in shaping how whiteness is experienced. Her research examines a variety of historical and economic forces that make a white racial identity a perceived stigma in an Atlanta neighborhood and something to

assert and defend in another district in Boston. Although surveys are a useful method of capturing the contours of opinion about race, Monica asserts that some of the most damaging assumptions about race “are played out in everyday interactions at the corner store or in the local park.” Participant observations by convenience store clerks are where Monica collected most of her data on the two mixed-race neighborhoods in Atlanta and Boston.

Growing up in Mauldin, South Carolina, Monica witnessed damaging assumptions about race at a very young age. She attended a public elementary school that had only been desegregated a few years earlier and open tensions existed between older white teachers and many of the students, 40% of whom were African American. After realizing that a career as a professional softball player was not a viable option, getting out of South Carolina and going to college became Monica’s focus. During high school she discovered Michael Harrington’s books on socialism and poverty and it influenced many of her personal and professional choices. She did a B.A. in History and Sociology at Villanova University where she graduated Summa cum laude and was a National Merit Scholar. She went on to do a Ph.D. in Sociology at Harvard University and wrote her dissertation on “A Darker Shade of Pale: The Influence of Local Context and Racial Identity on White Attitudes towards Black Americans.”

Monica joined the Sociology Department at Stanford in 2001 and has participated in a number of the Research Institute’s faculty network meetings. She says these meetings have been “among the most intellectually stimulating experiences I’ve had at Stanford” and is “always one of the first things I mention when people ask me what I like most about the university.” One of the new research projects she is working on at Stanford is studying a tri-racial group (black, white, American Indian) called “Melungeons” that date back to the 16th or 17th century and have taken on a quasi-mythic status in the rural mountain communities of Tennessee, Kentucky, and Virginia. After the release of a book about the “Melungeons” in the mid-1990s by an administrator from a small college in Virginia, within the span of a few years, thousands are now associating with this heritage. ■

**Stanford Integrated Schools Project**

Researchers affiliated with RICSRE are involved in a project with a large urban East Bay district studying the characteristics of classrooms where students of color are academically more successful than those in most classrooms. The Stanford Integrated Schools Project, funded by the Russell Sage Foundation since September 2000, is designed to examine how classroom practices, curriculum materials and activities, teaching strategies, teacher-student relationships, student relationships, and teachers’ attitudes about diversity influence the achievement of African-American and Hispanic elementary students.

The research project tests whether the experience and achievement levels of students in integrated classrooms can be shaped by teachers’ direct and indirect efforts to create “identity safety”—to assure students that their social identity is not a barrier to success in the classroom, and that they are welcomed, supported and valued, whatever their background. We expect, in addition, to find classrooms and schools that are effective for diverse students will employ many means to promote students’ sense of belonging including representations of images, literature, music, etc. from various racial/ethnic groups; grouping students together not based on race; careful attention to fairness; elicitation of students’ ideas and interests and appreciation of their efforts. ■

**CCSRE Race and Ethnicity in California: Demographics Report Series**

The *CCSRE Race and Ethnicity in California: Demographics Report Series*, made possible by a grant from the James Irvine Foundation and launched in fall of 2001, completed the series this year with five new reports. Dr. Alejandra Lopez, CCSRE’s demographer and author of the series, has taken a new research position at SRI International’s Center for Education Policy.



Dr. Alejandra Lopez

The *Demographics Report Series* is edited by Professors Al Camarillo and Matt Snipp and written for a wide-ranging audience, including researchers, policymakers, community activists, the media, and members of the public. The series uses Census 2000 data to document the current social, economic, educational, and demographic status of ethnic and racial minority populations in California.

