



STANFORD UNIVERSITY

CCSRE

CENTER FOR COMPARATIVE STUDIES IN RACE AND ETHNICITY
Newsletter Winter 2006

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A Note from the Director

Events here at home and around the globe remind us of the necessity of understanding how ethno-racial distinctions shape human social experience. We were all profoundly moved by the images from the Gulf Coast States as our fellow citizens huddled in desperation and neglect at the Superdome and the New Orleans Convention Center in the wake of Hurricane Katrina. Perhaps no other event in recent memory has so profoundly challenged the myth that we are a society that no longer needs to concern itself with battling the twin ills of poverty and racial inequality. Indeed, in this visual media dominated culture, the jolting scenes from New Orleans represent a highly evocative blow to an American self-image all too comfortable in the misplaced assumption that we have already solved the race-problem.

We at CCSRE took the tragedy in the Gulf Coast States as a “teaching moment.” With special support from Provost John Etchemendy and the Continuing Studies Program, we launched a special I unit course open to the entire Stanford community as well as to the public called “Confronting Katrina: Race, Class, and Disaster in American Society.” Although launched with little more than a week of preparation time, faculty around the university and our talented and dedicated staff, pulled together a hugely successful forum for discussing a major social and political event. At this writing we have held three of the four scheduled panel discussions. Over 100 undergraduates enrolled for credit and attendance at the session has averaged around 350 people. In the light of faculty participation in the panels from Humanities and Sciences, the Graduate School of Business, the Hoover Institute, and the School of Law, CCSRE has once again taken the lead in informing the Stanford community about critical social issues of ethnicity, race, class, and inequality.

Like the images from Katrina, recent events in France remind us of the challenge ethno-racial division presents around the world. Any serious engagement



Courtesy: Harvard University

Lawrence D. Bobo, *Martin Luther King Jr. Centennial Professor and Director, Center for Comparative Studies in Race and Ethnicity and Program in African and African American Studies*

with the challenges of intensified globalization must, plainly enough, also come to grips with how identities defined by ethnicity, religion, nationality, and race shape understanding and significant social behavior. Indeed, it should by now be a truism that those who would be leaders in business, in government, and in the non-profit sector in the future must be adept at understanding, truly appreciating, and effectively navigating situations of contact with diverse peoples and cultures.

CCSRE will continue to be a vital and vigilant site for research, teaching, and social innovation with regard to improving multicultural knowledge and sophistication in society. Although we have undergone several transitions in leadership, CCSRE benefits from a remarkably deep and strong base of faculty support and involvement. So much so, in fact, that we cannot always find an easy way to accommodate the faculty who want to serve in leadership roles, participate in events, and draw on our resources. As a new director, let me say, this is just the sort of dilemma one wants to face.

One sign of the strength of programs within CCSRE is the addition of Professor Clay Carson's Martin Luther King, Jr. Research and Education Institute as a third major wing of CCSRE. The King Papers Project has long represented an important link between Stanford University

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IN MEMORY OF BARBARA D. FINBERG



Courtesy of the Barbara Finberg Collection

Barbara Denning Finberg, Stanford alumna and member of the Center for Comparative Studies in Race and Ethnicity's National Advisory Board, died on March 5, 2005, at her home in Manhattan at age 76, following a long battle with breast cancer.

"Barbara's warm heart, great intelligence, and wisdom were more than helpful to us at CCSRE, they were an inspiration. She is one of the best friends that Stanford has ever had, and we at CCSRE were honored to count her as one of our friends" said Claude Steele, CCSRE's former director. "It meant the world to us to know that in her last weeks she thought of us and encouraged our work. She was one of the most optimistic and unselfish people to walk among us, and we will miss her greatly."

In addition to Barbara's invaluable contribution to CCSRE's development, in 1976 she was the first woman elected to Stanford's Board of Trustees and served five of her ten years as a board vice president. Her extensive leadership to the Stanford community and tireless devotion to the university also included service as chair of the School of Humanities and Sciences Advisory Council, chair of the board of Stanford in Washington, and long-time membership on The Institute for Research on Women and Gender's (IRWG) National Advisory Panel; her generous endowment of IRWG's directorship is credited with breathing new life into the Institute.

Born in Pueblo, Colorado, Barbara grew up in the nearby town of Manzanola. She skipped the second and seventh grades and at the age of sixteen entered Stanford, following in the path of her mother Velma Hopper ('22) and her aunt Veta Hopper ('23). In addition to majoring in International Relations, Barbara also studied piano and cello. After graduation she went on to earn a Masters in Political Science, Near Eastern Studies from the American University of Beirut, Lebanon. Aboard the *Volendam*, on her way to Beirut, Barbara met her husband Alan Finberg, who became general counsel of The Washington Post Co. They were married for 44 years until he passed away in 1995.

Before joining the Carnegie Foundation of New York, Barbara worked for the State Department and then the Institute of International Education, where she administered the American Fulbright program for Germany. During her 38 years at the Carnegie Foundation, she focused the nation's attention on a need for an early childhood education policy; her efforts directly resulted in the creation and launching of the PBS television show "Sesame Street," funded by Carnegie. Improving American Indian Youth's education was also a lifelong commitment of Barbara's: she created a number of grant making strategies and testified on numerous occasions before Congress to focus attention on this issue. She retired from the Carnegie Foundation as executive vice president.

Barbara mentored hundreds of young people who sought careers in the non profit sector. Her extensive service in the field spanned advising other non profits with Margaret Mahoney in MEM Associates, to board membership on the Human Rights Watch, the Hole in the Wall Gang Camp Fund, and the University of Cape Town in South Africa, just to mention a few. She was also active in numerous organizations committed to the welfare of women and children and to preserving human rights. Her voice will be missed by all.

*A Note from the Director
continued from page 1*

and the inspiring legacy of Dr. King. As the King Institute and its regular programming join CCSRE there will be important synergies and occasions for a broadened set of intellectual activities, scholarly publications, and curricular innovations that expand the collective reach of what we strive to bring to the Stanford community. I want to welcome Clay and his staff. We are pleased to have the King Institute join CCSRE.

If there is a single word that links what we at CCSRE attempted to do with the Katrina course, what we see in the intensifying challenges of globalization, and what we aspire to with the addition of the King Institute it would be: leadership. King, of course, provides an unusually powerful exemplar of moral leadership. His life reminds us of the importance, especially when grappling with racial and ethnic divisions, of the need to be people of action, not merely of good intentions; it calls for us to confront the comfortable compromises and too long-accepted inequalities that still constrain us. CCSRE will continue that mission of leadership in scholarship and teaching, in assuring that inclusion and understanding across lines of race and ethnicity become a fundamental priority in institutions of higher learning, and in striving to re-imagine and re-make the social spaces we all inhabit.

The Martin Luther King, Jr. Research and Education Institute

The Center for Comparative Studies in Race and Ethnicity is pleased to announce that the Martin Luther King, Jr. Research and Education Institute has joined the Center, complementing its existing Undergraduate Program and Research Institute.

Since 1985, when Mrs. Coretta Scott King asked Stanford historian Clayborne Carson to edit and publish her late husband's papers, the King Papers Project's principal mission has been to produce a definitive fourteen-volume edition of King's most significant correspondence, sermons, speeches, published writings, and unpublished manuscripts. The published volumes of *The Papers of Martin Luther King, Jr.*, have already influenced scholarship and become essential reference works. In addition, Carson and his staff have produced books, textbooks, curricula, and documentary films on Dr. King, the civil rights movement, and Malcolm X.

In 2005, Carson founded the Martin Luther King, Jr. Research and Education Institute to endow and expand the work of the Papers Project. Funded by generous contributions from private donors and Stanford University, the King Institute supports a range of King-related activities. The Liberation Curriculum (liberationcurriculum.org) brings King's legacy to K-12 students by providing lesson plans based on original documents concerning issues of social justice. The popular King website (kingpapers.org) offers a diverse global audience the world's largest on-line archive of documents related to King's life. The Project also offers unique opportunities for graduate and undergraduate students to become involved in its research through the King Fellowship Program. In addition, the Institute brings internationally-known guests to discuss topics related to King's legacy; past programs have included civil rights pioneers such as Coretta Scott King, Rosa Parks, and Robert Moses. The Institute will sponsor a number of events surrounding the King holiday in January including the first annual King Conference on Peace and Social Justice on January 21. The conference is co-sponsored by the Aurora Forum and focuses on the international anti-apartheid movement.

