



STANFORD UNIVERSITY

CCSRE

CENTER FOR COMPARATIVE STUDIES IN RACE AND ETHNICITY
Newsletter Winter 2005

CONTENTS

- Director's Note.....1
- Advisory Board.....2
- Minority Alumni Conference.....3
- Who Tells the Tales?.....4
- Comparative Studies.....5
- Disciplinary Boundaries Course.....5
- AAStudies.....6
- Asian American Studies.....7
- Chicana/o Studies.....8
- Native American Studies.....9
- Jewish Studies.....10
- Public Policy Institute.....11
- Summer Internships.....12
- Galarza Lecture.....12
- Tristan Ivory Profile.....13
- CSRE Commencement 2004.....14
- Prizes and Awards.....15
- CSRE Alumni Updates.....16
- Research Networks.....17
- Visiting and Senior Fellows.....18
- James Campbell Profile.....19
- Faculty Seminar Series.....20
- Research Projects.....21
- Policing Racial Bias Conference.....22
- Colorblind Racism Conference.....23
- Teaching Fellows.....23
- Graduate Dissertation Fellows.....24
- Robert Smith Profile.....24
- Winter Film Series.....25
- Interdisciplinary Pedagogy.....26
- CCSRE Staff.....27
- CCSRE Affiliated Faculty.....28

A Note from the Director

It takes a village to recruit," said Professor Hazel Markus at our last summer's retreat. She was reflecting on CCSRE's recruitment efforts over the past year. But the same could be said of other CCSRE functions—our undergraduate programs with their strong advising components; our visiting faculty fellows program that has become an intellectual "hot spot" on campus; our faculty networks and seminar series that contribute so much to interdisciplinary life at Stanford. It takes a village of faculty and staff who—at various times over nearly a decade now of the Center's existence—have contributed mightily to the Center's development, making it one of the premiere Centers of its kind in the nation.

All along, the Center has shown the signs of an idea right for its time: fast-growing undergraduate enrollments; very broad and committed faculty involvement; prospering ethnic studies programs; the Research Institute's (RICSRE) success at raising funds from endowment commitments to research grants. It has been a thriving village. And now as it approaches the end of its first decade, the village shows signs of even greater maturity and distinction.

First, we had a major recruitment success this year. Along with the Communication and Sociology Departments, we were able to recruit Marcyliena Morgan and Larry Bobo to our faculty this year, both from Harvard. As many of you readers know, this recruitment is something our village has long wanted to happen. Marcy will be joining the Communication Department and CCSRE. She is the founding Director of the Hip Hop Archive, which she will be bringing with her to Stanford. This collection is an important resource within our Center and in the broader cultural studies community. Larry will be joining the Sociology Department, and next year, he will be taking over my



Paul G. Davies

Claude M. Steele, Director of the Center for Comparative Studies in Race and Ethnicity; Lucie Stern Professor in the Social Sciences, Psychology

position as Director of CCSRE. He will also be bringing something with him—the *Dubois Review*. He and Michael Dawson of Harvard launched this journal last spring, and it has met with instant success. In just a few issues, it has become one of the most important journals for the study of race relations in the nation. Management of the journal will now be split between Harvard and Stanford. Larry and Marcy arrived on Christmas day, and at this writing, we at CCSRE are looking forward to a welcoming reception.

Good leadership is important to any academic unit. But for a developing Center like ours, the availability of faculty interested in playing leadership roles is critical to its viability. In this respect, CCSRE has enjoyed great good fortune, having benefited from the leadership of so many faculty members over the years in our various programs. Adding Marcy and Larry to our village, underscores this strength. And it confirms, I believe, another level of our development: our ability to play a central role in the recruitment of strong faculty to Stanford. More and more our recruits—both faculty and graduate students—mention the centrality of CCSRE in their decision making. (This is not to mention the testimonials of our

Continued on page 26

CCSRE NATIONAL ADVISORY BOARD

Margaret L. Andersen (chair)

*Professor of Sociology and Women's Studies,
University of Delaware*

Victor Arias, Jr.

Consultant, Spencer Stuart

Raymond F. Bacchetti

*Scholar in Residence,
The Carnegie Foundation*

Lawrence D. Bobo

*Professor of Sociology,
Stanford University*

Andy M. Camacho

Chief Executive Officer, Camacho's, Inc.

Nancy E. Cantor

*Chancellor and President,
Syracuse University*

Roger A. Clay, Jr.

*President, National Economic
Development and Law Center*

Barbara D. Finberg

Vice-President, MEM Associates

George M. Fredrickson

*Professor of United States History Emeritus,
Stanford University*

Evelyn Nakano Glenn

*Professor of Women's Studies and of Ethnic
Studies, University of California, Berkeley*

Loren Kieve

*Partner, Quinn Emanuel Urquhart
Oliver & Hedges*

Eugene Y. Lowe, Jr.

*Assistant to the President,
Northwestern University*

Richard W. Lyman

*President Emeritus,
Stanford University*

Raymund A. Paredes

*Commissioner,
Texas Higher Education*

Eva Jefferson Paterson

Director, Equal Justice Society



Courtesy: Harvard University

Lawrence Bobo



Courtesy: Marcyliena Morgan

Marcyliena Morgan

CCSRE is pleased to announce that Advisory Board member Lawrence Bobo and his wife, Marcyliena Morgan joined the faculty at Stanford. The CCSRE community will greatly benefit from the appointment of the two renowned professors.

Bobo, Professor of Sociology and the next director of CCSRE, is the author of numerous books and articles and was recently elected to the National Academy of Sciences. While at Stanford he will continue his research on African Americans during the 2000 presidential election and on the intersection of race, crime, and public policy. He is also finishing a manuscript on the sociology of prejudice and editing a special issue of *Social Psychology Quarterly* on race. He and Michael Dawson, Professor of Political Science at Harvard, are the founding editors of the interdisciplinary journal *Du Bois Review: Social Science Research on Race*, which he will bring to Stanford from Harvard.

Morgan has joined the Communication Department at Stanford as an associate professor and will pursue scholarship in connection with CCSRE. She is the founding director of the Hip Hop Archive at Harvard and is the author of *Language, Discourse and Power in African American Culture*. Her research focuses on language, culture and identity and she is currently completing a book entitled *The Real Hip-hop-Battling for Knowledge, Power, and Respect in LA's Underground*.

COMMUNITY, DIVERSITY AND EXCELLENCE: CELEBRATING STANFORD'S MINORITY ALUMNI CONFERENCE (April 30 – May 2, 2004)

CCSRE played a central role in the *Community, Diversity and Excellence: Celebrating Stanford's Minority Alumni* conference organized by the Board of Trustees Task Force on Minority Alumni Relations. Many of the Center's chairs, directors and affiliated faculty were invited to participate in the panel sessions attended by the more than 700 alumni of color that gathered for the three-day-event:

The Difference Diversity Makes: New Questions, Better Answers

Claude Steele, Al Camarillo, Paula Moya, and David Palumbo-Liu joined Dean Robin Mamlet in examining demographic trends at Stanford.

Mixed Race Identity

Paula Moya moderated a discussion with Michele Elam, Cherrie Moraga, and Hazel Markus on social and group interaction and the role perceptions play in mixed race identity.

Japanese American Wartime Internment: Lessons for a Post-9/11 America

Gordon Chang moderated a session that drew parallels between the treatment of Japanese Americans during World War II and the current challenges faced by Arab Americans in a post 9/11 America.

Three faculty from the CCSRE community were also asked to give lectures: Claude Steele shared his theoretical analyses and experimental work on how group stereotypes can impair performance; Al Camarillo used South Central Los Angeles as a case study for examining ethnic and race relations in the "new racial frontier"; and John Baugh discussed linguistic profiling as it relates to housing discrimination. CCSRE opened its doors for a reception with a special exhibit on "Learning Expeditions" hosted by John Rickford, Director of African and African American Studies.



David Gonzales

Mariachi Sol de México

Several CCSRE Advisory Board members participated in the minority alumni weekend activities. Former Stanford president Richard Lyman joined the current president, John Hennessy, in a discussion of their commitment to diversity. The weekend came to a close with a Mariachi celebration hosted by Victor Arias, sponsored by the Camacho family, and featuring Grammy-nominated Mariachi Sol de México and America's first all-female Mariachi, Reyna de Los Angeles.

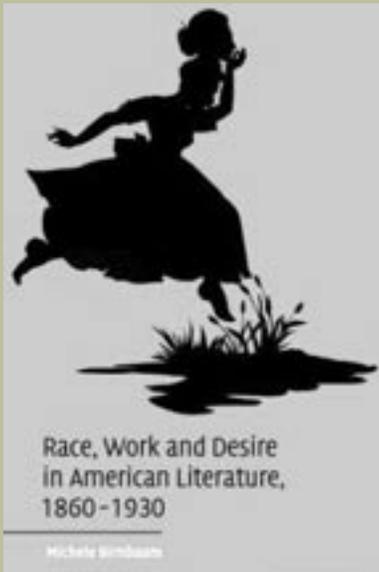
Board of Trustees Task Force on Minority Alumni Relations

The Stanford University Board of Trustees Task Force on Minority Alumni Relations was convened with a mission of both reaching out to minority alumni and providing a mechanism for the opinions and ideas of faculty of color to be noted and acted upon. CCSRE Advisory Board members Victor Arias, Jr. and Roger A. Clay, Jr. serve as Vice Chairs on the fifteen-member task force, where CCSRE Affiliated Faculty Ramón Saldívar is also a member. One of the key proposals by the original task force led to the creation of an Alumni Volunteer Clearinghouse, which was responsible for connecting CCSRE and Stanford alumna Olga Kramar ('81) when the Center needed a new web site.

The task force organized the *Community, Diversity and Excellence: Celebrating Stanford's Minority Alumni* conference to provide minority alumni a forum to discuss diversity issues, and to celebrate what is currently happening at Stanford. One of the key presentations during the conference was based on the task-force-findings that although minority students make up almost half of the University's undergraduate population, less than fifteen percent of the tenure-track faculty are members of minority groups. CCSRE has joined efforts with the University to help cultivate an intellectual community with a greater diversity of perspectives.

For conference information:

<http://minoritytaskforce.stanford.edu/conference/index.shtml>



A new book by RICSRE Visiting Fellow (02-03) Michele (Birnbaum) Elam analyzing representations of work relationships across the color line.



Co-edited by Ashley Doane and Eduardo Bonilla-Silva (Visiting Fellow 02-03) this collection of original essays on whiteness features articles by Tyrone Forman and Amanda Lewis (Visiting Fellows 03-04) as well as Margaret Andersen, CCSRE Advisory Board member.



Carl and Irvin Kahle photographed by Torsten Kjellstrand

Who Tells the Tales?

Torsten Kjellstrand's photography exhibit in the CCSRE Reading Room told two stories set in different cultures – each centered on an old man at the end of his life. The photos of Abraham “Hy” Nick document the Kalispel elder's walk on a traditional trail where, as a young boy, he had been sent by his grandfathers as a rite of passage. To keep the trail alive in Kalispel culture, the elder takes along the next generation of Kalispel men as a final gift to his people.