The entire series is available on CCSRE's website: [http://ccsre.stanford.edu/PUBL\\_demRep.htm](http://ccsre.stanford.edu/PUBL_demRep.htm)

- No. 1 Racial/Ethnic Diversity and Residential Segregation in the San Francisco Bay Area
- No. 2 Households and Families in the San Francisco Bay Area
- No. 3 Households and Families in the Ten Largest Cities of the San Francisco Bay Area
- No. 4 The Two or More Races Population in California
- No. 5 Latino Communities of the Central Valley: Population, Families, and Households
- No. 6 Citizenship and Language Use in California: Profiles from the Census 2000 Supplementary Survey
- No. 7 The Largest American Indian Populations in California: Household and Family Data from the Census 2000
- No. 8 Asians in California: 1990 to 2000

- No. 9 Demographics of California Counties: A Comparison of 1980, 1990, and 2000 Census Data
- No. 10 Middle Eastern Populations in California: Estimates from the Census 2000 Supplementary Survey
- No. 11 Race and Educational Attainment in California: Census 2000 Profiles
- No. 12 Race and Poverty in Census 2000 Profiles
- No. 14 Californians' Use of English and Other Languages: Census 2000 Summary
- No. 15 The Foreign-born in California: Place of Origin, Region of Residence, Race, Time of Entry, and Citizenship Status ■

## CSRE Teaching Fellows 2002–03

The Teaching Fellows Program is designed to provide three graduate students whose work addresses issues of race and ethnicity an opportunity to gain practical experience in the classroom as TAs and teachers of small group courses. For more information about the program and application process visit our web site at: [http://ccsre.stanford.edu/FP\\_gradStu\\_teach.htm](http://ccsre.stanford.edu/FP_gradStu_teach.htm)

**Teceta Elaine Rudder Thomas** is a 5th year doctoral candidate in the department of psychology. She completed a B.A. in psychology and in Spanish from Duke University in 1998, and holds an M.A. in psychology from Stanford University. In her dissertation, entitled, "Black Americans and

## F E L L O W P R O F I L E



### Teceta Elaine Rudder Thomas

Teaching Fellow

Teceta Elaine Rudder Thomas believes that her dual identity as American and Caribbean guided her understanding of the nuances of identity and ethnicity. Her interests in identity and the differential impact of identity in various social contexts were first sparked while studying abroad in Madrid during her junior year at college. She was fascinated that in the U.S. her social identity was black first and female second where as in Spain she was American first, female second and black third. Teceta's

research as a Ph.D candidate in psychology focused on the intersection between race and ethnicity, identity, and immigration status. As a CSRE Teaching Fellow, she taught a class in spring entitled "Ethnic Americans: The New Face of Immigration" where she used an interdisciplinary approach to study the ways immigrants today—who are largely ethnic minorities—fare in American society. The class examined how American ideology towards immigration and government assistance has differentially impacted the social and economic growth of various ethnic immigrant groups. They also studied how first-generation immigrants, who have been exposed to the customs and culture of both their country of origin as well as that of the U.S., will have different experiences from their American born children. Teceta was recognized twice in 2002 for her outstanding teaching with the Stanford Psychology Distinguished Teaching Award and the Stanford University Centennial Teaching Award. She is currently a Postdoctoral Fellow at City University of New York Graduate Center in Manhattan working with the social psychologist Kay Deaux, who has recently started a research program on identity and performance in first-and second-generation West Indians. ■

Black Immigrants: The Influence of Ethnic Identification on Expectancies for Success and Perception of Prejudice," Teceta examines the influence of ethnic identity and immigrant status on perceptions of race, stigma, and the potential for success in American society. She has co-taught a class on cultural psychology, and in the spring, will teach a course on ethnic minority immigration to the United States. In the spring of 2002, Teceta received a Stanford Psychology Distinguished Teaching Award and a Stanford University Centennial Teaching Award.



Marisol Negrón

**Marisol Negrón** is a 6<sup>th</sup> year doctoral candidate in the Department of Spanish & Portuguese. After completing her B.A. in Spanish from Dartmouth College, Marisol Negrón worked briefly as an assistant in the Public Affairs Office at the Department of Justice under the Clinton administration. She later served as the Program Coordinator and then Acting Director for the multicultural center at Connecticut College. While at Stanford, Marisol has received several awards for service to the university as well as the Centennial Teaching Award. She has taught Spanish language courses for non-native students as well as heritage speakers, and is currently co-editing a manuscript on the teaching of heritage languages. Her course on Latinos in the music industry served as the initial framework for her dissertation, entitled "Salsa as Commodity and Cultural Signifier: An Analysis of a Nuyorican Musical Form." As the senior seminar coordinator for CSRE, she co-taught the honors seminar this fall with Paula Moya and leads a tutorial for students writing the senior research paper.