The CCSRE faculty and staff look forward to strong collaborations with the King Research and Education Institute and extend a warm welcome to its director, Professor of History Clayborne Carson, and the rest of the King Institute staff.

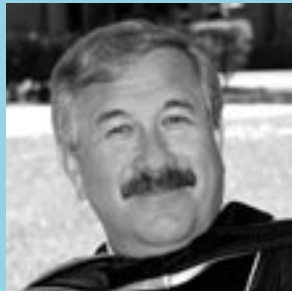
Former CCSRE Director accepts new appointment at the Center for Advanced Study in the Behavioral Sciences



Paul G. Davies

Claude M. Steele, former director of CCSRE, has been appointed the seventh director of the Center for Advanced Study in the Behavioral Sciences (CASBS). Located on Stanford University grounds, CASBS is an independent organization dedicated to advancing knowledge about human behavior. The Center brings top scholars from a wide variety of disciplines—spanning the social sciences, humanities, and the biological sciences—to do research on socially relevant topics. These influential scholars from around the world help to shape the national agenda in the social and behavioral sciences. Steele received one of the Center's coveted fellowships during 1994-1995 and has served as a trustee since 2002. He will be on academic leave from his position as the Lucie Stern Professor in the Social Sciences at Stanford University but will continue his work on various research and writing projects.

RESEARCH INSTITUTE OF COMPARATIVE STUDIES IN RACE AND ETHNICITY(RICSRE)



Chris Queen

Al Camarillo, *Co-director of the Research Institute; Professor of History; Miriam and Peter Haas Centennial Professor in Public Service*

CCSRE is pleased to announce that its founding director, Al Camarillo, has returned to a position of leadership as Co-director of the Research Institute. He is the author of six books and dozens of articles and his forthcoming book,

Not White, Not Black: Mexicans and Racial/Ethnic Borderlands in American Cities, compares the history of various major ethnic and racial minority groups across the country. Born and raised in the Los Angeles community of Compton, he heads a research team examining the consequences of changing ethnic and racial demographic patterns in this community over the past fifty years. He is widely credited with training a large proportion of the university faculty currently teaching Chicano history in the United States, and is the only faculty member in the history of Stanford to receive three of the university's most distinguished awards for teaching and service to undergraduate education: the Lloyd W. Dinkelspiel Award, the Walter J. Gores Award and the Bing Fellowship Award. He was also recently honored with the Miriam Aaron Roland Volunteer Service Prize for innovation in teaching with his course *Poverty and Homelessness in America* and for his thoughtful community leadership as a trustee for Shelter Network, a Burlingame-based nonprofit that provides housing and support services on the Peninsula.



Chris Queen

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

Hazel Markus' research explores how culture influences where people locate agency—how they understand where the power is for something to be done. In an international comparison, she looks at the ways people's placement of agency

guides their understandings of Olympic performance in the US and Japan, as discussed in her upcoming *Psychological Science* paper *Going for the Gold: Sociocultural Models of Agency in Japanese and American Contexts*. Her new project, recently funded by NSF, examines sociocultural variation in responses to Hurricane Katrina. The project will incorporate a series of interviews with both survivors of and emergency responders to the hurricane. The interviews will be designed to analyze the extent to which divergent sociocultural models of agency shaped decisions to stay or flee, and perceptions of survivors. Taken together, these projects underscore the ways in which culture matters in constituting the fabric of our daily lives, from mundane acts of meaning-making to life-or-death decisions, in circumstances ranging from the triumphant to the tragic.



Chris Queen

Dorothy M. Steele, *Associate Director of the Research Institute; Project Director, Stanford Integrated Schools Project*

The under-performance of many students of color is one of American education's most pressing problems. Researchers affiliated with the Research Institute have been studying what can be done to improve the learning opportunities for children of color whose abilities are often negatively stereotyped. Since 2000, Dorothy M. Steele, the Project Director of the Stanford Integrated Schools Project, has worked with colleagues to document the classroom practices, relationships, learning activities and pedagogical approaches used in classrooms to successfully educate children of color in integrated settings.

The data collected from 1753 students in 84 classrooms suggest that focusing on building positive relationships among students and teachers, providing high expectations and challenging curriculum for all students, and using diversity as a resource for teaching and learning (instead of being color-blind), is linked to higher student achievement and to students' personal sense of identity safety.

Steele and her colleagues, Hazel Markus, Frances Green, and former Fellow, Amanda Lewis, are seeking funding for a replication of this study in two districts. They plan to work with "local experts," some of the teachers from the original study, to adapt identity safety principles into classroom practices, and to help new teachers learn about these principles and promote identity safety in the classroom. Their new project will track the development of the teachers as well as the progress of the students in identity safe and other classrooms.

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



Amanda Lewis, Associate Professor of African-American Studies and Sociology, University of Illinois, Chicago; **“Everyday Race-Making”**



Patricia Greenfield, Professor of Psychology, UCLA; **“The Dynamics of Social Change and Value Conflict in the Maya of Chiapas and Latino Immigrants in Los Angeles”**



Barbara Krauthamer, Assistant Professor of History, New York University, RICSRE Visiting Fellow; **“The Rights of Race and Nation: African-American Emancipation and Indian Sovereignty in the Post-Civil War Era”**



Ronald Sundstrom, Assistant Professor of Philosophy, University of San Francisco; **“Responsible Mixed Race Politics”**



Luis Ricardo Fraga, Associate Professor of Political Science, Stanford University; **“Playing the ‘Latino Card’: Race, Ethnicity, and National Party Politics in 2000 and 2004”**



Marcyliena Morgan, Associate Professor of Communication, Stanford University; **“Politics, Discourse and Drama in Hiphop”**



Nicole Shelton, Assistant Professor of Psychology, Princeton University, RICSRE Visiting Fellow; **“Prejudice Concerns and Interethnic Interactions”**



James S. Jackson, Professor of Psychology and Director of the Institute of Social Research, University of Michigan; **“Racial Difference in Physical and Mental Health”**

Mica Pollock, Assistant Professor of Education, Harvard Graduate School of Education, Harvard University; **“Talking about Race Talk: Everyday Racism and Antiracism in Education”** (not pictured)

VISITING FELLOWS PROGRAM

Not only did the diversity of the environment help to expand and refine my ideas, but it also provided an extremely safe and supportive environment in which to brainstorm about psychological mechanisms underlying extremely controversial race-related topics. In other words, RICSRE provided both the physical and psychological space for my research to progress and my thinking to expand.

Jennifer A. Richeson

It was a wonderful opportunity to hear about how an anthropologist (Nancy Mithlo) and a historian (Barbara Krauthamer) address some of the same issues that I address in my research. Once we got past some of the language barriers we had discussions that literally changed the way that I think about my research.

Nicole Shelton

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. The 2004-2005 Visiting Fellows include a diverse collection of scholars from the humanities and social sciences:

Stephanie Batiste (Assistant Professor of Literary and Cultural Studies, Carnegie Mellon University) focuses her research and teaching in the areas of African American Literature; theories of performance, race and imperialism; 19th and 20th century American urban cultural history; and the 20th Century American Novel. She is currently working on a manuscript entitled *Darkening Mirrors: Discourses of Imperialism in African American Performance*.

Ned Blackhawk (Assistant Professor of History and American Indian Studies, University of Wisconsin at Madison) does research in the field of North American Indian History; the U.S. West and Spanish Borderlands; American race relations and multiculturalism; and the legacies of colonialism. He is currently working on two book projects: *America's Indigenous Nations: An Interpretive History of Native America* and *Violence Over the Land: Colonial Encounters in the American Great Basin*. He is an enrolled member of the Te-Moak Tribe of Western Shoshone Indians of Nevada.

Barbara Krauthamer (Assistant Professor of History, New York University) focuses her teaching and research interests on the

history of slavery and emancipation and the formations of race and gender identity in the Americas. She is currently completing the book manuscript *Native Country: African-American Slavery, Freedom and Citizenship in the Choctaw and Chickasaw Indian Nations*, and is editing a volume of essays entitled *Unshackled Spaces: Fugitives from Slavery and Maroon Communities in the Americas*.

Nancy Mithlo (Assistant Professor of Anthropology, Smith College) does research on indigenous museum curation methods; the conflicting representations of Native Americans; and the life histories of contemporary Native women artists. She is currently investigating the engagement of derogatory racial terms as a means of self-empowerment. She is a member of the Stanford University Native American Alumni Association and the Fort Sill Chiricahua Warm Springs Apache Tribe of Oklahoma.