The second story is about the elderly Carl (87) and Irvin (78) Kahle. The two brothers never married or strayed far from the farm in southern Indiana where they were born; they didn't like the big city of Jasper some 20 miles away with a population of 10,000. The men lived ordinary lives of a previous age - milking cows by hand and gathering eggs from the chickens on their farmland. The images document Irvin's struggle to retain the property so Carl could finish his life where it began.

Torsten was a 2003-04 John S. Knight Fellow at Stanford University and works as a photojournalist for *The Spokesman-Review* in Spokane, Washington. The images

in the CCSRE Reading Room exhibit were accompanied by Torsten's stories and thoughts on storytelling:

Each person's life creates stories, all intertwined. Most stories, like their main characters, eventually die and melt into the cultural landscape.

But some stories live beyond their main character because a storyteller grabs the story and tells it. The story becomes the storyteller's. Or does it? Maybe the story belongs to those who hear or read or see it.

Rural people are learning what ethnic and racial minorities have known for quite some time: the people who tell the stories get to define the characters in the stories. So, when rural people are portrayed as simple, strong and silent, backward, funny, straight talking or uneducated, the listener learns more about the teller of the stories than about rural people.

The CCSRE Reading Room houses an interdisciplinary collection of books and rotating exhibits on race, ethnicity and culture.



UNDERGRADUATE PROGRAM IN COMPARATIVE STUDIES IN RACE AND ETHNICITY (CSRE)

COMPARATIVE STUDIES IN RACE AND ETHNICITY (CSRE)



Chris Queen

Paula M.L. Moya, Undergraduate Program Director and Chair of Comparative Studies in Race and Ethnicity; Associate Professor of English and, by courtesy, of Spanish and Portuguese

The Undergraduate Program in Comparative Studies in Race and Ethnicity is an interdepartmental teaching program that offers six majors and minors: African and African American Studies, Asian American Studies, Chicana/o Studies, Comparative Studies in Race and Ethnicity, Jewish Studies and Native American Studies. CSRE students have the chance to experience innovative curriculum in the field of comparative, interdisciplinary studies of race and ethnicity.

The Comparative Studies major, the largest of the six programs, does not focus on one particular ethnic group. Students in this major must design their curriculum in relation to a thematic concentration, which focuses their studies as they compare various ethnic groups or explore topics that cross different experiences in the U.S. and elsewhere in the world. The aim of the Comparative Studies major/minor is to develop the capability of undergraduates to understand the complexity and diversity of ethnic group experiences in various societies. The students themselves reflect

this diversity, as a large percentage claim biracial and multiracial backgrounds. Sara Hackenberg, the program's first Graduate Advising Associate, helped manage the growing number of students attracted to this popular major.

CSRE students can take advantage of a wide-range of courses, from introductory "gateway" classes to advanced seminars, in over twenty-two different fields offered by the nearly one hundred faculty affiliated with CCSRE. Quarterly lunches and dinners provide undergraduate students an occasion to connect with some of the faculty in a more informal setting.

The CSRE Undergraduate Program seeks to provide its students with learning opportunities outside of the classroom that expand on their theoretical studies.

Students attended a career workshop and listened to the experiences of three CSRE alumni working in non-profit organizations. In the summer they participated in the Public Policy Leadership Institute to consider "the challenges of leadership and consensus-building in governing" the increasingly diverse population of California. Civil rights lawyers, community activists and educators spoke at the seminars taught by Professor Luis Fraga.

Last summer internship grants were awarded to nine CSRE majors. These awards made it possible for the students to devote their summers to working in non-profit organizations and government agencies, focusing on issues including education, homelessness, civil liberties, and child advocacy. Our internship coordinator, Teresa Pellinen-Chávez, oversaw internships

DISCIPLINARY BOUNDARIES COURSE

A new CSRE course entitled "Disciplinary Boundaries: Research Methods in the Academy" was offered for the first time during winter quarter. Developed by Paula Moya and Sara Hackenberg, the course is designed to strengthen CSRE students' familiarity with disciplinary research and specific academic disciplines. Students are provided an opportunity to meet some of CCSRE's dynamic Affiliated Faculty and to think about their own research as they consider an honors thesis or graduate school.

Students were first introduced to a general history of academic discipline formation and then each weekly class focused on one discipline. Guest speakers were asked to discuss the main concerns of their discipline, one or more methods of research within the discipline and then the relationship these research methods have to the study of race and ethnicity. Each of the main disciplines of interest to CSRE students were covered. Participants included Rob Reich (Political Science), Tyrone Forman (Sociology and Education), Paula Moya (English), Hazel Markus (Psychology), Al Camarillo (History), Sylvia Yanagisako (Cultural and Social Anthropology), Harry Elam (Drama), Monica McDermott (Sociology) and Andrea Lunsford (English).

in diverse geographical locations including Hawaii, Kansas, and Washington, D.C.

Twenty-five students graduated from CSRE's undergraduate programs in June 2004. Tristan Dior Ivory was presented the Robert M. Golden Medal for Excellence in Humanities and Creative Arts, a prestigious university-wide award. Eleven other students completed Senior Research Papers on topics related to the study of race and ethnicity; the CSRE Senior Thesis Prize went to David Wakukawa for "Cultural Determinism and Social Constructionism in the (re)writing of Japanese History" and Adriane Gamble for "Hapas: Emerging Community, Emerging Identity, and the Social Construction of Race." The new CCSRE Faculty Recognition Award was presented to Professor Amado Padilla of the School of Education, for his thoughtful advising of many CSRE students.

AFRICAN AND AFRICAN AMERICAN STUDIES [AAAS]



L.A. Cicero / Stanford News Service

John R. Rickford, *Director of African and African American Studies; Martin Luther King, Jr., Centennial Professor, Linguistics*

Vera Grant, *Associate Director of African and African American Studies*

ORAL HISTORY PROJECT IN EAST PALO ALTO

Drawing on research funds from the office of the Vice Provost for Undergraduate Studies, AAAS began an Oral History Project in East Palo Alto [EPA] last spring to involve Stanford undergraduates (especially majors and minors in AAAS) in recording and transcribing oral histories of African Americans. Their initial focus is on people who are older, and/or who have played important leadership roles in the community, like Gertrude Wilkes, founder and director of the Gertrude Wilkes Academy, and Bob Hoover, a key figure in Nairobi College in the 1960s and 1970s, who is actively involved in the after-school education of EPA youth. Two students, Danielle Moore and Leigh Torrance, working under the direction of John Rickford, conducted approximately two dozen interviews and recordings with African Americans in EPA over the summer, and the project is continuing this year.



Gertrude Wilkes



Barbara Mouton

The AAAS Friday Lecture Series initiated in 1998 enjoyed one of its most intellectually stimulating years, with high attendance rates and vigorous discussions. Undergraduates can take the series each quarter for 1-3 units of credit.

The fall quarter lectures revolved around the theme of Black Feminisms. Topics ranged from the invisibility and/or fetishization of Black women in the gallery and museum by Michele Faith Wallace, *CUNY*; to the logics of racism, sexism, homophobia, and capitalist exploitation currently perceptible in media images by Kara Keeling, *University of North Carolina at Chapel Hill*; to Hazel Carby's, *Yale University*, Presidential Lecture "Child of Empire: Racializing Subjects in Post World War II Britain."

The Black Writers theme during winter quarter drew an interesting group of lecturers: Cherene M. Sherrard, *University of Wisconsin*, discussed "The Mulatta Mystique: The Iconography of the New Negro"; Russell J. Rickford, *Columbia University*, spoke about his book *Betty Shabazz: Her Life with Malcolm X and Fight to Preserve his Legacy*; and RICSRE Visiting Fellows James T. Campbell, *Brown University*, gave his lecture "Black Like Me? Langston Hughes in Africa" and Amanda Lewis, *University of Illinois at Chicago*, spoke on "Race as a form of Symbolic Capital."

In the spring, the theme was Afro Futurism: Sci-Fi, Fantasy, and Speculations. Derrick Bell, *New York University School of Law*, discussed his series of books that interweave fables and philosophical dialogues with an analysis of legal history; David Sutcliffe, *University of Pompeu Fabra, Barcelona, Spain*, did a linguistic analysis of a recording that recounts the slaying of a mythical serpent by a cultural hero; and author Tananarive Due gave her lecture "Rendering the Dream: The Supernatural as Metaphor in the Works of Tananarive Due."

The annual St. Clair Drake Lectures are dedicated to the memory of Professor St. Clair Drake, renowned African American anthropologist and educator, and the founding Director (in 1973) of AAAS at Stanford. In May 2004, the St. Clair Drake

lecturer was Professor Hortense Spillers of Cornell University, whose topic was "The Idea of Black Culture" - the focus of her current research and a future book.

The highlight of the 2004 commencement was the tribute paid to Professor Kennell Jackson in recognition of his 35 years as an African American faculty member at Stanford (longest of any current black faculty), and his 24 years of service to and involvement with AAAS (nine as Director of AAAS, 1980-89). He was presented with a photo montage of his activities at Stanford, accompanied by a framed card, signed by African American faculty, staff and students of AAAS.

The commencement speaker was Sandra Drake, Associate Professor of English, Stanford alumna, author of *Wilson Harris and the Modern Tradition: A New Architecture of the World* and daughter of St. Clair Drake. Sandra had been a member of the AAAS Steering Committee for several years, and took early retirement at the end of

the 2003-04 academic year. A powerful Spoken Word performance by AAAS Junior Mark Otuteye was also featured during the commencement celebrations.

ASIAN AMERICAN STUDIES (AAS)



David Palumbo-Liu, Chair of Asian American Studies; Professor of Comparative Literature; Director of Modern Thought and Literature.

In 2003-04 the Asian American Studies program hosted a series of engaging guests. Filmmaker Angel Velascio Shaw and author Luis Francia discussed their comprehensive, multidisciplinary history of the little-known Philippine-American War. Their edited book, *Vestiges of War*, integrates critical and visual art essays, archival and contemporary photographs, dramatic plays, and poetry to explore the consequences of American colonialism in the Philippines. AAS and Okada House hosted historian and best-selling author Iris Chang, who discussed her book *The Chinese in America* and her recent work on human rights and genocide. The Vietnamese author and poet Le Pham Le also gave a reading to the Stanford community from her bilingual collection of Vietnamese poems entitled *Gio Thoi Phuong Nao! From Where the Wind Blows*.

AAS offered students many interesting courses. "Vietnamese American Literature, Media, and Creativity," taught by Duc Nguyen, charted the development of

ALUMNI UPDATE



The John D. and Catherine T. MacArthur Foundation has named Aly Kassam-Remtulla Program Officer in the General Program, which provides support for the media, arts and culture in Chicago, and special initiatives. The Foundation is a private, independent grant-making institution dedicated to helping groups and individuals foster lasting improvement in the human condition.

Born in Kenya and raised in Calgary, Canada, Kassam-Remtulla earned his undergraduate degree in Anthropology with a minor in Asian American Studies from Stanford University in 1998, where he taught a course in Asian American Studies. He went on to be a Rhodes Scholar at Balliol College, Oxford University, where he obtained a Masters degree in Forced Migration at Queen Elizabeth House and an MBA at the Saïd Business School.