## Teaching Fellows Alumni Notes

### 2001–02 FELLOWS

**Shana Beth Bernstein** has a two-year Mellon Postdoctoral Fellowship in Latino Studies at Northwestern.

**Mark Robert Brilliant** is doing a second year as a postdoctoral fellow at the Howard LaMar Center for the Study of Frontiers and Borders at Yale University.

**Victoria Caroline Plaut** is an Assistant Professor of Psychology at Holy Cross College.

### 2000–01 FELLOWS

**Marisol Negrón** spent part of the summer conducting field research for her dissertation, which she plans to complete during the coming year.

**Simon Weffer** is continuing his studies in the Sociology Department at Stanford University.

### 1999–2000 FELLOWS

**Martha Mabie Gardner** is an Assistant Professor of History at DePaul University.

**Stephanie A. Fryberg** is Assistant Dean of Multicultural Graduate Student Services at Stanford University.

**Sara Johnson-La O** is an Assistant Professor of Literature of the Americas at the University of California, San Diego.

### 1998–99 FELLOWS

**Maria Cotera** is an Assistant Professor of American Studies at the University of Michigan.

**Jacqueline Lazu** is an Assistant Professor of Modern Languages at DePaul University.

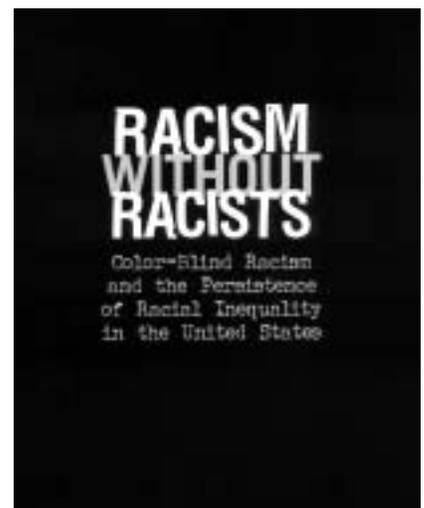
**Lisa Thompson** is an Assistant Professor of English at SUNY Albany.

### 1997–98 FELLOWS

**Renya Ramirez** is an Assistant Professor of American Studies at the University of California, Santa Cruz. ■

## Interdisciplinary Pedagogy: Race and Social Justice

**I**nterdisciplinary Pedagogy: Race and Social Justice completed its second year as a workshop for graduate students who gather to discuss pedagogical strategies and develop syllabi, curriculum, and teaching portfolios for the job market. Two Ph.D. candidates in Modern Thought and Literature, Evelyn Alsultany and Michelle Zamora, coordinated the workshop sessions co-sponsored by the Research Institute, Modern Thought and Literature and the Office of the Provost. Over a dozen graduate students from a variety of disciplines interested in issues related to race and social justice attended the weekly sessions. Throughout 2002–03 students had dialogues with: Joseph L. White, Professor Emeritus of Psychology and Psychiatry at UC Irvine, on multi-cultural psychology in the 21st century; Cherrie Moraga, Artist-in-residence in the Drama Department, and Celia Rodriguez (Tepehuan-Xicana), painter and performance artist, on the relationship between spirituality and pedagogy; and with Gene Awakuni, Vice Provost for Student Affairs, on the differences in addressing race and social justice as a teacher and as an administrator. During workshop sessions students also had discussions about effective ways to use performances that deal with race and social justice issues in the classroom and how to teach current events. ■



**Racism without Racists: Color-blind Racism and the Persistence of Racial Inequality in the United States** by Eduardo Bonilla-Silva dissects the major themes, style, and stories of color-blind racism and explains how the ideology is used to defend the contemporary racial status quo.