Jennifer A. Richeson (Assistant Professor of Psychology, Dartmouth College) does research on prejudice, stereotyping, and intergroup relations. The three projects she is currently working on explore: the motivational processes underlying racial categorization; the influence of exposure to color-blind and multicultural approaches to diversity on prejudice, stereotyping, and self-efficacy; and the cognitive consequences of interracial contact. She has accepted a new position as Associate Professor of Psychology at Northwestern University.

J. Nicole Shelton (Assistant Professor of Psychology, Princeton University) focuses her research on understanding prejudice and discrimination from the target's perspective. She is currently developing a model of interracial contact between Whites and ethnic minorities focusing on individuals' interpersonal concerns with prejudice.



Chris Queen

Back: Barbara Krauthamer, Jennifer Richeson, Stephanie Batiste, Nancy Mithlo, and Ned Blackhawk.
Front: Rachel St. John, Shelley Lee, Nicole Shelton, Ebru Erdem, Magdalena Barrera, Birgit Branden-Rasmussen.

VISITING FELLOW PROFILE



J. Nicole Shelton, Assistant Professor of Psychology, Princeton University; RICSRE Visiting Fellow

Born and raised in Charlottesville, Virginia, Nicole Shelton graduated cum laude with a B.A. in Psychology from the College of William and Mary. When she was a teenager, she picked up a book on the lives of the school's namesake, and, from then on, always knew that was where she wanted to attend college. During her undergraduate education she completed several clinical psychology internships and found that she enjoyed her social psychology related coursework more. She went on to complete her Ph.D. in social psychology from the University of Virginia and won an NIMH grant for her research proposal on experiences with discrimination and attributional ambiguity; she spent the next two years as a Postdoctoral Research Fellow at the University of Michigan. Shelton remarks that "Michigan was a great place to be, and it was a fantastic opportunity to step back and really think about my research without any clocks ticking."

Shelton's research explores the dynamics of interracial contact between Whites and ethnic minorities focusing on how interpersonal concerns about issues of prejudice influence those interactions. She became interested in this topic after reflecting on how difficult it was for her to develop and maintain friendships with White women while in college, and yet in high school that was all she knew. She started to think about why this change had taken place and became interested in researching interracial interactions. She is currently developing a model of interracial contact that tests whether individuals' interpersonal concerns about prejudice - Whites' concerns with appearing prejudiced and ethnic minorities' concerns with being the target of prejudice - have paradoxical effects during interactions. She proposes that the more interpersonal concerns individuals have about prejudice, the more they will engage in compensatory behavior strategies to prevent negative outcomes during interracial interactions; as a result, concerns with prejudice will negatively impact the individual's experience but positively impact their partner's. Her research has been published in numerous journals including *Journal of Personality and Social Psychology*, *Personality and Social Psychology Review*, *Group Processes and Intergroup Relations* and *Psychological Science*.

Shelton reflects that her "thinking about issues around race and culture [were] enriched beyond words" during her year as a Visiting Fellow at the Research Institute. She enjoyed meeting other professors and graduate students working on questions of race and ethnicity and getting feedback on her own research. And the personal encouragement from senior people in the field, she remarks, is exactly what a junior scholar needs. She will never forget an e-mail exchange with the Research Institute's co-director Hazel Markus when Shelton shared her nervousness of speaking up in groups. After reading how Markus used to be the same way she remembers thinking: "Wow! Look at her now. The woman is amazing. Maybe I will be like that too!"

VISITING FELLOWS

ALUMNI UPDATES

We decided to check in with our previous classes of Fellows to see how their scholarship and academic lives are progressing:

Visiting Fellows 2003-2004

Tyrone Forman was the recipient of the "Exemplary Faculty Mentor Award" for contributions to graduate and undergraduate student research training and was promoted to Associate Professor of Sociology at the University of Illinois at Chicago. He was also invited to join the Editorial Board of *Social Psychology Quarterly* in January of 2006.

Amanda Lewis has been promoted to Associate Professor of Sociology and African American Studies and Associate Head of African American Studies at the University of Illinois at Chicago. She finished two books while a Fellow at RICSRE: *Challenging Racism in Higher Education: Promoting Justice* and *The Changing Terrain of Race and Ethnicity*.

Stephen Murphy-Shigematsu is a visiting scholar at the Asia Pacific Research Center at Stanford University. He will publish two edited volumes this year: *Multiculturalism in Japan: Being Others in the Transnational Borderlands* with David Blake Willis and *Japan's Diversity Dilemmas: Ethnicity, Citizenship and Education* with former Fellows Soo Im Lee and Harumi Benu.

Richard A. Shweder co-edited the book *Clifford Geertz By His Colleagues* with Byron Good.

Ulrich Wagner received a research grant for a meta-analysis of international studies on the effectiveness of programs to prevent prejudice and hate crimes. He was pleased to have former Fellows Amanda Lewis and Tyrone Forman teach at the Graduate School in his home institution Philipps-University Marburg, Germany.

Visiting Fellows 2002-2003

Eduardo Bonilla-Silva is now Professor of Sociology at Duke University and is working on two new book projects: *Anything but Racism* and *White Logic, White Methods*.

Michele Elam is now Associate Professor of English at Stanford University.

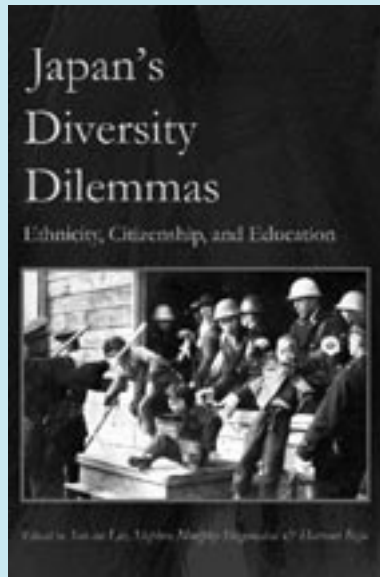
Michael R. Hames-García is now the Barbara and Carlisle Moore Distinguished Visiting Professor of English at the University of Oregon. He is on leave from his position as Associate Professor of English at Binghamton University, State University of New York.

Visiting Fellows 2001-2002

Thomas F. Pettigrew has published numerous articles since his fellowship and has a few currently in press with L. Tropp: "Relationships between Intergroup Contact and Prejudice among Minority and Majority Status Groups" in *Psychological Science* and "A Meta-Analytic Test of Intergroup Contact Theory" in *Journal of Personality and Social Psychology*.

Japan's Diversity Dilemmas: Ethnicity, Citizenship, and Education

Edited by Soo Im Lee, Stephen Murphy-Shigematsu and Harumi Befu



Three of the Research Institute's former Fellows joined together to co-edit this book on how Japanese society is in the midst of a dramatic transformation brought on by demographic change and globalization. The authors explore how the forces of globalization are affecting the state ideology of homogeneity, and how a new image of diversity and multiculturalism is slowly developing. As the population diversifies, the linking of ethnicity and citizenship is being challenged and education is the battleground where these struggles are occurring. This collection of papers, by an interdisciplinary group of authors, gives readers an understanding of Japan's evolving conceptions of the nation and its attempt to balance tensions of unity and diversity.

RACE IN THE SCHOOLYARD: NEGOTIATING THE COLOR LINE

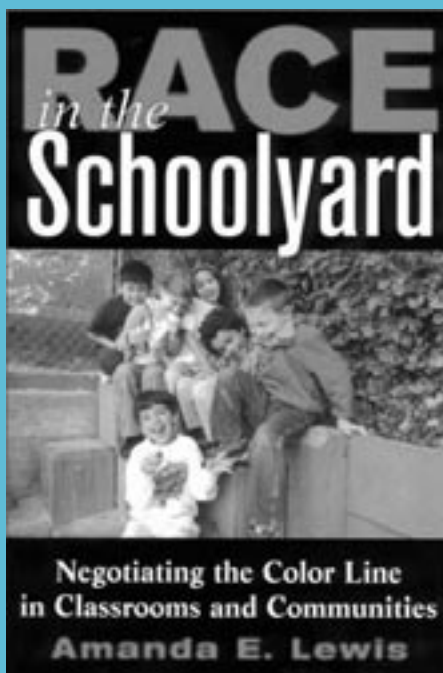
IN CLASSROOMS AND COMMUNITIES

by Amanda E. Lewis

Could your kids be learning a fourth R at school: reading, writing, 'rithmetic, and race?

The award-winning *Race in the Schoolyard* takes us to a place most seldom get to see in action—our children's classrooms—and reveals the lessons about race that are communicated there. Amanda E. Lewis spent a year observing classes at three elementary schools: two in multiracial urban areas and one in a white suburban neighborhood. While race, of course, is not officially taught like multiplication and punctuation, she finds that it nonetheless insinuates itself into everyday life in schools.