Before joining the Foundation, Kassam-Remtulla was a Senior Associate at Boston-based Isaacson, Miller, a national executive search firm that serves mission-driven organizations. During his three years there, he worked primarily with universities, advocacy organizations and foundations, including Cornell University, Rockefeller Foundation, American Civil Liberties Union, Common Cause, Stanford University and Oxfam America. He also worked as an intern with the National Network for Immigrant and Refugee Rights in Oakland.

Kassam-Remtulla is the recipient of the Duke of Edinburgh's Gold Award for young Canadian leaders presented by HRH Prince Phillip. He is a published poet and is currently editing an anthology titled *A Call to Hope*. He is active in Chicago as a Board Member of the ACLU of Illinois, member of the Chicago Steering Committee of the Human Rights Campaign, and a member of Asian Americans/Pacific Islanders in Philanthropy. He is also on the Board of Directors of the Philadelphia-based Rainbow Endowment founded by Martina Navratilova.

Vietnamese literature in America in the context of immigration and American modern history, with an additional focus on the development of Vietnamese American media. RICSRE Visiting Fellow Stephen Murphy-Shigematsu's course, "Experiences and Identities: Multicultural and Transnational Forms of Asian American Experience," focused on Asian Pacific Americans of mixed heritage. Viewing multiracialism in a transnational context, the course looked at the social, psychological, and political aspects of lives and the complex implications for how we discuss and enact race and ethnicity.

AAS students and faculty had a lively and informative dinner with alumni of the program, who advised students of the multiple career paths open to graduates of Asian American Studies such as law, education, the private sector, or non-profit work. One of the AAS program graduates, Aly Kassam Remtulla, has been appointed one of four Program Directors at the John and Catherine MacArthur Foundation – he becomes the youngest person ever to be so appointed to this most prestigious foundation.

CHICANA/O STUDIES



Chris Queen

Yvonne Yarbo-Bejarano, *Chair of Chicana/o Studies; Professor of Spanish and Portuguese*

Chicana/o Studies offers students the opportunity for in-depth study of the history and experience of people of Mexican descent living in the United States. As do all the focused majors within CCSRE's undergraduate academic program, Chicana/o Studies works within a comparative framework: two comparative courses in race and ethnicity are required for the major, one for the minor, and both major and minor in Chicana/o studies require "Introduction to Chicana/o Life and Culture," an interdisciplinary team-

taught course. After these gateway classes, students put together a cluster of courses developing a theme that focuses on some aspect of the social and cultural experience of Chicanas and Chicanos as a social group. To develop this thematic focus, students choose from an array of courses from a variety of disciplines.

Our students take full advantage of the many opportunities and activities in CSRE. In addition to the CSRE quarterly luncheon, the program sponsors its own quarterly lunches during which our Chicana/o Studies majors and minors can socialize and share their course and research experiences. In summer 2004, two of our majors benefited from a Chicana/o Studies sponsored internship. Esteban Galvan worked with the Mexican American Legal Defense and Educational Fund. His internship assignment included the Van Nuys Office of State Senator Richard Alarcon as well as the Los Angeles headquarters of MALDEF. Diana Medina interned at East Palo Alto Charter School (EPACS). In her own words, "through my experience as an instructional assistant at EPACS I have gained in serving an underserved group of minority students. It has been a privilege and I hope that other students can have the same opportunity to be a part of this amazing environment."

In response to the importance of issues relating to immigration and the border and student interest in these matters, the Program invited José Palafox back to offer his popular course "U.S.-Mexico Borderlands in Comparative Perspectives" again in spring 2004. This course explored the U.S.-Mexico border as a zone of transitional political, social, economic, and cultural interaction, and traced the history of this region from the period prior to the U.S.-Mexico War (1846-1848) to the creation of the present boundary.

In the area of arts curriculum, Chicana/o Studies embarked on a joint endeavor with Native American Studies, co-sponsoring the course "Issues of Hybridity in Chicana/o and Aboriginal Art" taught by artists Celia Rodríguez and Hulleah Tsinhnahjinnie. Celia Rodríguez was also a resident artist in winter 2004 at the Institute for Diversity

NEW CHAIR OF ASIAN AMERICAN STUDIES



L.A. Cicero / Stanford News Service

CCSRE is pleased to welcome Purnima Mankekar as the new Chair of Asian American Studies commencing September 2004. After earning her Ph.D from the University of Washington in Seattle, she joined the Anthropology Department's program in Comparative Cultural Studies at Stanford University in spring 1994, where she is currently an associate professor. Her research explores the way in which the

politics of gender, sexuality, family, and ethnicity shape people's ideas about the nation and themselves as citizens and she is the author of *Screening Culture, Viewing Politics: An Ethnography of Television, Womanhood and Nation in Postcolonial India*. Her current research also focuses on transnational flows within the Third World and the production of South Asian American public cultures.

in the Arts, during which time she offered an Installation/Performance Art Workshop.

Given her research and teaching interests in the arts and humanities, Yvonne Yarbrow-Bejarano is committed to bringing Chicana and Chicano artists and writers to campus to establish interaction and dialogue with students in and beyond our courses. The year began with a tour of San Francisco Mission District murals led by painter and muralist Juana Alicia, and later in fall quarter Alma López and Yolanda López presented and discussed their art. This was followed up in winter and spring quarters with presentations by artists Harry Gamboa, Jr. and Barbara Carrasco, and writers Cherríe Moraga and Helena María Viramontes. For the first time last year, the Chicana/o Studies Program published a poster publicizing the academic year's course offerings, set off by a stunning visual image by Delilah Montoya (see cropped version on book cover below).

The year's activities culminated in spring

quarter with the crowning event sponsored by Chicana/o Studies: The Ernesto Galarza Lecture and Community Awards Program and Reception on May 21. Last year's speaker, Juliet V. García, President of The University of Texas at Brownsville and Texas Southmost College, galvanized all present with her inspiring commitment to higher education in South Texas.



Dean Eyre

Stanford Powwow participants

NATIVE AMERICAN STUDIES (NAS)

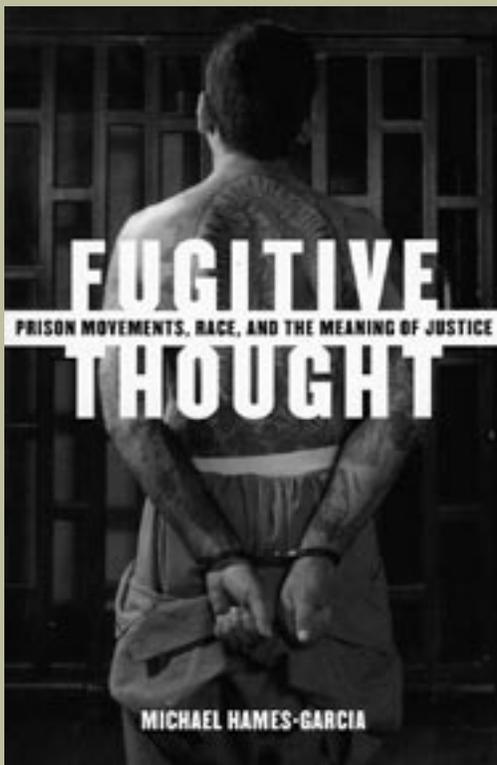


Leanne Isaak

Teresa LaFromboise, Chair of Native American Studies; Associate Professor of Education

Many undergraduates outside of the NAS program take advantage of the courses offered by the affiliated Native American faculty and lecturers. JoEllen Shively's (Chippewa) course during autumn quarter explored the social, political and economic position of American Indians in contemporary American society. "Diversity in Contemporary American Indian Cultures and Communities" examined the demographic resurgences of American Indians and their changes in social and economic status, issues of ethnic identification and political mobilization, and institutions such as tribal governments and the Bureau of Indian Affairs. Another popular NAS course, "American Indian Religious Freedom," examined the persistence of Native American spiritual traditions despite historical, legal, political and mainstream religious opposition. In her class Karen Biestman discussed the theoretical constructs of syncretism, acculturation, spiritual resistance, and the debate between science and sanctity. She also gave specific attention to contemporary religious freedom challenges such as the treatment of Native dead, sacred geography, the use of peyote as sacrament in the Native American church and the New Age commodification of tribal traditions.

NAS students have the opportunity to take their learning experiences outside of the classroom. They can earn Directed Study credits for tutoring Native American



In *Fugitive Thought* Michael Hames-García (Visiting Fellow 02-03) focuses on writings by black and Latina/o lawyers and prisoners to examine the philosophical underpinnings of ethical claims within legal theory and prison activism.

Cover photograph:
El Guadalupano
by Delilah Montoya

children, from kindergarten through grade twelve, in English and Mathematics at the Title IX Education Center in San Jose. NAS students can also participate in the annual Alternate Spring Break Trip sponsored by the Haas Center for Public Service. The expeditions examine the social, political, and cultural issues of Native American people: Mescalero, Apache, Diné (Navajo) and Native Hawai'i.

Three CSRE students served on the 2004 Stanford Powwow committee; Jerold Blain (Benton Paiute), Umiokalani Jensen (Native Hawaiian) and Eric Manolito (Diné) joined with others from the Stanford Native community to organize this celebration of Native culture and the rich thirty-three-year history of the event at Stanford. CCSRE is one of the many sponsors of the gathering along with other university organizations and the larger Native community.

TAUBE CENTER FOR JEWISH STUDIES



Aron Rodrigue, Co-director of Taube Center for Jewish Studies; Eva Chernov Lokey Professor in Jewish Studies, History



Steven Zipperstein, Co-director of Taube Center for Jewish Studies; Daniel E. Koshland Professor in Jewish Culture and History

NEW CSRE STUDENT PEER ADVISOR POSITION



Chris Queen

With funds from the Office of the Vice Provost for Undergraduate Education, a new CSRE Student Peer Advisor position was established in the fall of 2003. Caroline Kuntz helped the CSRE program with event planning, publicity and the recruitment of new students. She also met with students who were interested in majoring in CSRE and discussed areas of interest, classes to take, possible thematic concentrations, research ideas, and how to find an advisor. She

encouraged the students to take advantage of the CSRE community and the opportunities the program offers such as the Public Policy Institute, Summer Internships, Learning Expeditions with AAAS, and the great support provided for seniors writing honors theses. Caroline graduated in 2004 and is currently working on her Masters in Education in the Stanford Teacher Education Program. She is hoping to combine theory with practice during her student teaching placement at Eastside College Preparatory School in East Palo Alto.

The Taube Center hosted many scholarly activities in 2003-2004. There were four endowed lecture programs: The Shoshana and Martin Gerstel Lecture in Jewish Studies featured Professor Elisheva Carlebach, CUNY at Queens College, who presented *The Anti-Christian Strain in Early-Modern Yiddish Culture* and made a colloquium presentation on *Jewish Time/ Christian Time: Calendar and Culture in Early Modern Ashkenaz*; The Jewish Community Endowment Lecture was given by novelist A.B. Yehoshua, of Haifa, Israel on *An Attempt to Explore the Root of Anti-Semitism*; and The Clara Sumpf Lectures on Yiddish culture were delivered by Professor Abraham Novershtern, Professor of Yiddish Literature, Hebrew University, Jerusalem, who spoke in English on *Land of Life, Land of Death: The Big City Yiddish Literature* and in Yiddish on *Yiddish Literature in Eretz Yisrael (Yidische literature in Erets Yisroel)*.