## Graduate Dissertation Fellows 2002–03

The Research Institute's Graduate Dissertation Fellowship Program, funded by the James Irvine Foundation, promotes interdisciplinary scholarship around issues of race, culture, and ethnicity. For more information about the fellowship program and application process please visit our web site at: [http://ccsre.stanford.edu/FP\\_gradStu\\_gradDiss.htm](http://ccsre.stanford.edu/FP_gradStu_gradDiss.htm)



Maya Beasley

**Maya Beasley** is a 5th year doctoral student in the department of sociology. After completing her undergraduate degree from Harvard University, she worked as a government management consultant in Washington, DC. Over the course of her time at Stanford, Ms. Beasley has received a fellowship from the Stanford Center on Conflict and Negotiation and served on the Stanford-UCLA Working Group on Ethnicity and Nationalism. She has worked as a researcher for four years on the United States Data Collection Project on Collective Action, an effort to collect and analyze all collective action events in postwar America, and recently taught a course entitled, "The Black Middle Class." Her research interests include: racial stratification, racial and ethnic conflict, and social movements/collective action. Ms. Beasley's dissertation focuses on the gap in occupational achievement through aspirations of African-American and white college students.



Raúl Coronado, Jr.

**Raúl Coronado, Jr.** is a 6th year Ph.D. student in Modern Thought and Literature at Stanford University. He received a B.A. in Humanities with Special Honors from the University of Texas, Austin in 1994. The following year he was honored with the Fredrick Cervantes Award for Best Undergraduate Paper from the National Association for Chicana and Chicano Studies. Coronado has published articles in *Millennial Chicano/a Studies*, *Aztlán: The Journal of Chicano/a Studies*, and *Virgins, Guerillas, and Locas: An Anthology of Queer Latino Writings on Love*. His research interests include: nineteenth and early twentieth-century Mexican American and U.S. literature; postcolonial theory and U.S. imperialism; feminist and queer theory; history of anthropology and anthropological cultural theory. The title of his dissertation is "Competing American Liberalisms: nineteenth-Century Mexican American Literature and the Dialectics of Mexican and Anglo American Liberalisms."



Valerie J. Purdie

**Valerie J. Purdie** is a 5th year doctoral candidate in Social Psychology. After completing her B.A. in Psychology from Columbia University, Valerie Purdie directed the "I Have A Dream" Foundation of the Southfield Village Public Housing Project in Stamford, Connecticut. She has worked as a research consultant to the Chief Administrative Officer of Humanities and Sciences at Stanford and is currently on the Search Committee for the Associate Dean of Graduate Multi-Cultural Education. Some of the many grants she has received include fellowships from the National Science Foundation and the National Institute of Mental Health. She has been invited to present her research on numerous occasions; her most recent talk was at the Society for Personality and Social Psychology conference in Savannah, Georgia. Ms. Purdie has an article published in the *Journal of Personality and Social Psychology* and has a number of manuscripts under review. Her dissertation, "Social Identity Threat: Towards a New Conceptual Framework," examines how institutional structures within organizations such as businesses and schools can undermine the institutional trust and intellectual performance of minorities.



M. Cherise Smith

**M. Cherise Smith** completed both her Bachelors and Masters in Art History at the University of Arizona, where she specialized in the History of Photography and African Art. She worked as the director of the departmental gallery and received the Centennial Achievement Award for Outstanding Minority Students during her time there. Before starting her doctoral studies at Stanford, Ms. Smith was a MacArthur Fellow in the Department of African and Amerindian Art at the Art Institute of Chicago from 1996–98. In addition to working in the curatorial departments of several museums she has taught the workshop course "The History Films of Spike Lee" at San Francisco State University and published an article in the journal *Museum Studies* and a chapter in the book *Let My People Go: Cairo, Illinois 1967–1973* (Southern Illinois University Press, 1996). Her dissertation tracks the trajectory of the performance of ethnic, gender, and racial personae in the contemporary visual art of Adrian Piper, Eleanor Antin, and Anna Deveare Smith. ■

## Alumni Updates Graduate Dissertation Fellows

### 2001–02 FELLOWS

**Mishuana Goeman** (dissertation: “Unconquered Nations, Unconquered Women: American Indian Women Writers (Re) Conceptualizing Race, Gender, and Nation”) is a University of California President’s Postdoctoral Fellow at UC Berkeley.