Lewis explains how the curriculum, both expressed and hidden, conveys many racial lessons. While teachers and other school community members verbally deny the salience of race, she illustrates how it influences the way they understand the world, interact with each other, and teach children. This eye-opening text received the 2004 Gustavus Meyers Outstanding Book Award and is important reading for educators, parents, and scholars alike.



GRADUATE STUDENT FELLOWSHIPS

I enjoyed being around so many junior faculty, who were all very down-to-earth and had excellent, fresh career advice to offer the GDFs . . . I was much inspired by the work of my colleagues, and by the interdisciplinary insights that [were] offered by this diverse community.

Magdalena L. Barrera

Thanks in large part to RICSRE, I completed my dissertation last June and am now an Assistant Professor of History at Harvard University.

Rachel St. John

Graduate Dissertation Fellowships (GDFs) promote interdisciplinary scholarship on issues of race, culture and ethnicity by supporting graduate students in the writing phase of their dissertations. (For more information: http://ccsre.stanford.edu/FP_gradStu_gradDiss.htm)

Magdalena L. Barrera (*Modern Thought and Literature*) examines early 20th century literature, music and photography to understand how people of various class and ethnic backgrounds use the concept of “family” to manipulate the borders of American identity. Her dissertation is entitled *Domestic Drama: Visions of Mexican Families and American Identity, 1910-1941*. In 2005-06, she will continue her time

at Stanford as a Teaching Fellow for the Introduction to the Humanities program.

Ebru Erdem (*Political Science*) hypothesizes that ethnic identities are more salient in countries where the sociopolitical structure has been upset by political or economic transformation than in countries where these structures stay intact. Her dissertation is entitled *Political Salience of Ethnic Identities: A Comparative Study of Tajiks in Uzbekistan and Kurds in Turkey*. Along with her native language Turkish, Ebru speaks both English and Uzbek fluently.

Shelley S. Lee (*History*) examines the centrality of Japanese Americans in Seattle’s emergence as a major West Coast city and

aims to enrich Asian American history while highlighting intersections of urbanization, race relations in the American West, and Pacific Rim concerns. Her dissertation is entitled *Cosmopolitan Identities: Japanese Americans in Seattle and the Pacific Rim, 1900-1953*. She has accepted a position as a lecturer in Asian American Studies at the University of California, Santa Barbara.

Rachel C. St. John (*History*) examines the construction of national spaces, identities, cultures, and power in her dissertation *Line in the Sand: The Desert Border between the United States and Mexico, 1848-1934*. Focusing on the border, a notoriously uncontrollable and implicitly transnational space, her work explores how national agendas, macroeconomic developments,

Native Identity and Global Art Contexts: The Venice Biennale

The New York Times writer, Steven Henry Madoff, described the recent la Biennale di Venezia “like Cannes on the Grand Canal or, more precisely, like the Academy Awards, several doctoral dissertations and Disney World combined under the brilliant Italian sun.” In 1999, when a small nonprofit Native arts organization became the first Native American art exhibit admitted to “the biggest deal in the art world,” organizers declared a victory for Native communities. Now in 2005, the Smithsonian’s National Museum of the American Indian (NMAI) will represent Native North America at the 51st Biennale in June. The 2005 NMAI Biennale Project Director **Patsy Phillips** was joined by artist **Harry Fonseca** (1999 Biennale exhibitor) and RICSRE Visiting Fellow **Nancy Marie Mithlo** (curator and Assistant Professor of Anthropology at Smith College) in a discussion about what inclusion in this international art forum signals for ethnic arts: accommodation to nationalistic ideologies or recognition of sovereign status?



Nancy Mithlo, Harry Fonseca and Patsy Phillips

and international relations intersect with community formation and the emergence of national, ethnic, and racial identities. *She has accepted the position of Assistant Professor of History at Harvard University.*

The **Teaching Fellows Program** provides graduate students an opportunity to gain practical experience in the classroom as TAs and teachers of small group courses. (For more information: http://ccsre.stanford.edu/FP_gradStu_teach.htm)

Lisa Arellano (*Modern Thought and*

Literature) served a second year as the senior seminar coordinator for CCSRE. Her research explores a historical comparison of identity movements and culminated in her dissertation “Lynching and the American Past: Violence, Narrative and Identity.” *She is now a Visiting Assistant Professor of American Studies at Colby College in Maine.*

Graciela N. Borsato (*Psychological Studies in Education*) focuses her research on the role of race and ethnicity on children’s development and the education of language-minority students. She was awarded a research grant from the National

Center for Educational Statistics (NCES) to examine family-school relationships among English-language learners. *In 2005-2006, she will be teaching courses at San Jose State University and Stanford University, including a CCSRE spring quarter class on Latino children. She hopes to defend her dissertation in June.*

Todd Albert Dapremont (*English and American Literature*) has research and teaching interests in 19th and 20th century African American literature and culture; race and national identity; race in U.S. popular culture; and Black Atlantic literature and culture.

ALUMNI UPDATE



L.A. Cleenof/Stanford News Service

As one of three American Indian social psychologists **Stephanie Fryberg** said she struggled to find her voice and to feel as though she belonged in the academy. She grew up on the Tulalip Indian Reservation in Washington State, next door to her beloved grandparents who provided stability, taught her who she was as a young native woman, and encouraged her to stay in school and help their community. As a graduate student at Stanford searching to find her place in her new community, it was Fryberg’s advisor Hazel Markus who, she insists, “valued my experiences and my perspective and helped me to learn that I too could make a contribution to the academy.”

Her first serious involvement with CCSRE was participating in one of the early identities and inequalities faculty workshops lead by George Fredrickson and Al Camarillo. Although she was initially intimidated at being only one of two graduate students in the workshop, Fryberg eventually learned about the value of interdisciplinary studies and describes it as a “defining moment” in her academic life. She was also honored with both a CSRE Teaching

Fellowship (1999) and RICSRE Graduate Dissertation Fellowship (2000) while a student at Stanford.

After completing her Ph.D., Fryberg remained at Stanford and worked for two years as an Assistant Dean for Multicultural Graduate Student Services in the School of Humanities and Sciences. Together with her colleague Joseph Brown, she focused on the recruitment and retention of students from underrepresented groups. They traveled around the country to recruitment fairs and conferences, provided faculty with the latest research on admissions criteria, and brought some of the top diversity candidates to Stanford as part of a summer research program. She asserts that “Stanford has been a national leader in creating an academic community that is both diverse and academically excellent, but Stanford’s greatest quality is its sustained commitment to creating this excellence.”

Now as an **Assistant Professor of Psychology at the University of Arizona** Fryberg’s primary research interests focus on how social representations of race, culture and social class influence psychological well-being, health and academic performance. Most of her research examines underrepresented groups but she is particularly committed to understanding what is driving health and education discrepancies for American Indians. True to the values instilled by her grandparents, Fryberg hopes her research will help to change the health and education outcomes for her Native community.

FACULTY PROFILE



Claudine Gay recalls that by the time she was 12 years old she had traveled around the world – twice. She saw the pyramids in Egypt, visited Iran before the fall of the Shah, and scaled the Leaning Tower of Pisa. Although her family lived in half a dozen different locations across the U.S., most of her childhood memories are from their time in Saudi Arabia. Her parents originally emigrated from Haiti, her father a civil engineer in the Army Corps of Engineers and her mother a Registered Nurse; together their instrumental, pre-professional attitude toward college had a strong influence on Gay's early aspirations. She graduated with a B.A. in Economics from Stanford,

but during her undergraduate years also took a job as a Research Assistant at the King Papers Project and spent a summer as a policy intern in Washington D.C. She slowly discovered a love of research and through conversations with Kennell Jackson in History, and Steward Burns at the King Papers Project, learned that research could be the basis of a career.

She realized during her junior year at Stanford that her sights were set on academia and Gay has never looked back. She went on to do a Ph.D. in Government at Harvard University, receiving the Toppan Prize for Best Dissertation in Political Science. After graduation, she was a Visiting Fellow at the Public Policy Institute of California before accepting a position in the Political Science department at Stanford, where she was recently promoted to Associate Professor.