A major conference in honor of Mordecai Kaplan entitled: *Mordecai Kaplan's Judaism as a Civilization: The Legacy of an American Idea* was held in February 2004 as part of The Aaron-Roland Lecture in Jewish Studies. Nineteen distinguished scholars presented their papers over the course of two days.

UNDERGRADUATE PROGRAM OPPORTUNITIES

PUBLIC POLICY/ LEADERSHIP INSTITUTE (PPI)

With the generous support of the James Irvine Foundation, the Office of the Vice Provost for Undergraduate Education and the Research Institute of Comparative Studies in Race and Ethnicity, CSRE sponsors its Public Policy Leadership Institute. The two-week long residence-based seminar, taught by Luis Fraga, provides 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 what it takes to be a leader in a diverse society.

Discussing different issues is one thing, reading things in books is another, but having speakers who REALLY know what they are talking about come to class and tell me about their experiences—especially experiences that I may seek to replicate in the future—was absolutely out of this world. (Sara Inés Calderón)

Participants in 2003:

Michael Brown II, *African and African American Studies and Political Science*
Agustin Cervantes, *Urban Studies*
Ashleigh Collins, *Comparative Studies*
Porsha Cropper, *Comparative Studies and Sociology*
Lauren Dietrich, *Urban Studies*
Esteban Galvan, *Chicana/o Studies*
Veronica Juarez, *Comparative Studies*
Bryan Kim, *Asian American Studies*
Corynne McCleary, *Comparative Studies and Political Science*
Abigail Rosas, *Comparative Studies and Sociology*
Jason Sinocruz, *Comparative Studies*
Kim Vinh, *Urban Studies*
Milan Wiley, *African and African American Studies and Political Science*

CAREER WORKSHOPS

Each year CSRE hosts career workshops to provide students with an opportunity to explore the realities of various professions. During winter quarter three CSRE alumni spoke with students about their experiences working in non-profit organizations. Nolan Cabrera (CSRE major, 2002), Director of the Center for a New Generation, discussed the program's after-school academic and arts programming for 140 underprivileged minority youth from the Ravenswood School District. Katrina Logan (AAAS and English major, 2003) talked about her work with youth at the East Palo Alto High School as a member of Americorp. And Jane Kim (AAS and Political Science major, 1999), community organizer at the Chinatown Community Development Center, explained the Center's youth empowerment and leadership program serving Asian American high school students in San Francisco.

Participants in 2004:

Kiyomi Burchill, *Comparative Studies*
Sara Inés Calderón, *Comparative Studies and Communication*
Peachie L. Jones, *Comparative Studies*
Ronak Kapadia, *Comparative Studies*
Helen Kim, *Comparative Studies*

Dung Le, *Comparative Studies*
Diana Medina, *Chicana/o Studies*
Dayna Muniz, *Chicana/o Studies*
Robert Newman, *Comparative Studies*
Francisco J. Preciado, *Chicana/o Studies*
Chris Vaughn, *Comparative Studies*
Marisol Wauters, *Comparative Studies and Urban Studies*



2004 PPI participants in Sacramento

CSRE SUMMER INTERNSHIP PROGRAM 2003

The summer internship program links the 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, in consultation with their chairs, arrange their own placement for the eight-week program and receive a stipend to help offset the loss of summer earnings. A compelling case must be made that the proposed summer internship is a logical extension of the curricular program for CSRE-related majors. The Office of the Vice Provost for Undergraduate Education and the James Irvine Foundation provided funding for this program. For more information about previous internships: http://ccsre.stanford.edu/UE_opp_sum_intern_particip.htm

Porsha Cropper (*Comparative Studies*) was responsible for carrying out the duties as a camp counselor for the College Bound program, the SAT prep class, and the summer day camp for children. Social Concerns of Southern California (SCSC) is a non-profit organization, located in the city of Compton, which implements various after-school educational programs to ameliorate the reading and math skills of youth in all primary and secondary grades.

Crystal Garland (*Comparative Studies*) worked with educational consultants, mental health psychiatrists, and family service workers on all issues essential to the development of the children they are involved with. The Charles R. Drew Head Start (Long Beach) and Early Head Start are comprehensive child development programs with the overall goal of increasing the school readiness of young children in low-income families and providing opportunities for the parents to complete their education.

Ronak Kapadia (*Comparative Studies*) worked in various capacities related to event booking, production, promotion, management and coordination at the Black Box Theater and Gallery in Oakland. The Theater is a unique, grassroots performance and exhibit space that has hosted numerous acclaimed theatrical

NINETEENTH ANNUAL ERNESTO GALARZA COMMEMORATIVE LECTURE AND FOURTH ANNUAL STANFORD CHICANO AND LATINO COMMUNITY AWARDS BANQUET



Dr. Juliet V. García has been recognized by Hispanic Business and Texas Hispanic magazines as one of the nation's most influential Hispanics. She is the President of The University of Texas at Brownsville and has been honored by NBC with the VIDA Award for her contributions in education. Her Galarza commemorative lecture, entitled, "Access and Opportunity: Nurturing the Human Capital on the Border," was sponsored by the Chicana/o Studies Program, the Center for Comparative Studies in Race and Ethnicity, El Centro Chicano, and the Stanford Alumni Association.

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 web site at http://ccsre.stanford.edu/PUBL_galarza.htm

Chicano and Latino Community 2004 Awards recipients:

Senior Awards for Academic Excellence

Saskias Casanova, *Comparative Studies*

Linda Yvette Chavez, *Comparative Studies*

Renato I. Rosaldo, Jr. Award

Caroline Marie Kuntz, *Comparative Studies*

Arturo Islas, Jr. Prize

Linda Yvette Chavez, *Comparative Studies*

Ernesto Galarza Awards for Research

Shirin Zarafshar, *Undergraduate Award*

Raul Coronado, *Graduate Award*

productions such as *Straight Black Folks*, *Guide to Gay Black Folks* and the hip hop theater production *Beatbox: A Raperetta*.

Caitlin Kline (*Comparative Studies*) worked with the Boulder Valley School District (Boulder, CO) employees, students, parents, and community members to improve multicultural services and curriculum and to research the effects of current multicultural programs on minority students' academic achievement. The Equity Department's mission is to develop and implement programs, practices and policies that align to the District's Strategic Initiative of Valuing Diversity and Promoting Understanding.

Kahdeidra Martin (*African & African American Studies*) worked as Academic Enhancement Specialist for the Youth Opportunities Unlimited (YOU) program, providing specialized tutoring and general homework help to a group of thirty youth between the ages of twelve and twenty-one. Church Avenue Merchant's Block Association (CAMBA) is a non-profit community-based organization located in the Flatbush section of Brooklyn, NY.

Corynne McCleary (*Comparative Studies*) worked directly under Representative Ron Miller of the Pennsylvania House of Representatives. Corynne traveled throughout Miller's district conducting research specifically pertaining to the educational needs within the region.

Fred Ngo (*Comparative Studies*) worked for the Golden West Christian Church teaching English, educational planning, curriculum instruction, and preparation to youths in Cambodia. The second half of the internship Fred was in an inner city community in Los Angeles running summer youth programs primarily focused on education and youth development.

Rachel Romberg (*Comparative Studies*) functioned as a research assistant aiding the planning, running, and documenting of a Summer Institute for West Ed/University of Alaska Fairbanks (San Francisco), a nonprofit research, development and service agency. The Summer Institute was designed to prepare teachers to use a

supplemental math curriculum based on elders' knowledge and to examine the effects of this curriculum on Yup'ik and other Alaskan elementary school students.

Eric Shih (*Comparative Studies*) worked with the Chinese Progressive Association's (CPA) Worker Center and their organizing campaigns around affordable housing, fair labor practices, and other pressing community needs which are part of the Chinese immigrant experience. The CPA

assists local Chinese American residents and workers in San Francisco's Chinatown.

Veronica Juarez (*Comparative Studies*) conducted research for the Stanford School of Education with Professor Linda Darling-Hammond on the State of Massachusetts Education Equity case. Veronica participated in policy discussions with Professor Darling-Hammond and a graduate student mentor, built a database and collected data crucial to the case.

UNDERGRADUATE STUDENT PROFILE



Tristan Dior Ivory's interdisciplinary thesis, "Behind the Seams: West African Hip Hop Fashion Boutique Workers in Japan," earned him the prestigious Robert M. Golden Medal for Excellence in Humanities and Creative Arts. While studying at the Kyoto Center for Japanese Studies during fall semester 2002, Tristan began talking with Nigerians and Ghanaians in the various urban centers in Japan. He became interested in how ideas of race, gender and nation are shifting with Japan's increasing globalization. For the project he interviewed both Japanese youth and West African male guest workers in Osaka and Tokyo.

In the thesis he considers how the Japanese youth, who fetishize and consume Hip Hop fashion, perceive Blackness, African-ness, and Japanese-ness and he shows how African guest workers negotiate their place in what is commonly perceived to be a racially homogenous society.

In 2004, Tristan received honors when graduating with an A.B. in Comparative Studies in Race and Ethnicity and a minor in Japanese. When talking about his chosen major Tristan says "it's a shame that the current political orthodoxy devalues substantive discussions of difference in American society because there always have been differences between groups of people and there always will be. That's not to say that there are not important similarities, but we should learn to embrace, validate, and respect difference as much as we do sameness. A focus on CSRE helps to spur on that needed dialogue." Not only did he graduate with the university-wide recognition of his outstanding thesis, he also received the Black Community Services Center Academic Community Award. During his graduation speech he paid tribute to the sacrifice and love of his mother, Melva, who passed away the previous year.

Tristan is currently working on his teaching credentials and a Masters of Education at the University of California, Los Angeles. After graduation he plans to teach and become more involved in the communities of Los Angeles and Oxnard where he grew up. Tristan is committed to helping support the same people who paved his way in society.