**Venus Opal Reese** (dissertation: “Initiating Acts: The Role of Ruptures in the Formation of American Cultural Identities”) is an Assistant Professor in the School of Humanities at the University of Texas.

**Helle Laila Rytönen** (dissertation: “Europe and its ‘Almost-European’ Other: A Textual Analysis of Legal and Cultural Practices of Othering in Contemporary Europe”) is a Teaching Fellow in the IHUM program at Stanford University.

**Miriam Iris Ticktin** (dissertation: “Citizenship and Sans Papiers: The Political Economy of Health, Human Rights and Compassion in France”) is a Society of Fellows Postdoctoral Fellow at Columbia University.

### 2000–01 FELLOWS

**Mark Robert Brilliant** (dissertation: “Beyond Black and White: The Struggle for Civil Rights on America’s ‘Racial Frontier,’ 1945–1975”) is doing a second year as a postdoctoral fellow at the Howard LaMar Center for the Study of Frontiers and Borders at Yale University.

**Stephanie A. Fryberg** (dissertation: “Representations of American Indians in the Media: Do they influence how American Indian students negotiate their identities in mainstream contexts?”) is Assistant Dean of Multicultural Graduate Student Services at Stanford University.

**Sara Johnson-La O** (dissertation: “Migrant Recitals: Pan-Caribbean Interchanges in the Aftermath of the Haitian Revolution”) is an Assistant Professor of Literature of the Americas at the University of California, San Diego.

**Gina Marie Pitti** (dissertation: “To Hear about God in Spanish: Gender, Church, and Community in Bay Area Mexican American Colonias, 1942–1970”) is an Assistant Professor of History at Arizona State University.

### 1999–2000 FELLOWS

**John H. Davis, Jr.** (dissertation: “Challenging the State, Embracing the Nation: The Cultural Politics of Human Rights in Japanese Society”) is an Assistant Professor of Anthropology at Michigan State University.

**Heejung Kim** (dissertation: “We Talk, Therefore We Think? A Cultural Analysis on the Effect of Talking on Thinking”) is an Assistant Professor of Psychology at the University of California, Santa Barbara.

**Martín Valadez** (dissertation: “Constructing a Modern Nation: Native and Foreign Railway Workers in Porfirian Mexico”) is an Assistant Professor of History at Montclair State University. ■

## CCSRE Staff

### African and African American Studies

Vera Grant, *Associate Director*

Jalila Sparks, *Administrative Associate*

### Center for Comparative Studies in Race and Ethnicity

Margarita Ibarra, *Student and Academic Services Coordinator*

Leanne Isaak, *Editor/Writer*

Gina Wein, *Administrative Manager*

### Research Institute of Comparative Studies in Race and Ethnicity

Thea Davis, *Fellows Coordinator*

Frances Green, *Research Coordinator, Stanford Integrated Schools Project*

Chris Queen, *Program Coordinator and Finance Assistant*

Dorothy M. Steele, *Associate Director*

### Taube Center for Jewish Studies

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Ruth Lowy, *Program Administrator*

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*From the Director continued from page 1*

arship and teaching focused on race and ethnicity is spread over many departments and schools.

CCSRE is the unit that brings this scholarship and teaching into a focused enterprise. It creates a “there” there—a scholarly collectivity that produces new knowledge, and that provides a wealth of cutting-edge learning opportunities for Stanford students. It has over 100 affiliated faculty whose distinctive approach to the study of race and ethnicity is comparative in focus, multi-disciplinary, and multi-racial.

Since its inception, a defining theme of CCSRE has been the comparative study of racial and ethnic groups. This cannot happen, however, in the absence of scholarship on the experience of particular groups. Accordingly, CCSRE is the home of our five ethnic studies programs: African and African-American, Asian, Chicano, Jewish Studies and Native American studies. The scholarship of these programs allows the experience of these groups—with their particular contributions to the larger society as well as their particular challenges—to have a critical presence in the world of scholarship.

Yet the Center’s comparative focus enables the experience of these groups to be compared, revealing commonalities and differences that shape the general experience of group life and identity in diverse societies. This focus is the organizing theme of our fifth undergraduate teaching program, the fast-growing Interdisciplinary Program (IDP) in the Comparative Study of Race and Ethnicity. In these ways, CCSRE has evolved a Cosmopolitan perspective, a perspective rooted in basic scholarship and science, that is becoming Stanford’s distinctive emphasis in the study of race and ethnicity.