Gay remarks that she “finds the study of race and American political behavior utterly fascinating.” She recently participated in CCSRE's Junior Faculty Professional Development Project, which provides junior faculty with teaching relief to concentrate on their research. During this period Gay worked on two papers that are part of an ongoing project examining how residential circumstances shape racial and political attitudes among Black Americans. In the first paper she considers whether African Americans' growing residential mobility has implications for their views on race and racism as constraints on individual life chances. And in the second paper she examines how the economic disparities that can exist within multi-racial and multi-ethnic neighborhoods influence how neighborhood residents view one another. Her research has been published in *American Journal of Political Science*, *American Political Science Review*, and *Political Psychology*.

She comments that in many ways CCSRE has been her intellectual home at Stanford. The various CCSRE events that bring together affiliated faculty and visitors from other universities have been an important means for her to keep current with the latest research, particularly new work on race and ethnicity in disciplines other than political science. As she travels to other universities she is “continually reminded of how unique and invaluable CCSRE and RICSRE are – in their comparative perspective, in the priority given to social science research, in their level of activity, and in the resources they have to support their activities.” The extent to which her current research is influenced by social psychology and sociology, she asserts, is a result of interactions and discussions with CCSRE colleagues.

The Future of Minority Studies at Stanford

The Future of Minority Studies at Stanford had a banner year in 2004-05, and looks forward to a series of exciting events in 2005-06. *FMS at Stanford* is part of The Future of Minority Studies Research Project (FMS), which was founded in 2000 by a small group of scholars, including our own Paula Moya, who is an associate professor of English and the immediate past director of the Undergraduate Program of the Center for Comparative Studies in Race and Ethnicity (CCSRE).

FMS is a consortium of scholars and academic institutions with a primary interest in minority identity, education, and social transformation. Although originally conceived of by its founders as a year-long interdisciplinary bicoastal research initiative involving Stanford, Binghamton, and Cornell universities, the FMS project has evolved to become a mobile “think tank” facilitating focused and productive discussions across disciplines about the democratizing role of minority identity and participation in a multicultural society. It is unique as a research group in that it is inter-institutional, interdisciplinary, and multigenerational; FMS scholars come from institutions of varying sizes and types: private research universities (e.g., Stanford, Brown, Cornell, Syracuse) liberal arts colleges (e.g., Hamilton, Moravian, Mt. Holyoke), major state universities (e.g., Wisconsin, Michigan, Indiana, Tennessee, Alabama-Huntsville), historically black colleges and universities (e.g., Spelman), as well as smaller state universities and community colleges (University of Michigan-Dearborn, Las Positas Community College). FMS scholars hail from a variety of disciplines in the humanities and the humanistic social sciences, and range from undergraduate students to senior

FACULTY RESEARCH NETWORKS

The Faculty Research Networks provide a structure for an interdisciplinary group of Stanford and Visiting scholars to develop collaborative projects. Three research networks met monthly during 2004-2005:

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. Network members heard talks by Stephanie Batiste (*Literary and Cultural Studies, Carnegie Mellon University*), Ronald Sundstrom (*Philosophy, University of San Francisco*), Barbara Buchenau (*American Studies, Georg-August-University Göttingen, Germany*), and Omar McRoberts (*Sociology, University of Chicago*) among others. Co-sponsored by the Research Institute and the Stanford Humanities Center, the network is convened by Paula Moya (*English*), Monica McDermott (*Sociology*), and Ulka Anjaria (*Modern Thought and Literature*).

The Meanings and Practices of Diversity

Convened for over three years by Hazel Rose Markus (*Psychology*) and Dorothy M. Steele, this network focuses on how the collective representations and the public discourse about difference shapes individual experience and society as a whole. In other words, how one is racialized affects one’s experiences and life opportunities. Network members engage questions about how this process happens

and how the policies and practices of important social institutions like schools, the law, health care, and the workplace are influenced by race and ethnicity. Presentations were heard by Jennifer Richeson (*Psychology, Dartmouth College*), Ira Lit (*Education*), Deborah Gruenfeld (*Graduate School of Business*) and Brian Lowery (*Graduate School of Business*).

Revisiting Race and Ethnicity in the Context of Emerging Genetic Research

Over the past two years this workshop, co-sponsored by the Mellon Foundation Humanities Graduate Research Workshop and the Research Institute, brought together scholars from the sciences, social sciences and the humanities to reflect on a critical question: How should we think about the correspondence of human population genetic structure with traditional racial and ethnic categories,

and what is the importance of such distinctions in scholarship across a range of disciplines, and for public policy? The organizers of the workshop—medical anthropologists Sandra Lee at the Stanford Center for Biomedical Ethics and Barbara Koenig, former director of the Center and currently at the Mayo School of Medicine in Minnesota —hosted many of the leading scholars working at the intersection of “race” and genetic technologies to address a broad range of related social, ethical, and technical issues: Mark Shriver (*Anthropology, Pennsylvania State University*), Kwame Anthony Appiah (*Philosophy, Princeton*), Deborah Weiss Bolnick (*Anthropology, UC Davis*), Pamela Sankar (*Medical Ethics, University of Pennsylvania*), Pilar Ossorio (*Law and Medical Ethics, University of Wisconsin, Madison*), Kimberly Tall Bear (*UC Santa Cruz*), David Goldstein (*University College London*), John Dupre (*Philosophy of Science, Oxford University*), and Duana Fullwiley (*New York University*).

Revisiting Race in a Genomic Age: A Public Forum on Race-Based Drug Design

Developing out of the activities of the Revisiting Race and Ethnicity in the Context of Emerging Genetic Research Network, an authors’ conference is planned for **January 9-10, 2006** at the Stanford Humanities Center. The network speakers will reconvene to discuss individual papers that will be included in a book entitled, *Revisiting Race in a Genomic Age*, to be edited by Drs. Koenig and Lee. The book will make a unique contribution across multiple fields: in public policy, bioethics, history, anthropology, and genetics; in courses examining the intersection of race and genetics; and to scholars and policy makers seeking a sophisticated and comprehensive introduction to the issues. A public panel discussion is scheduled at the end of the conference to encourage an open dialogue on issues around race and genetics within the community. The event is presented by the Research Institute of Comparative Studies in Race and Ethnicity and co-sponsored by the Stanford Humanities Center, the Stanford Center for Biomedical Ethics, the Center for Law and the Biosciences, the Program in Ethics in Society, and the Center on Ethics.

READING ROOM EXHIBITS

Nearly Reflecting – Recent Work by Arnold J. Kemp



Chris Queen

Arnold Kemp's *Nearly Reflecting* exhibit in the CCSRE Reading Room provoked questions of exactly what black art is, whether blackness resides in the subject matter or style, and if the ethnic background of the artist justifies or even requires the use of the label. Kemp's collection of untitled photographs connect the racist implications of the Ku Klux Klan hood to modern African fashions and to African masks traditionally animated by the power of ritualistic secrecy. And his selection of new works entitled *Auto-portraits/Aura-studies* explore the 19th century practice of measuring racial make-up. The images in both of these collections seem to give photography the power to critique its own involvement in supporting the cultural category of race as an almost non-negotiable aspect of contemporary society. While some assert that photography has played a role in determining difference and reinforcing racist ideas, in Kemp's images the power is given back to the subject of the self as he plays with the idea of seeing and not being seen as power.

Arnold J. Kemp is an artist, writer and independent curator. He has shown nationally and internationally, most notably at the Studio Museum in Harlem, New York, the Santa Monica Museum, Los Angeles and the Luggage Store Gallery, San Francisco. He holds degrees from Tufts University and the School of the Museum of Fine Arts and is the recipient of awards from the Joan Mitchell Foundation, The Pollock-Krasner Foundation and Artadia.

Passing: Hiding in Plain Sight

Passing: to be accepted as a member of a group by denying one's own ancestry or background.

- Dictionary.com

When Vera Grant, Associate Director of African and African American Studies (AAAS), approached Jaya King to do an exhibit in the CCSRE Reading Room it was the beginning of a personal excavation for the artist. Born to a Danish and Slovakian mother, and an African-American and part Cherokee father, King started to view her art through the eyes of her mixed-race heritage and discovered herself at the edge of a vast chasm. As she began to look at her family and their history, and at her childhood and friends, she began to realize that "passing" is a vast expanse across our society and she embodied some of the most prominent features.



Carousel Operator by Jaya King

King always has a story in mind when she paints and the pieces created and selected for the Reading Room exhibit were set in the early 1900s. One image depicts the deep recognition in the face of a young African-American girl of the racial limitations placed on her during this period in history; is she coming to terms with a future that is already mapped out, or does she dare to look beyond the barrier and envision something more for herself? Another piece questions what drives people to alter their appearance by straightening hair or lightening skin. And the painting entitled *Gryphon Blackswan* explores how the showmanship of passing is not limited to skin tone but includes demeanor, attitude, speech, dress, hair styles and make-up as part of the charade.