CSRE COMMENCEMENT 2003- 2004

DEGREE CANDIDATES

A. B., Asian American Studies

Bryan Kim *(with honors)*
David Seiyei Wakukawa *(with honors)*

A. B., Comparative Studies in Race and Ethnicity

Saskias Casanova *(with honors; and Psychology)*
Linda Yvette Chavez *(with honors)*
Adriane Evelyn Gamble *(with honors)*
Chilim Sarah Ihn *(History minor)*
Tristan Dior Ivory *(with honors; Japanese minor)*
Katy Rose Jackman *(History minor)*
Prisilla Marie Juarez *(and Spanish and Portuguese)*
Veronica Juarez *(with honors)*
Caroline Marie Kuntz *(with honors)*
Gustavo Ramon Miguel *(with honors)*
Corynne Nicole McCleary *(and Political Science)*
Federick Joseph Ngo *(Mathematics minor)*
Sarita Pando Ocón
Paloma Susannah Rosenbaum *(with honors)*
Brandi- Lyn Midori Yasuoka



Chris Queen

CSRE Faculty and Degree Candidates 2003-04

Minor in Comparative Studies in Race and Ethnicity

Francisco Barron, Jr. *(Philosophy major)*
Alexander Steven Rosas *(International Relations major)*

Secondary Major in Comparative Studies in Race and Ethnicity

Jeannie Rose Field *(and Political Science)*

A. B., Native American Studies

Eric Steven Manolito *(Cultural and Social Anthropology minor)*
Laura Lynn Rice

Minor in Native American Studies

Michael D. Attocknie *(Psychology major)*

A. B., African and African American Studies

Raquel Monique Johnson *(and Human Biology)*
Grant Michael Robison
Eleanor Christine Williams

Minor in African and African American Studies

Alea Rhys Holman *(Human Biology major)*
Danielle Alisha Moore *(English major)*



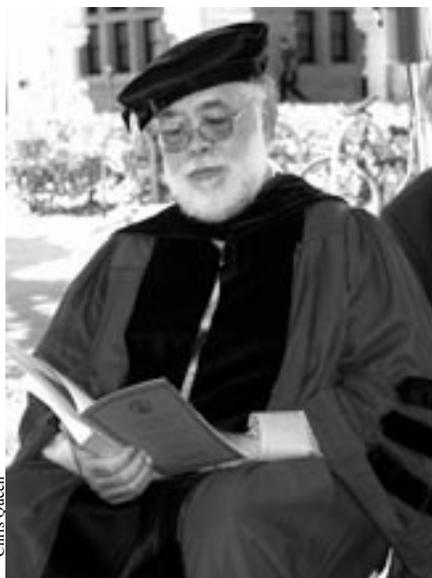
Chris Queen

Sara Hackenberg, Ph.D. graduate and CSRE Graduate Advising Associate



Chris Queen

Paloma Susannah Rosenbaum, CSRE graduate with honors



Chris Queen

AAAS Director John R. Rickford

PRIZES AND AWARDS 2004

UNIVERSITY AWARDS

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

Tristan Dior Ivory, *Comparative Studies*

The James W. Lyons Award for Service

Veronica Juarez, *Comparative Studies*

ASIAN AMERICAN STUDIES AWARDS

Undergraduate Achievement Award

Chilim Sarah Ihn, *Comparative Studies*

Bryan Kim, *Asian American Studies*

CSRE PRIZES AND AWARDS

Senior Honors Thesis Prizes

David Seiyei Wakukawa, *Asian American Studies*

Adriane Evelyn Gamble, *Comparative Studies*

Senior Paper Prize

Federick Joseph Ngo, *Comparative Studies*

The Cecilia and Tony Burciaga Community Development Award

Prisilla Marie Juarez, *Comparative Studies*

Black Community Services Center Academic Community Award

Alea Rhys Holman, *African and African American Studies (minor)*

Tristan Dior Ivory, *Comparative Studies*

CHICANO AND LATINO COMMUNITY AWARDS

Renato I. Rosaldo, Jr. Award

Caroline Marie Kuntz, *Comparative Studies*

Arturo Islas, Jr. Prize

Linda Yvette Chavez, *Comparative Studies*

Senior Award for Academic Excellence

Saskias Casanova, *Comparative Studies*

Linda Yvette Chavez, *Comparative Studies*

NEW CCSRE FACULTY RECOGNITION AWARD

The CCSRE Faculty Recognition Award was instituted in 2004 to recognize the exceptional contributions provided to the undergraduate program by its many affiliated faculty members. Faculty members become affiliated with CCSRE because they believe in the importance of the issues under study, and the significance of the scholarship produced. They care deeply about the kinds of projects CCSRE-affiliated students undertake, and have a profound regard for our students. We are pleased to present the inaugural award to Professor Amado Padilla in recognition of his excellent mentorship of numerous CCSRE-affiliated majors and minors.



Courtesy: Stanford School of Education

Amado Padilla, *Professor of Psychological Studies in Education; Director of the California Foreign Language Project and the Bay Area Foreign Language Project*

Professor Padilla joined the Stanford faculty as Professor of Psychological Studies in Education in 1988, after having taught at the State University of New York, UC Santa Barbara, and UCLA. He has a distinguished record as a teacher and a scholar, and is active on the boards of several organizations that serve educators, students, and families throughout California. His current research addresses secondary language learning and program implementation; attitudes toward languages and language study; and academic achievement among minority students. His distinguished record of scholarship and his civic involvement speak to the kind of mentorship that Professor Padilla offers CCSRE-related majors.

ALUMNI UPDATES CLASS OF 2004

Updates from other classes of CSRE graduates can be viewed on our web site at http://ccsre.stanford.edu/AL_alumni.htm

Michael D. Attocknie (A.B. *Psychology; Native American Studies minor*) is taking "Psychology of Litigation: Practical and Ethical Implications for Lawyers" class at the Stanford Law School to bridge his undergraduate psychology degree with continuing studies in Law. He is also helping Professor LaFromboise develop an evidence-based suicide prevention curriculum for 11-14 year-old Native Americans on various reservations in North and South Dakota and in New Mexico.

Jeannie Rose Field (A.B. *Comparative Studies and Political Science*) is participating in Americorp's Public Allies program focused on one year of leadership training and development. Her placement is with a non-profit organization called Resources for Families and Communities working as a consultant for community groups throughout Santa Clara County.

Adriane Evelyn Gamble (A.B. *Comparative Studies with honors*) is finishing the Master's program in psychology at Stanford in December 2004 (tentative thesis title: "Models of Diversity Ideology and the Academic Experience of Latino Students: Effects of Environmental Cues on Threat, Comfort, and Expectations") and is employed full-time at the California Wellness Foundation in Evaluation and Organizational Learning.

Alea R Holman (A.B. *Human Biology; African and African American Studies minor*) received a graduate research assistantship through the Initiative for Minority Student Development to attend the Master's Program of Public Health (MPH) at Columbia University in the Sociomedical Sciences Dept. in the Health Promotion and Disease Prevention Track.

Chilim Sarah Ihn (A.B. *Comparative Studies; History minor*) is a Development Associate at the Little Tokyo Service Center, a nonprofit community development corporation that provides a broad range of social welfare

and community economic development services in LA's Little Tokyo and other low income communities of color nearby.

Prisilla Marie Juarez (A.B. *Comparative Studies and Spanish and Portuguese*) is working as an intern with Interservice Christian Fellowship mentoring students as well as planning conferences, weekly all-campus meetings and weekly teaching for student leaders. She is also working part-time at the Arrillaga Alumni Center as a Program Coordinator.

Corynne Nicole McCleary (A.B. *Comparative Studies and Political Science*) is doing an Education POLS co-term at Stanford University.

Gustavo Ramon Miguel (A.B. *Comparative Studies with honors*) is working with Morgan Stanley's Institutional Equity Trading Floor in New York.

Federick Joseph Ngo (A.B. *Comparative Studies; Mathematics minor*) is attending the STEP program at Stanford University pursuing a teaching credential and a Master's in education. He teaches 12th grade mathematics at Mission High School in San Francisco.

Sarita Pando Ocón (A.B. *Comparative Studies*) is currently an administrative associate for African and African American Studies and is working on a number of documentary film projects during her spare time. In the future she hopes to go to film school for graduate studies.

Alexander Steven Rosas (A.B. *International Relations; Comparative Studies minor*) is attending a Jurisprudence and Social Policy Ph.D. Program at the University of California at Berkeley, where he is specializing in issues of international human rights, cultural rights, and multiculturalism.

David Seiyei Wakukawa (A.B. *Asian American Studies with honors*) is applying for law school and working as a paralegal at a local Honolulu law firm specializing in labor and employment law.

Brandi-Lyn Midori Yasuoka (A.B. *Comparative Studies*) has moved back home to Honolulu and is working for the University of Hawaii Foundation, Office of Alumni Relations. She has also been volunteering with the Office of Development at Stanford as a Lead Class Agent for the class of 2004.

ALUMNI UPDATE



Maribel Ledezma Calles (A.B. *Chicana/o Studies with honors in 1999*) states that graduating with a degree in Chicana/o Studies was particularly rewarding after her role on the faculty-student curriculum committee that created the CSRE major. She finds the interdisciplinary focus of the CSRE program, which offers students training towards understanding racial and ethnic communities through various perspectives, provides her with a new set of questions to ask when recruiting. She is part of the Firmwide Campus

Recruiting Team at Goldman, Sachs & Company and manages the recruitment efforts at a handful of the firm's target schools. When strategizing her recruiting efforts at historically black colleges, Maribel often thinks about the unique histories and academic missions of these schools as discussed in "Introduction to African American History" taught by Professor Clay Carson. She enjoys working at a firm that values diversity and having a direct impact on the talent entering the leadership pipeline.

Since graduation, Maribel has volunteered for the Stanford Alumni Association as a coordinator of the New York Young Alumni Club and is a member of Las Comadres, a national network of Latina business women, writers, artists, academics, and other professionals.

RESEARCH INSTITUTE OF COMPARATIVE STUDIES IN RACE AND ETHNICITY



Chris Queen

Hazel Rose Markus

Hazel Rose Markus, *Director of the Research Institute; Davis-Brack Professor in the Behavioral Sciences, Psychology*



Paul G. Davies

Dorothy M. Steele

Dorothy M. Steele, *Associate Director of the Research Institute*

“color-blind” society by right-wing pundits intent on obscuring the difference that differences make.

This graduate student/faculty workshop moved beyond both deconstruction and dismissal, embarking on a careful reconstruction and examination of the importance of identity to a range of issues that continue to affect our diverse society. Paula Moya and Ulka Anjaria organized this workshop jointly sponsored by the Stanford Humanities Center.

The Meanings and Practices of Diversity

Hazel Markus (Psychology) heads this network focused on how race and culture influence settings such as schools and the workplace. What tools do people have to navigate integrated settings successfully? What can teachers, employers, professors, and others do to make the environment more inclusive so that each person will be more successful at working, learning, and getting along? Can stereotypes be lifted from a setting to improve the experience and success of the people of color in that setting? Scholars from psychology, education, business, law, sociology, and political science have convened this network for three years to consider how our society's beliefs about difference shape (or not) our practices in diverse settings.

Revisiting Race and Ethnicity in the Context of Emerging Genetic Research

This inter-disciplinary workshop, jointly sponsored by the Mellon Foundation Humanities Graduate Research, focused on the “genetic turn” in scholarship on human genetic variation and its implications for the study of “race” and ethnicity. Thus far, scholars in the humanities and social

FACULTY RESEARCH NETWORKS

The goal of the Faculty Research Networks is to build a structure through which Stanford scholars from related but often separate fields can establish groups to pursue coordinated research and training. Scholars in the humanities and social sciences can collaboratively apply their theoretical knowledge to the systematic and extended study of important social issues. Each of the Research Institute's networks address a distinct set of social, moral, and intellectual problems, the explorations of which are important to the successful functioning of our democratic society. During 2003-2004 academic year three research networks met monthly to develop collaborative projects:

How Do Identities Matter?