CCSRE brings together many disciplines. This bringing together creates a whole that is greater than the sum of its parts in the production of new knowledge about race and ethnicity. What is perhaps less obvious, is that it also helps the parts, the constituent disciplines. The Center creates a cutting-edge pool of knowledge that enables faculty and students to take back to their disciplines a level of sophistication

that expands the disciplines they work in. It is a prime example of why interdisciplinary research is so important, and why Stanford has made it a university-wide priority.

CCSRE is also multi-racial. This is a natural outgrowth of its comparative and multi-disciplinary focus. Scholars and scientists from all backgrounds research and teach these topics. An important achievement of CCSRE, however, is a climate in which a broad set of people can communicate comfortably, in a spirit of inquiry, about topics that are often charged in the larger society. This atmosphere helps to explain the Center’s attractiveness to so many faculty and students.

CCSRE accomplishes these things through two organizational units: its undergraduate programs and its research institute, the Research Institute of Comparative Studies in Race and Ethnicity (RICSRE). These two units have an important synergy that makes the Center a model for other Interdisciplinary Programs. The undergraduate program energizes faculty by tying their work to the teaching mission. And the scholarly and scientific community created by the Research Institute, keeps the coursework and research opportunities available to students at the forefront of knowledge in these areas. The activities of RICSRE regularly generate new courses and teaching collaborations among faculty who would otherwise not be in contact.

In 1996 the longstanding African and African American Studies Program was joined by new programs in Asian, Chicano, and Native American studies and the Comparative Studies Program to form the Center’s undergraduate unit. They offer coursework at all levels—from introductory “gateway” courses to advanced seminars—in fields that span the humanities, social sciences and some natural sciences. Hundreds of students take these courses. And together, the programs now have over 80 majors (many of whom have other majors as well) and 40 minors, with the Comparative program being the largest. Our graduates have been highly successful at getting into graduate and professional schools. They bring a credentialed and real sophistication about race and ethnicity that these schools, and employers, increasingly value.

The Research Institute also began in 1996. It has developed a strong community of faculty and graduate students primarily through a system of faculty networks: 12 to 15 faculty who meet monthly to pursue a theme of interest such as the history of racism, the implications of new genetic research for the concept of race, the nature of social identities and approaches to diversity. It is a nimble system that allows networks to rise and fall with faculty interests and needs. It has considerable impact on intellectual life at Stanford, fostering national conferences, new courses, research opportunities for students, and collaborations at all levels. RICSRE also has a monthly, Center-wide faculty lecture series, a Visiting and Senior Fellows program, graduate student fellowships for teaching and research, and a program awarding “release-time” grants to junior faculty to facilitate their career development. And as a major achievement at this early point in its development, it has become one of the nation’s major conveners on the topic of race and ethnicity, hosting 7 national conferences in the last four years.

RICSRE is not, however, a public policy institute, or an institute focused on debating political ideologies. Its focus is on basic scholarship and science. Whether our students are majors, minors, graduate students, or students who take just a few of our courses, the aim of the Center is to ground their thinking about race and ethnicity in the standards of critical thinking, scholarship and science.

And as part of this, we would also like to impart a certain faith. The worst fears are often those that live in the dark that escape serious inquiry. The faith behind the scholarship and science of CCSRE is that a deepened understanding of race and ethnicity is the best way to transform a haunting legacy into a better future. Had I been more mindful that day when my German friend visited, I might have said that. I might have said that using the word “race” in the name of the Center was just the right thing to do. It signaled a faith in the power of scholarship and reason, a faith that it will be through their exercise, their open exercise in relation to our most difficult problems, that we will make a better society than the one we have. ■

## Affiliated CCSRE Faculty

The successful work of CCSRE is dependent on nearly one hundred affiliated faculty who provide leadership and support to its students and programs, participate in research initiatives, and offer courses approved for the interdepartmental undergraduate teaching program. The directors and staff thank them for their many contributions.

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