Education either functions as an instrument which is used to facilitate integration of the younger generation into the logic of the present system and bring about conformity or it becomes the practice of freedom, the means by which men and women deal critically and creatively with reality and discover how to participate in the transformation of their world. – Paulo Friere

Growing up as an immigrant in Chicago, the third most segregated city in the country, I always had this gnawing feeling that something was wrong with the beloved city I called home. In our apartment roaches and mice somehow found their way between thin walls, toilets leaked, and water from an upstairs apartment seeped through our ceiling every other month. Cambodian youth who lived in our building joined gangs to rival with the Vietnamese and Laotian gangs in the neighborhood. The local high school where my oldest sister attended reported annual shootings; two years ago the city forced this high school to shut down as a result of lack of funding even though the immigrant youth who lived in this area would have nowhere else to go except overcrowded classrooms in other high schools. In the city of Chicago, black folks live on the South side, white folks live closer toward downtown, and immigrant populations disperse themselves throughout the North, but increasingly more on the West because of rising rent prices in their neighborhoods. This was the setting of my community.

My parents usually each held more than one job in order to make ends meet to feed four young kids. Combined, they have been waiters, factory workers, kitchen helpers, house painters, machinists, and garment workers; basically, they made up every sector of the working class that I would later read about in my CSRE classes. Of course they didn't want me to leave Chicago and travel to California to attend school. I thought it was because they didn't know anything about college, let alone that Stanford was one of the top schools in the nation. Yet, their prediction and fear that I would feel left out, isolated from, and looked down on by middleclass classmates proved to be true the moment I arrived at Stanford. I can't really explain wealth, but if it was something that I didn't encounter before, I definitely felt it at Stanford. It was in the way my classmates acted toward each other, the way the administration treated you and how others expected to be treated, the way people talked, the way my classmates knew exactly what to do. It's hard to explain because it's a culture, a way of living, and the only reason why I recognized it was because I didn't belong. For my entire first year at Stanford, I felt stupid and thought I should have listened to my parents.

In my sophomore year, I took a SoCo class by Professor LaFromboise called "Understanding Racial Identity," where we discussed our experience as people living under racism. Something clicked and I was able to understand my experience through the lenses of race and class. It wasn't that the Southeast Asian and Ethiopian immigrants in my neighborhood in Chicago deserve to be displaced from their homes, but that profits can be made by converting rental properties into luxury condominiums and usually all those affected by the gentrification are poor people of color. It wasn't that I was stupid or didn't deserve to be at a place like Stanford, but that all of us have been taught workers like my parents are stupid and dull, white folks who work in nice offices in downtown Chicago are smart and creative, and only rich children of those office managers and executives, and not children of janitors and garment workers, go to Stanford.

As I took more classes about race, I saw that CSRE was one of the few opportunities at Stanford to learn and think about my own experience and to see myself reflected in the materials I read. Moreover, through CSRE classes I was able to learn that the issues I saw in my own neighborhood - gang violence, lack of education funding and gentrification - exist not only in Chicago but also in Los Angeles, New York, San Francisco, New Orleans, and everywhere else. It is people of color and poor people that are at the receiving end of these symptoms of inequality. In this way, the very existence of CSRE contradicts what we are normally taught in our everyday life: the experiences and history of poor people and people of color *are* worth studying. CSRE is vital and without it students of color like me would face total alienation at Stanford. For *all* students, CSRE is one of the only places you will learn about the workers who built Stanford – poor, Chinese immigrants, workers just like my parents. As a program, CSRE provides knowledge like any other area of study at Stanford, but as a place of nurturing and growth, CSRE develops students' skills to be critical and active in transforming the world they live in.

Once I held the knowledge that what I thought was my own personal experience of inequality and injustice existed everywhere, I had to become part of changing those conditions. To address the everyday struggles that everyday people like my parents face, I can't simply "make it" and provide for my parents so they don't have to work hard anymore; I have to attack the root causes of these issues. In our classes we ask who benefits from racism and how those affected by racism can stand together to fight against their common causes. We ask how poverty can exist everywhere in the world when our technology is so advanced and our natural resources so rich that we could afford to feed everyone but we won't, because providing for everyone to live happily is not a profit-making venture. I believe that our world must be and can be different; a society where people respect each other's dignity and humanity and are sheltered, clothed, fed, cared for when sick, and loved - is and must be possible.



Chris Queen

By Hai Binh Thi Nguyen (AAS '05)



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

Today CSRE is one of the most successful interdisciplinary programs on this campus— reflective of the broad interests of its diverse students and scholars who come together to build a truly vibrant academic community. I want to never take for granted how rare and thus amazing it is to be part of an academic program where we see ourselves reflected in our mentors, our teachers, or peers and see ourselves even in our work.

Ronak Kumud Kapadia (CSRE '05)

CSRE helped me match my interests with my education. When I became passionate about the subject matter I became passionate about learning.

Desert Horse-Grant (CSRE '00)

COMPARATIVE STUDIES IN RACE AND ETHNICITY (CSRE)



Chris Queen

further with their praise: “I have found CSRE’s undergraduate program to be exceptional, and essential to my academic growth at Stanford,” writes one alumnus. “Through providing unique academic and extracurricular opportunities, fostering relationships among CSRE students, and prioritizing undergraduate advising, the program demonstrates a student-centeredness that transformed my Stanford education from mediocre to extraordinary.”

CSRE students have the opportunity to experience innovative curriculum in the field of comparative, interdisciplinary studies of race and ethnicity; they can select from classes offered in over twenty-two different fields taught by some of the one hundred plus faculty affiliated with the Center. A CSRE minor with an interest in theories of multiculturalism, cultural rights and the construction of international human rights law, “found the CSRE Program to be an invaluable forum in which I could engage these issues in

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 a dynamic 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. During the fall of 2004, CSRE conducted an internal review of its Program and asked both current students and alumni to provide their candid assessment. All of the respondents spoke of their overall positive experience and many students went much

New CSRE Undergraduate Program Director



L.A. Cicero/Stanford News Service

CCSRE is pleased to welcome **Matthew Snipp** as the new **Director of the Undergraduate Program, Chair of Comparative Studies in Race and Ethnicity and Chair of Native American Studies**. The faculty, students and staff of CCSRE offer their gratitude to his leadership and depth of commitment to our programs and research. Snipp is a Professor of Sociology at Stanford and spent 2003-04 as a visiting professor at Harvard University, where he taught undergraduate courses on American Indians, race and ethnicity in the U.S. and a graduate course dealing with the census. His current research attempts to explain why some individuals report their race as multiracial while others do not, and why multiracial persons differentially report their race from one situation to another. He also is working on an American Indian demography project that focuses on enrollment and attainment in education. We offer our congratulations to Debi and Matt on the arrival (August 26th) of Charlie’s little sister, Josephine (Josie) Shea.

much depth across multiple perspectives. While I touched on these issues in a more peripheral manner through courses taken in my academic major [International Relations], for instance, the CSRE Program allowed me to focus in on them in a direct manner, offering me the chance to combine more theoretical and empirical research methodologies in thinking about and researching issues of race and ethnicity within human rights laws.”

The CSRE program compliments its coursework with learning opportunities that expand on the students’ theoretical studies and provide hands-on experience. One of the options available to CSRE students is a two week seminar providing contact with local and state leaders and exposure to major public policy issues directly affecting ethnic and racial groups in the United States. Participants of this Public Policy Leadership Institute found it an “amazing learning experience” and comment on how they were taught “to evaluate data that public policy makers must rely upon to make informed decisions impacting their communities.” Another student writes about how the seminar group met with a wide variety of public leaders and how talking and listening to these people and their stories had a major influence.

Students can also apply for summer internships in a non-profit or governmental agency that are logical extensions of their curricular program. In the summer of 2004, placements were made in organizations such as Child Advocates, Mexican American



Chris Queen

CSRE undergraduate students Ronak Kapadia and Abigail Rosas with Student and Academic Services Coordinator Margarita Ibarra (middle)

Legal Defense and Educational Fund, San Francisco Coalition on Homelessness, and the American Civil Liberties Union. Students comment on how valuable the internships have been to the shaping of their own career goals. One student who worked with the ACLU writes, “I learned something very important about myself over the summer: I am more interested in making social change through powerful organizations than through fighting against the power structure.” Another student who interned with the Multicultural Education Office of the Boulder Valley School District remarks, “I realized that I am passionate about issues of equity education, but I also realized that I wanted to be working directly with students rather than in an administrative office.”