Over the past few years, a growing number of scholars in the humanities and social sciences have come together in a variety of forums to discuss the way in which identities still matter, both inside and outside the academy. Working within an academic climate that is often unreceptive to the claim that “identity” constitutes a sophisticated area of intellectual inquiry, these scholars seek to examine identities in all their complexity, even as they indicate how identities crucially affect the ways in which scholarly work is judged both within and across disciplines. Postmodernist deconstructions of such key concepts as identity, experience, and knowledge, which initially proved theoretically productive in the humanities, have not translated into a transformation of social relations. Moreover, the indiscriminate critique of all forms of identity politics by several schools of thought on the academic left has colluded with the cynical promotion of a

sciences have given little attention to the rapid growth in the development of “high-throughput” technologies for genetic analysis, a technical change that has led to achievements such as the completion of the human genome sequence. Human genetic variation research -- focused on differences across human populations -- has emerged as a major trajectory in the scientific study of health and disease. Consideration of the implications of this emerging research for our understanding of the category of “race” has been minimal. Scholars have expressed a sense of urgency in addressing the potential social consequences of such research. As a forum for inter-disciplinary dialogue, the workshop offered a unique opportunity of bringing together faculty and graduate students concerned with the nature of human difference.

Organized by Barbara Koenig and Sandra Lee, the workshop included speakers from a range of disciplines: Rick Kittles (*Microbiology, Howard University*), Keith Wailoo (*History and Institute for Health, Rutgers University*), Troy Duster (*Sociology, UC Berkeley and NYU*), Jonathan Kahn (*Center for Bioethics, University of Minnesota*), Alondra Nelson (*Sociology and African American Studies, Yale University*), and Jonathan Marks (*Sociology and Anthropology, UNC-Charlotte*).

VISITING AND SENIOR FELLOWS PROGRAM

The Visiting Fellows Program brings outstanding scholars, from universities around the world, to Stanford University for one academic year to pursue the interdisciplinary study of race, ethnicity and culture. They join the Senior Fellows who, although retired from full-time academic appointments at Stanford, maintain an interest in this field of research. Fellowship application and program information can be found on our web site: http://ccsre.stanford.edu/FP_fellowProg.htm

The interdisciplinary composition of the Center offers an unbelievable opportunity for broadening one's own scientific perspective.
(Ulrich Wagner)

Not only did I learn a great deal across the board, but my excitement for studies in race and racism has been “chemically” renewed by the remarkable people I listened to at RICSRE and CCSRE.

(Thomas Biolsi)

VISITING FELLOWS 2003-2004

The Research Institute's third class of Fellows represent a broad range of disciplines, research interests and perspectives:

Thomas Biolsi (*Professor of Anthropology, Portland State University*) focuses his research on North American Indians, political anthropology, political economy and ethnohistory and is the author of *Deadliest Enemies: Law and the Making of Race Relations on and off Rosebud Reservation*.

James T. Campbell (*Associate Professor of Africana Studies and American Civilization, Brown University*) is a specialist in Twentieth-Century African American History and African History and teaches courses on W.E.B. Du Bois, the Harlem Renaissance, and Black identity in America.

Tyrone Forman (*Assistant Professor of Sociology and African American Studies, University of Illinois at Chicago*) does research in the areas of intergroup prejudice and discrimination, American youth and public opinion, adolescent health and well-being, and African American fathers.

Soo Im Lee (*Professor of Business Administration, Ryukoku University, Japan*) researches the shift in Korean identity formation and its impact on conceptions of civil rights, obligations and citizenship.

Amanda Lewis (*Assistant Professor of Sociology and African American Studies, University of Illinois at Chicago*) focuses her research on how race shapes educational opportunities from kindergarten through graduate school and on how our ideas about race get played out in everyday life. She is the author of *Race in the Schoolyard: Negotiating the Color-line in Classrooms and Communities*.



Chris Queen

Visiting Fellows, from left: Amanda Lewis, Stephen Murphy-Shigematsu, Tyrone Forman, Soo Im Lee, Thomas Biolsi, and James Campbell (Ulrich Wagner and Richard Shweder not pictured).

Stephen Murphy-Shigematsu (*Associate Professor of Multicultural Education and Counseling, University of Tokyo, Japan*) researches diversity in Japan and the U.S. and is the author of *Multicultural Encounters: Case Narratives from a Counseling Practice* and *Amerajan no Kodomotachi*.

Richard A. Shweder (*William Claude Reavis Professor of Human Development, University of Chicago*) examines the scopes and limits of pluralism and the multicultural challenge in Western liberal democracies. He co-edited the book *Engaging Cultural Differences: The Multicultural Challenge in Liberal Democracies* and is currently writing *When Cultures Collide: The Moral Challenge of Cultural Migration*.

Ulrich Wagner (*Professor of Social Psychology, Philipps-University Marburg, Germany*) researches intergroup relations in Germany with a special focus on relations between ethnic groups and practical intervention programs to prevent hostile intergroup relations and hate crimes.

SENIOR FELLOW 2003-2004



L.A. Cicero / Stanford News Service

George M. Fredrickson (*Edgar E. Robinson Professor of United States History Emeritus, Stanford University*) examines the historical construction of race and racism in the U.S., Africa and Europe and has authored seven books including the most recent *Racism: A Short History*.

VISITING FELLOW PROFILE



Chris Queen

James T. Campbell is Associate Professor of Africana Studies and American Civilization at Brown University. He graduated from Stanford in 1989 with a Ph.D. in History and taught at Northwestern University and the University of the Witwatersrand in Johannesburg, South Africa before joining the faculty at Brown. He is the author of *Songs of Zion: The African Methodist Episcopal Church in the United States and South Africa*, which won the Organization of American Historians' Frederick Jackson Turner Prize and the Carl Sandburg Literary Award for Non-Fiction. While a Visiting Fellow at Stanford he was working on his next book tentatively entitled *Middle Passages: African American Journeys to Africa*.

Campbell is currently chairing the University Steering Committee on Slavery and Justice at Brown University. In 2003, Brown's president appointed the committee to examine the University's historical relationship to slavery and the slave trade, and to lead the campus and the nation in a sustained and academically rigorous discussion of the various historical, political, legal and moral questions that this relationship raises. The committee is organizing programs on Brown's campus to explore these topics through a broader perspective that goes beyond slavery and the United States. By approaching the subject through various comparative contexts, a more nuanced reflection of Brown's history and its impact on present academic and social life could be provided.

"It was an absolutely wonderful year, made more wonderful still by the hospitality of my hosts and by the generosity and wisdom of my fellow Fellows at RICSRE" remarks Campbell about his time as a Visiting Fellow at the Research Institute. "Everyone talks about the virtues of interdisciplinarity these days, but the seminars at RICSRE were a place where genuinely interdisciplinary exchanges took place."



Paul G. Davies

Leanne Isaak left her position as Research and Program Coordinator at the Research Institute of CSRE in fall of 2003 to join her husband at his new appointment as Assistant Professor of Psychology at UCLA. She continues to stay involved with the Center working on the writing, editing, and designing of publications and looks forward to sharing the news about CCSRE's growth and development.

FACULTY SEMINAR SERIES

The monthly series brings together an interdisciplinary community of Stanford faculty members, graduate students, CCSRE Visiting and Senior Fellows, and external scholars to explore the influence of race, ethnicity and culture on life in multiple social domains. Issues, identities and representations are studied across time, among different ethnic and racial groups and from domestic and global perspectives. For more information about previous lectures: http://ccsre.stanford.edu/RI_facSem.htm



Monica McDermott, Assistant Professor of Sociology, Stanford University; “Varieties of White Racial Identity”



Ulrich Wagner, RICSRE Visiting Fellow, Professor of Social Psychology, Philipps– University Marburg, Germany; “Contact and Prejudice in a Non-Immigrant Country”



Troy Duster, Professor of Sociology, New York University and Chancellor’s Professor, University of California, Berkeley; “Human Molecular Genetics and the Subject of Race: Contrasting the Rhetoric with the Practice in Medicine and Law”



Rick Shweder, RICSRE Visiting Fellow, William Claude Reavis Professor of Human Development, University of Chicago; “The End of Tolerance: Engaging Cultural Differences”



James Campbell, RICSRE Visiting Fellow, Associate Professor of History, Brown University; “Native Son of Africa: Richard Wright, the Chicago School, and the Gold Coast Revolution”



Linda Alcoff, Professor of Philosophy and Women Studies, Syracuse University; “The Political Critique of Identity Politics”



Shanto Iyengar, Professor of Communications and Political Science, Stanford University; “Wedge Issues in Campaigns: A Voter Guide”



Claudine Gay, Assistant Professor of Political Science, Stanford University; “Putting Race in Context: Identifying the Environmental Determinants of Black Racial Attitudes”

RESEARCH PROJECTS

ASIAN AMERICAN ART PROJECT

During 2003-2004, researchers associated with the on-going Asian American art initiative, supported by RICSRE, were invited to serve as primary curators for a major exhibition representing a historic first-ever collaboration between two internationally renowned institutions: the de Young Museum in San Francisco and the Los Angeles County Museum of Art. The exhibition is scheduled to open in September of 2007 and travel to venues on the east coast before its final presentation at the Los Angeles County Museum of Art in 2008. The exhibition will accompany the publication of the book *Asian American Art: Starting from Here*, co-edited by Gordon Chang (CCSRE Affiliated Faculty member), Mark Johnson (RICSRE Visiting Fellow 2002) and Paul Karlstrom (Smithsonian).

Nine essays representing the disciplines of American, Asianist and Asian American history and art history, and an invited foreword by Oxford University scholar Michael Sullivan, promise to constitute an invaluable contribution to the developing field of Asian American art history. The project's publication manager, Sharon Spain, recently relocated the archives to a new office in Wallenberg Hall under the auspices of the Stanford Humanities Lab and RICSRE.

LATINOS IN CALIFORNIA SURVEY

The Latinos in California Survey will be the first-ever comprehensive, large sample survey of Latino political participation in the state. Demographic trends in California all indicate that Latinos will be the largest ethnic-racial segment of

the state's population in the next twenty years. This inevitability suggests that the future social, economic, and political vitality of the state is increasingly linked to Latino political participation. CCSRE Affiliated Faculty member Luis Fraga is one of the principal investigators of this project funded by the James Irvine Foundation. One of the project's objectives is to complete a survey of 1200 randomly selected Latinos to better understand their patterns of political participation and the underlying value and incentive structures that best predict, and best influence, *why* those patterns exist, and *what* it would take to change the low patterns of participation. The second objective is to widely disseminate the findings to community-based organizations directly working to increase Latino political participation. This will be accomplished by the development of informational pamphlets and by holding four regionally based public information meetings.



Kaye Shimojima

Edge of Pond

1928

Photograph

34.6 x 26.9 cm

collection: Los Angeles County Museum of Art

(c) 2004 Museum Associates/ LACMA

THE FUTURE OF MINORITY STUDIES (FMS)

The Future of Minority Studies project is a consortium of over ninety scholars (faculty and students) and eight different institutions devoted to research, scholarship, and pedagogy involving issues of minority identity, education, and social transformation. The major goal of the FMS Project is to move current debates away from narrow legal questions of minority representation to the democratizing role of minority education and participation in a multicultural society. For the purposes of the Project, the term *minority* is used in a broad and inclusive way to refer to members of social groups that have been subordinated on the basis of ethnicity, race, disability, sexuality and/or gender. The FMS Project has created a mobile, national "think tank" designed to facilitate a focused and productive discussion across various disciplines on a clearly defined set of questions. These questions concern the changing role of education in our times and the need for an adequate conception of minority identities as the basis for

progressive social change.

The FMS Project is organized as a series of research topics that build on each other and represent steps toward concrete solutions. Since 2000, FMS has organized symposia and conferences at Hamilton College, Binghamton University, Stanford, Cornell, Michigan-Ann Arbor, and Wisconsin-Madison. FMS is planning a summer institute at Cornell University in 2005 composed of a two-week summer seminar for selected minority scholars and an annual working colloquium for all FMS members on the topic of minority identities, democratic culture, and social justice. Paula M.L. Moya (CSRE Undergraduate Program Director) and Michael Hames-García (RICSRE Visiting Fellow 2002) are FMS committee members.

POLICING RACIAL BIAS PROJECT

The primary goal of the Policing Racial Bias Project is to develop partnerships between social science researchers and law enforcement agencies for sharing information and generating new knowledge about the influence of racial bias in policing. Thus far, the primary methods for addressing racial issues in policing have been to collect race information during traffic stops and searches, and to require sensitivity training for patrol staff. This approach leaves many unanswered questions: How can we examine and isolate unintentional racial bias in the policing context? What types of police training would be most effective in reducing racial bias? What causes people in the community to believe that the actions of police officers are motivated by race? Understanding the conditions under which unintentional racial bias operates in the context of policing could lead to significant interventions in policy, supervision, and training. An initial conference in September 2004 initiated the dialogue between the two groups and a second conference is planned for the 2005-2006 academic year. The Policing Racial Bias project is made possible through a partnership among Los Angeles County Sheriff Leroy Baca, San Francisco Chief Heather Fong, San Mateo County Sheriff Don Horsley, and

POLICING RACIAL BIAS PROJECT INITIAL CONFERENCE



Jennifer L. Eberhardt

On September 23 and 24, 2004 an initial conference for the Policing Racial Bias Project was attended by researchers and police agency representatives from across the country. Of the one hundred and sixty registered participants at the conference, sixty-four were law enforcement officials from thirty-four different agencies located in thirteen states around the country.

Despite the obvious relevance, many social science research findings on racial bias have never been directly shared with law enforcement agencies. During the conference, researchers presented data on recent studies of race and policing and proposed new studies to be conducted jointly with police

departments. It was discovered that many of the analytical tools used by social science may have useful applications for the difficult community relations questions police confront. In turn, agency representatives offered valuable insight into some of the conditions and constraints officers are placed under during training and decision-making while on duty. The law enforcement officials helped the social science researchers to make their approaches and findings relevant to real-world predicaments.

The two day conference was sponsored by the National Science Foundation, the Russell Sage Foundation, the Research Institute of Comparative Studies in Race and Ethnicity, the Center for Social Innovation, and the Office of the President at Stanford University.

CCSRE Affiliated Faculty member Jennifer L. Eberhardt.

STANFORD INTEGRATED SCHOOLS PROJECT

For over four years, researchers affiliated with RICSRE have been involved in a collaborative project involving nearly 1800 first, third and fifth grade students and 89 teachers in 13 different elementary schools in a large urban school district. 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" which assures 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. Our data reveal that classrooms effective for diverse students employ many means to promote students' sense of belonging: the use of literature, music, art, etc. from various racial/ethnic groups; avoiding race-based grouping of students; careful attention to fairness; elicitation of students' ideas and interests and showing genuine appreciation of their efforts. One of the most important factors in an identity safe classroom is a focus on trust—between

students and between the students and teacher.

The data for this study were collected in 2001-2002. Since then the researchers have been analyzing the data and meeting regularly with teachers from the project in a Study Group focused on teaching and learning in integrated classrooms. From this sustained relationship with the teachers, the researchers are designing a program of research that will replicate the first study and add a component that documents changes in practice and in student learning in classrooms where teachers work together to study identity safety and how to put it into practice. The Stanford Integrated Schools Project has been generously funded by the Russell Sage Foundation since September 2000.



Teachers and Researchers from the Stanford Integrated Schools Project

COLORBLIND RACISM?: THE POLITICS OF CONTROLLING RACIAL AND ETHNIC DATA (October 2-4, 2003)

Over three hundred academics, advocates and journalists joined together to examine the potential impacts of the proposed Classification of Race, Ethnicity, Color, or National Origin (CRECNO) Initiative days before the historic election. Placed on the October 7, 2003 state-wide recall election ballot, the CRECNO initiative was designed to prevent the state from collecting racial and ethnic data. If passed, CRECNO would have impacted social science, health, education and legal justice research, and potentially eliminated the individual research conducted by faculty at state universities.

Essential to understanding the role and consequences of race and ethnicity in social institutions and environments is the ability of social scientists to collect and have access to data. Researchers need information to explore issues surrounding hate crimes, racial profiling in law enforcement, racial disparities in mortgage lending, and the differences in the health of various groups in the population. Although many aspire to Martin Luther King's vision of colorblindness, the reality is that people's opportunities and experiences continue to be shaped by race. If the proposed CRECNO initiative were voted in, researchers across the country would be struggling to provide an informed understanding of the inequalities that persist today.

The conference was sponsored and organized by the Equal Justice Society, the Annenberg Institute for Justice and Journalism at the University of Southern California, and the Research Institute of Comparative Studies in Race and Ethnicity at Stanford University.

CSRE TEACHING FELLOWS 2003-2004

The Teaching Fellows Program provides 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: http://ccsre.stanford.edu/FP_gradStu_teach.htm



Lisa Arellano is a doctoral candidate in the Program in Modern Thought and Literature. Her research focuses on an historical comparison of identity movements, culminating in her dissertation "Lynching and the American Past: Violence, Narrative and Identity." As the senior seminar coordinator for CSRE, she co-taught the honors seminar with Paula Moya. She also taught a course on violence, race and ethnicity for CSRE and a queer studies course for the Feminist Studies Program.

Jennifer Marie Chertow is a doctoral candidate in the Department of Cultural and Social Anthropology. She recently completed two years of dissertation fieldwork on childbirth practices in rural and urban Tibet, where she also researched state and non-state HIV/STI prevention for Han and Tibetan sex-worker populations in Lhasa. She returned to Stanford to complete her dissertation entitled "National Minorities, Transnational Health Practices: Medicines, Modernities, and Constructions of Gender and Ethnicity in Tibet."

RICSRE GRADUATE DISSERTATION FELLOWS 2003-2004

Funded by the James Irvine Foundation, the graduate dissertation fellowship supports students in the writing phase of their dissertation to promote interdisciplinary scholarship around issues of race, culture, and ethnicity. For more information about the fellowship program and application process: http://ccsre.stanford.edu/FP_gradStu_gradDiss.htm



Chris Queen

Graduate Dissertation Fellows, from left: Christopher Scott, Andrea Kortenhoven, Kyla Tompkins, and Robert Smith

Andrea Kortenhoven is a doctoral candidate in the Department of Linguistics. Her interests include the study of language and ethnicity (with special attention to educational and social issues), intonation, style, language and gender, especially African American women's language. Her dissertation, "Word of their testimony:

Black women's church testimonies and narratives of faith," focuses on story structure and ideology among black women in a Pentecostal community and examines the construction and maintenance of a unique black Christian faith through narrative.

Christopher D. Scott was raised in both the United States and Japan and is currently a doctoral candidate in Japanese literature in the Department of Asian Languages. His dissertation is entitled "Spies, Rapists, Ghosts, and Gangsters: The Demanization of Resident Korean Men in Postwar Japanese Culture." In it, he traces the criminalization, emasculation, and abjection (the "demanization," so to speak) of Japan's Korean minority within Japanese literature, film, and popular culture from 1945 to the present. His other research and teaching interests include modern and contemporary Japanese literature, colonial modernity and postcolonial discourse in East Asia, Asian American studies, and queer theory.

Robert Terrell Smith is a doctoral candidate in Religious Studies. His research interests include religious ideology; Zionism and western nationalism; race theory; political liberalism. His dissertation, "Jews and Space: Abraham Isaac Kook, Mordecai Kaplan and the Anthropological Project of Jewish Nationalism" examines the religious liberalism of two icons of Jewish

GRADUATE STUDENT PROFILE



Chris Queen

Robert Terrell Smith is a doctoral candidate in Religious Studies at Stanford University and a Graduate Dissertation Fellow (2003-2004) at the Research Institute. He earned a B.S. in Asian Studies and Latin American Studies at Georgetown University where he held a Woodrow Wilson Fellowship for Foreign Affairs. At the time he was considering a career in the diplomatic corps and had studied both Spanish and Mandarin since junior high. In 1998, he went to Argentina as Fulbright Fellow and did research on the theme of exile as expressed in the country's Jewish curricula.

Growing up in Minneapolis, Minnesota Robert's thoughts were focused on architecture - he remarks that much of his time was spent designing buildings and cities in his head. His interest in space has taken a new turn with his current dissertation entitled "Jews and Space: Abraham Isaac Kook, Mordecai Kaplan and the Anthropological Project of Jewish Nationalism." He became interested in the study of Jewish nationalism as a result of the particular conceptual resources its religious components bring to the problem of 20th century identity formation. He asserts that Jewish nationalist thought is the product of an intense encounter between Jewish texts and modern Jews, and that this encounter has become a part of the very encoding of Jewish nationalism. The idea that religious ideology could lead people to voluntary identification is what Robert claims could be one of the significant contributions his field can make to the humanities.

nationalism and the ways in which they use traditionally Jewish categories like exile, sin and redemption to reconceive Western conceptions of culture, nation and race.

Kyla Wazana Tompkins is a doctoral candidate in Modern Thought and Literature. Her interests lie in the politics of food and eating in the nineteenth-century United States as important sites for the negotiation and creation of race and nation. Her dissertation is entitled "Kitchen Culture: Food, Literature and the Body Politic." Her work looks at food and national discourse in the antebellum United States, and traces the history of representing African American bodies as edible objects in nineteenth-century literature, advertising and material culture.

GRADUATE DISSERTATION AND TEACHING FELLOWS ALUMNI UPDATES

We are pleased to announce these new appointments for a few of the almost thirty different graduate students that have participated in the two fellowship programs:

Shana Beth Bernstein (Teaching Fellow 2001) is Assistant Professor of History at Southwestern University in Texas.

Mark Robert Brilliant (Dissertation Fellow 2000; Teaching Fellow 2001) is Assistant Professor of History at the University of California, Berkeley.

Maya Beasley (Dissertation Fellow 2002) is a Lecturer on Education and a Postdoctoral Fellow on Race, Culture and Education at the Harvard Graduate School of Education.