Regularly scheduled career workshops provide another avenue for students to receive information about some of the professional and academic options after graduation; they can learn about tips for applying to graduate school or the day-to-day responsibilities of the professions chosen by some of their former classmates.

Many CSRE students have commented on how the program helped them to develop a comprehensive understanding of race and ethnicity that graduate and professional schools, as well as employers, increasingly value. A third year Harvard Law student remarks how he “discussed my AAS background in all of my law school admissions essays, citing my major as one of the primary motivations for attending law school” and sees a “direct link between my AAS coursework and my law school classes.” Another student currently completing the Stanford Teacher Education Program (STEP) writes, “In CSRE I learned so much about myself and about others, and it has magnified my ability now to work with others from diverse backgrounds and to continue my graduate study in education. In an increasingly diverse world where cultural borders must be crossed every day, it is imperative that we have scholars, leaders and professionals in society who have perspectives that enable them to view situations and problems from multiple angles.”

AFRICAN AND AFRICAN AMERICAN STUDIES (AAAS)



L.A. Cicerio/Stanford News Service

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



John Rickford

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

African and African American Studies at Stanford (AAAS) marked several milestones in the 2004-5 academic year. In his last year of service to the program (1998-2005), Professor John R. Rickford implemented a few long cherished visions for AAAS: the largest graduating class ever (9 majors and 8 minors); renewal of our degree granting status; a workshop on the Pedagogy of Black Studies; and transfer of the directorship of AAAS to an outstanding and committed scholar—Professor Lawrence D. Bobo.

Our large class of 2005 meant a longer than usual and fully packed commencement last June. The class featured four Honors students, two who graduated with distinction and a minor Jennifer O’Neil who captured the Firestone Award for her thesis: “The Effects of Race and Facial Stereotypicality on Perceptions of Crime and Mental Illness.” We also initiated a new award, the ShantaAnnan award, for the most

outstanding freshman in a AAAS course, which went in its inaugural year to Naima Green. Our inspiring Commencement Speaker was Professor Lawrence D. Bobo.

During the year we spent a considerable amount of time preparing the report on our program for the five year review by the Senate. The outstanding support received from AAAS alumni and current students in response to our request for letters about the program was commended by the Senate during their discussion and five year renewal of our degree granting status.

A highlight of the year was our "Workshop on Black Studies Curricula and Pedagogy." The workshop was funded by the Office of the Vice Provost for Undergraduate Education, and was held at the Frances C. Arrillaga Alumni Center December 10-11, 2004. Restricted to a group of over a dozen Chairs of Black Studies departments and programs from California and across the country, the workshop allowed us to share information about our curricula, and our sense of what works well and what doesn't in the teaching of Black Studies, especially at the undergraduate level. Arnold Rampersad, Kimball Professor of English and Cognizant Dean for the Humanities, gave opening remarks; and during the workshop participants were treated to a tour of the Martin Luther King Papers Project (now the King Institute) by Professor Clayborne Carson.

AAAS also hosted the artist for the CCSRE spring exhibit *Passing: Hiding in Plain Sight* featuring the work of local artist Jaya King

in the CCSRE Reading Room. Jaya King provided a session with our students to discuss her eerily beautiful, if controversial art.

Our course offerings were augmented by the service of Professor Clayborne Carson. He taught the Introduction to AAAS - the first year in a two-year commitment. Our quarterly lecture series featured the themes of "This Moment in Black Politics" to coincide with the Presidential Elections, "The Trajectories of Jim Crow" in the winter and "Black Identities" in the spring.

Although we ended the year with a lovely farewell dinner to John Rickford sponsored by The Office of the Dean of Humanities & Sciences, we want to acknowledge his continuing contributions to the program. Over the summer he worked with a student intern on The Stanford Oral History Project in East Palo Alto (SOHP-EPA). Our many warm thanks to Professor Rickford and a warm welcome to Professor Bobo as incoming Director.

We note at press time for this publication, the sad passing of Professor Kennell Jackson. He died peacefully at the Stanford University Medical Center on November 21, 2005. Jackson's leadership and involvement in the Program in African and African American Studies (AAAS) stretched over a thirty-five year period, that included nine years as AAAS Director, from 1980-89. We honor his life of service and celebrate his passion as a teacher and scholar.

ASIAN AMERICAN STUDIES (AAS)



Chris Queen

Purnima Mankekar, *Chair of Asian American Studies; Associate Professor of Cultural and Social Anthropology*

One of the fastest growing ethnic groups in the United States, the Asian American community is extremely diverse: its members include the early pioneers who arrived in the U.S. during the nineteenth and early-twentieth centuries as agricultural laborers; white-collar professionals from different Asian countries who immigrated in the 1960s; political refugees from Southeast Asia; and the high-tech "parachute families" and "bodyshoppers" of the late-1990s. Although Asian Americans are heterogeneous in terms of their immigration histories, socioeconomic positions, religious affiliations, and their ties to Asia and to Asian diasporas in different parts of the world, there is much that they have in common. Asian American Studies is characterized by its dual focus on the formation of racial and ethnic identity among Asian Americans, and on international and transnational perspectives.

During 2004-2005, AAS students selected from cross-listed courses in Music, History, Education, Political Science and Comparative Literature, as well as from two CSRE based classes: "Queer Asian American Literature," taught by Wei Ming Dariotis, explored literature by and about Asian and Pacific Islander Americans on themes of queer identity; and Marguerite Nguyen's class "Vietnamese American Literature, Film and History," examined how Vietnamese American texts intervene in debates about cultural production, race

AAAS Workshop on Black Studies Curricula and Pedagogy



John Rickford

Chairs of Black Studies departments and programs from across the country and workshop staff at the AAAS Workshop on Black Studies Curricula and Pedagogy December 10-11, 2004, Frances C. Arrillaga Alumni Center, Stanford University

and transnationalism in Asian American studies and American literature.

Filipino American Heritage month was celebrated during the month of October with a Tuesday evening speaker series. AAS co-sponsored lectures on: "Filipino Art Form" by Alleluia Panis (*founder of Kularts Filipino Dance*); "The Anti-Martial Law Movement in America and in the Philippines" by Terry Bautista, Jorge Emmanuel and Rene Ciria-Cruz (*members of the Anti-Martial Law Movement in the Philippines*); "Current Issues in the Philippines" by Kuusela Hilo (*Stanford c/o 2003*); and "The Evolution of Tagalog" by Professor Leo Paz (*San Francisco City College*).

In January, AAS hosted author and visiting writer at Amherst College, May-lee Chai, for a lunchtime lecture open to all Stanford students. Chai has published two novels: *My Lucky Face* and *The Girl from Purple Mountain*, and her most recent work, *Glamorous Asians: Short Stories and Essays*, examines the diversity of the Asian American experience and challenges stereotypes while experimenting with form, language, metaphor, and myth.

The 9th annual Asian American issues conference, "Listen to the Silence 2005," featured workshops on domestic violence,

queer Asian and Pacific Islander issues, globalization, media representations of Asian Americans, and activist/direct action training. Sponsored by Asian American Studies and Comparative Studies in Race and Ethnicity, among others, the conference aimed to educate and empower Asian American students to improve their communities and work towards social justice. The event drew hundreds of local high school students, community activists from around the state, and college students from across the nation. The keynote speaker was community activist Bob Wing, who has been on the cutting edge of national and international racial justice struggles since 1968. Performances were also given by Asian American artists: Kontrast, Kiwi and Bambu, and Berkeley's Theater Rice.

On February 19, 1942, President Roosevelt signed Executive Order 9066 resulting in the forced evacuation and incarceration of 12,000 Japanese Americans deemed a threat to the security of the United States solely on the basis of race. The lessons from this World War II experience are especially relevant today in light of the hate violence, deportations and incarcerations suffered by Muslims, Sikhs and others of South Asian and Middle Eastern descent since September 11, 2001. Asian American

Studies co-sponsored *Community and Identity in Wartime America* with the Asian American Activities Center to draw lessons from the past to inform our understanding of present day events. The speakers included former WWII internee Kiku Funabiki, Narinder Singh from the Sikh Coalition, attorney Banafshe Akhlaghi, and Sylvia Yanagisako, Professor of Cultural and Social Anthropology at Stanford.