Raúl Coronado, Jr. (Dissertation Fellow 2002) is an Instructor in the Department of English Language and Literature at the University of Chicago.

Stephanie A. Fryberg (Teaching Fellow 1999; Dissertation Fellow 2000) is Assistant Professor of Psychology at the University of Arizona.

WINTER FILM SERIES

The Research Institute of Comparative Studies in Race and Ethnicity joined with the non-profit educational organization, Facing History and Ourselves, and the Stanford Center for Innovations in Learning, in presenting a film series during winter quarter. Together the three films provide personal perspectives on issues surrounding the Civil Rights Movement in America and human rights issues in Cambodia:



THE MURDER OF EMMETT TILL

This Emmy Award nominated film by Stanley Nelson offers the first comprehensive look at the crime that helped ignite the Civil Rights Movement – the lynching of 14-year-old Emmett Till in Money, Mississippi in August, 1955.



THE FLUTE PLAYER

Jocelyn Glatzer's new film is about Arn Chorn Pond's experience as a survivor of the Cambodian genocide and his fight to save Cambodia's once-outlawed traditional music. In 1988, Pond was the recipient of a Reebok Human Rights Award, given annually to young people around the world who make significant contributions to the preservation of human rights.



BROTHER OUTSIDER

In 1963 Bayard Rustin organized the historic March on Washington. However, as an openly gay man, he was frequently shunned by participants in the Civil Rights Movement he helped to create. Nancy Kates and Bennett Singer's film offers a closer look at the complex human relations of the Civil Rights Movement.

Mishuana Goeman (Dissertation Fellow 2001) is Assistant Professor of English at Dartmouth College.

Valerie J. Purdie (Dissertation Fellow 2002) is Assistant Professor of Psychology at Yale University.

M. Cherise Smith (Dissertation Fellow 2002) is Assistant Professor of Art History at the University of Texas, Austin.

Teceta Thomas (Teaching Fellow 2002) has accepted an assistant professor position in psychology at the University of Indiana.

Miriam Iris Ticktin (Dissertation Fellow 2001) is Assistant Professor of Anthropology and Women's Studies at the University of Michigan.

Simon Weffer (Teaching Fellow 2000) is a National Science Foundation Postdoctoral Fellow in Sociology at Harvard University.

*Continued from page 1
Note from the Director*

undergraduates that are rolling in as we prepare for our Faculty Senate review). It has become a village that some of the strongest scholars and researchers in the nation want to join.

We are also beginning to have important successes in development. This reflects the commitment of Dean Sharon Long, Stanford's Office of Development and the efforts of the development subcommittee of our Advisory Board chaired by Loren Kieve. We are delighted and proud to announce that this fall, Loren, a Stanford alumnus and partner in Quinn, Emanuel, Urquhart, Oliver and Hedges, and his wife Anne, made a very generous gift to RICSRE. This gift was matched to establish an endowed fund—the Loren and Anne Kieve Distinguished Speakers Fund—for RICSRE's Faculty Seminar Series. This generous gift gets us moving toward complete endowment of the speakers' series. Loren has long been a strong supporter of the programs of CCSRE, a creative and energetic advisor. We are affirmed and thrilled by his and Anne's generosity. This gift is an important step toward securing the Center's commitment to excellence in research and scholarship on race and ethnicity, and toward securing Stanford's distinctive national role in the study of these topics.

CCSRE has also been the recipient of a very generous gift from Tricia and Jeff Raikes of Seattle. One of Microsoft's top executives, Jeff is also a Stanford alumnus. He hails from Nebraska, and from 1977 to 1980, lived in Ujamaa, the African American theme dorm. He and Tricia have a long-standing interest in social issues. And we are immensely pleased that the Raikes have become interested in the work of the Center, both its contribution to undergraduate education, and the contribution of its scholarship to the solution of some of society's most vexing problems. Tricia and Jeff's generous support is having a broad and important impact on the Center as a whole and on its Research Institute.

As Garrison Keillor might say, that is

INTERDISCIPLINARY PEDAGOGY: RACE AND SOCIAL JUSTICE

The workshop is an interdisciplinary collective of graduate students from departments such as cultural and social anthropology, Modern Thought & Literature, psychology, sociology, and biochemistry, all interested in radical pedagogy. Over the course of the year the workshop sponsored film screenings, talks and plays and discussed pedagogical strategies for including social justice issues in the classroom.

Four different films were selected for screening and discussion: *The Road to Life* (1931) and *The Couple in the Cage: A Guatiniui Odyssey* (1993) was followed by a discussion of performance as pedagogy; *Degrees of Shame: Part-time Faculty, the Migrant Workers of the Information Economy* (1997) looked at the increasing role of the 'adjunct' professor in the further corporatization of North American universities; and *About Baghdad* lead to a discussion with filmmaker Sinan Antoon on the use of the documentary in the wartime classroom.

The group also sponsored its member's attendance of Hanifah Walidah's performance in "Black Folks Guide to Black Folks" at the Nitory Theater and talks by Amitava Kumar (Pennsylvania State University) on "Can the Subaltern Teach?" and by M. Jacqui Alexander on "Pedagogies of the Sacred" and "The New Militarization, The State and the Making of the Citizen Patriot."

Kristin Monroe (Cultural and Social Anthropology) and Rich Simpson (Modern Thought & Literature) were the coordinators of the workshop sponsored in part by the Research Institute of Comparative Studies in Race and Ethnicity, Modern Thought and Literature, and the generosity of the Office of the Provost.



Chris Queen

Rich Simpson and Kristin Monroe, graduate student coordinators

some of the news from Lake CCSRE, where all of the scholars are strong, and all of the students are above average. It has been a gratifying year in Lake CCSRE. Our emphasis on comparative and multi-disciplinary scholarship, and on multi-group involvement has given us a robust constituency of students and faculty. It is this constituency, this village, that sustains CCSRE as such an exciting place of teaching and research. And our recruitment successes, coupled with the wonderful generosity of our friends, have greatly helped to secure the future of this village, and of its exciting work. It is, after all, work that affirms an important ideal of university life: that in the exercise of reason, research and scholarship, it is perhaps most important to apply these capacities to the persistently important aspects of the human condition.



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

**Rafal
Klopotowski,**
*Administrative
Associate
Taube Center for
Jewish Studies*



Ruth Lowy,
*Program
Administrator,
Taube Center for
Jewish Studies*



Sarita Ocón,
*Administrative
Associate,
African and African
American Studies*



CCSRE STAFF

African and African American Studies

Vera Grant, *Associate Director*
Sarita Ocón, *Administrative Associate (CSRE graduate '04)*

Center for Comparative Studies in Race and Ethnicity

Margarita Ibarra, *Student and Academic Services Coordinator*
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

Rafal Klopotowski, *Administrative Associate*
Ruth Lowy, *Program Administrator*

Administrative Office

Building 240, Main Quad
Stanford, CA 94305-2152
Tel: 650-723-8449
Fax: 650-723-8528

Fellows Office

455 Via Ortega
Cypress Hall E Wing
Stanford, CA 94305-4149
Tel: 650-723-4115
Fax: 650-725-0353



Back row from left: Thea Davis, Dorothy Steele, Al Camarillo, John Rickford, Claude Steele, Hazel Markus. Middle row from left: Chris Queen, Gina Wein, Yvonne Yarbro-Bejarano. Front row from left: Margarita Ibarra, Teresa LaFromboise, Vera Grant, Paula Moya, Teresa Pellinen-Chávez, Purnima Mankekar.

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 would like to thank the current faculty for their many contributions and to welcome the new members (names in italics) to the community.

GRADUATE SCHOOL OF BUSINESS

Jennifer L. Aaker
Deborah Gruenfeld
Brian Lowery
Joanne Martin
Dale Miller
James A. Phills

SCHOOL OF EDUCATION

Anthony Antonio
John Baugh
Arnetha Ball
Martin Carnoy
Larry Cuban
Deanne R. Pérez-Granados
Linda Darling-Hammond
Connie Juel
Michael Kirst
Teresa LaFromboise
Raymond P. McDermott
Debra Meyerson
Na'ilah Nasir
Amado Padilla
Joy Williamson

SCHOOL OF HUMANITIES AND SCIENCES

AAAS

Vera Grant

Anthropological Sciences

Joanna Mountain

Art

Barbaro Martinez-Ruiz
Bryan Wolf

Cultural and Social

Anthropology

Carol Delaney
Paulla Ebron
James Ferguson
Akhil Gupta
Miyako Inoue
Matthew Kohrman
Liisa Malkki
Purnima Mankekar
Michael Wilcox
Sylvia Yanagisako

Center for African Studies

Joel Samoff

Communication

James Fishkin
Shanto Iyengar
Jan Krawitz
Jon Krosnick
Marcyliena Morgan

Comparative Literature

David Palumbo-Liu

Drama

Harry Elam
Cherrie Morago

English

Michele Elam
Shelley Fisher Fishkin
Gavin Jones
Paula M.L. Moya
Andrea Lunsford
Arnold Rampersad
Ramón Saldivar

History

Joel Beinin
Barton Bernstein
Albert Camarillo
Clay Carson
Gordon Chang
Estelle Freedman
Norman Naimark
Jack Rakove
Richard Roberts
Aron Rodrigue
Richard White
Steven Zipperstein

Linguistics

Penny Eckert
John Rickford

Music

Stephen Sano

Philosophy

Debra Satz

Political Science

Luis Fraga
Claudine Gay
Terry Karl
Daniel Okimoto
Rob Reich
Jeremy Weinstein
Carolyn Wong

Psychology

Carol Dweck
Jennifer L. Eberhardt
Hazel Rose Markus
Benoit Monin
Claude M. Steele
Ewart Thomas
Jeanne Tsai
Bob Zajonc

Religious Studies

Arnold Eisen

RICSRE

Dorothy M. Steele

Sociology

Donald A. Barr
Lawrence Bobo
Karen Cook
Monica McDermott
Susan Olzak
Cecilia Ridgeway
Michael J. Rosenfeld
C. Matthew Snipp

Spanish and Portuguese

Gordon Brotherston
Lúcia Sá
Guadalupe Valdés
Yvonne Yarbro-Bejarano

SCHOOL OF LAW

Richard Banks
Pamela Karlan

SCHOOL OF MEDICINE

LaVera Crawley
Roy King
Barbara Koenig
Sam LeBaron
Yvonne Maldonado
Tim Stanton

AFFILIATED SCHOLARS, VISITING FACULTY AND LECTURERS

Irene Corso (Senior Lecturer, Health and Research Policy)
Sandra Lee (Senior Research Scholar, School of Medicine, Biomedical Ethics)
Hilton Obenzinger (Undergraduate Research Programs)
Roberto Trujillo (Head of Special Collections, Green Library)

AFFILIATED FACULTY EMERITI

David Abernethy (Political Science)
Lucius Barker (Political Science)
George Fredrickson (History)
Elisabeth Hansot (Senior Lecturer, Political Science)
Herbert Leiderman (Psychiatry)
David Tyack (Education)