AAS also co-organized two panels with the Asian American Activities Center during May 2005. "The Road Less Traveled" provided students an opportunity to hear from AAS alumni about how useful their studies have proven in their respective careers: Owen Li ('03) is a law student at Boston University; Jieun Chai ('00) is a teacher at Hillbrook School in Los Gatos; Chester Day ('00) graduated from Harvard Law and is working at Orrick, Herrington & Sutcliffe in Menlo Park; and Jane Kim ('99) is a community organizer at the Chinatown Community Development Center. The second dinner meeting held during Asian American heritage month invited a panel of media professionals and critics to discuss the representation of Asian Americans in the U.S. media. The speakers included the Bay Area Filipino hip-hop artist, Kiwi, and the Emmy award-winning documentary filmmaker, Spencer Nakasako.

ALUMNI UPDATE



Brenna Clani (B.A. Native American Studies '99) has the distinction of being the first Native American Studies major to graduate from the program. She remarks that the coursework and opportunities afforded her through CSRE helped to shape how she wanted to develop professionally. During her time at Stanford she participated in the Stanford in Washington Program and interned in the Public Relations department at the National Museum of the American Indian. She also attended the CSRE Public Policy Leadership Institute and remembers learning about how race influences many policy decisions regarding social issues. Growing up both on and off the Navajo Indian reservation, she had many questions about the differences between these places; CSRE provided the solid education she needed to confront both historical and contemporary issues and to assist her communities.

After graduation she participated in the Morris K. Udall Foundation's Native American Congressional Internship Program, which provides Native American students the chance to work in congressional offices, the White House, and federal agencies to gain a first-hand understanding of the federal government. Clani had an opportunity to meet with congressional members, agency heads, and cabinet secretaries to listen to their perspectives on American Indian issues. Once the internship was completed she accepted a position as the Community Outreach Representative for United States Congressman Tom Udall's Gallup District Branch office working with local, state, and tribal governments to make sure the voices of the community were heard. After a couple years of public service she entered the University of New Mexico School of Law, graduated in May, and recently was admitted to the Navajo Nation Bar and the New Mexico Bar. She has just started working for the Navajo Nation Department of Justice Water Rights Litigation Unit practicing in the area of water rights.

CHICANA/O STUDIES (CS)



Chris Queen

Yvonne Yarbrow-Bejarano, *Chair of Chicana/o Studies; Professor of Spanish*

Chicana/o Studies explores the historical experiences of Mexican Americans, their intellectual, artistic, and literary contributions as well as issues that dominate current policy debates such as immigration and bilingual education. The program attracts a growing number of majors and minors and brings together courses that offer the special insights of a number of disciplines—anthropology, demography, history, cultural and feminist studies, law, literature, linguistics, political science, drama, psychology, and sociology—to broaden the base of information about the Mexican-American community.

The demands made by student hunger strikers in 1994 led to the formation of the Chicana/o Studies major at Stanford, and the program still remains deeply rooted in a commitment to community organizing and activism. During winter quarter 2004, students interested in social change or community level work could take the research design practicum “Developing Community Interventions,” taught by Marcia Ochoa. The course prepared students to develop and design responses to problems affecting communities by considering different models for interventions: interpersonal, social, pedagogical, artistic, and media. The innovative course examined social movements such as the feminism, labor, civil rights, HIV/AIDS, and GLBT/queer movements and used case studies to evaluate the impact of different actions. Guest speakers, transgender activists Jaime Cortéz and Adela Vásquez, provided additional perspectives.

The Chicana/o Studies program also focuses on the work of artists in engaging social issues. In the fall Professor Yarbrow-Bejarano hosted the “Chicana/o Art Series” in conjunction with her course “Visual Studies and Chicana/o Art.” San Francisco muralist and activist Juana Alicia led students on a mural tour of the San Francisco Mission District; Harry Gamboa, Jr. discussed his co-founding of the East Los

Angeles conceptual-performance art group Asco and his own work documenting and interpreting the contemporary urban Chicano experience; Amalia Mesa-Bains, artist, scholar and writer involved in the Chicana/o artist movement since the 1960s, explored her Venus Envy altar installations; and Los Angeles artist Diane Gamboa talked about her “Hit and Run” paper fashion shows and her more recent

Since the border policies implemented in the 1990s, an estimated 3,000 migrants have lost their lives on the U.S. / Mexico border. Through coursework and guest scholars, activists and artists, the Chicana/o Studies program continues to draw attention to border issues, which was the focus of its **Winter Quarter 2005 Speaker Series “The U.S./Mexico Border.”**

Rosa Linda Fregoso, *Professor of Latin American and Latino Studies, University of California, Santa Cruz*, gave the lecture “Toward a Planetary Civil Society: Competing Interpretations of the Murders and Disappearances of Women in Ciudad Juárez, Mexico” after the screening of *Señorita Extraviada* or “Missing Young Woman,” by Lourdes Portillo, which tells the story of the hundreds of kidnapped, raped, and murdered young women of Juárez, Mexico. The murders first came to light in 1993 and young women continue to “disappear” to this day with little hope of bringing the perpetrators to justice.

Delilah Montoya and Orlando Lara gave a presentation on their collaborative photographic installation “The Trail of Thirst.” The images portray the desert-crossing zone of the Arizona-Sonora border region where the thirst for a better life merges with the body’s thirst for water. A sand-encrusted music tape, a lottery of cards, a jug of border brand water, a torn piece of paper with a name and a phone number are some of the things that get left behind like ghost trails of lives that have moved on or pressed themselves into the Arizona sand. (Presentation web site <http://www.orlandolara.com/thirst/>)

José Palafox, *Visiting Lecturer in Ethnic Studies at Mills College*, explored the origins and development of the militarization of the U.S.-Mexico Border and the social movements that resist it. The presentation included a slide show from recent fieldwork in Arizona and California and examined the Border Patrol’s 1994 strategy, “Operation Gatekeeper.”



Sahuaro Crosses by Orlando Lara

three-dimensional forms.

The guest artists during fall quarter and the speakers exploring border issues (see highlight box) during winter quarter were both part of the year-long Chicana/o Studies 2004-2005 Speakers Series. Another guest in the series was Professor Miranda from Mexican American Studies at the University of Texas, San Antonio. Marie “Keta” Miranda discussed her book *Homegirls in the Public Sphere*, which presents the results of an ethnographic collaboration with Chicana gang members; together they contest popular and academic representations of Chicana/o youth and construct their own narratives of self-identity through a documentary film, *It’s a Homie Thang!*

Along with courses cross-listed in Drama, Dance, Education, Spanish Literature, History and English, Chicana/o Studies students had the opportunity to study “Transnationalism, Cinema and Performance” during the 2004-2005 academic year. Drawing on feminist postcolonial theory and the political projects of women of color, Darshan Elena Campos’s class examined global economic and cultural processes. The course engaged theories of diaspora, nationalism, displacement, and localization and explored the politics of militarism, policing, xenophobia and incarceration.

Each spring, in celebration of activist, scholar, and Stanford alumnus Ernesto Galarza, Chicana/o Studies hosts a commemorative lecture and community awards banquet. Co-sponsored with El Centro Chicano, the Stanford Alumni Association and CCSRE, the twentieth anniversary of the event featured Michael A. Olivas, the William B. Bates Distinguished Chair in Law at the University of Houston. During the annual community awards banquet that has formed part of this event for the past five years, CS major Esteban Galván was presented with the Ernesto Galarza Award for Research for his honors thesis “The Obstacles Undocumented Immigrants Face in Higher Education.” Senior Awards for Academic Excellence also went to Laura Aviña and Dayna Berenice Muñiz – both Chicana/o Studies students as well.

NATIVE AMERICAN STUDIES (NAS)



Chris Queen

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

Native American Studies provides undergraduates with an interdisciplinary approach to the history, culture, and legal status of native peoples in the Americas. In the United States, Canada, and in some Latin American

nations, the descendants of aboriginal Americans have a special relationship with their national and, in some cases, local governments that set them apart as quasi-sovereign entities. Examining intellectual issues across tribal boundaries constitutes study across national boundaries insofar as each tribe is a separate nation and distinctive culture within North, Central, and South America.

NAS also offers students an opportunity to learn about cultural beliefs and lifestyles that are, in many respects, wholly orthogonal to the mainstream of western Euro-American culture. Within the context of a highly individualistic and competitive U.S. mainstream culture, American Indians have maintained traditional customs that stress cooperation and communitarian values. For scholars interested in environmental issues many Native American traditions and practices provide a cultural framework for examining the interaction of modern

ALUMNI UPDATE



Desert Horse-Grant (B.A. Comparative Studies with Honors '00) believes that her CSRE background has helped to identify how race, ethnicity and socio-economic status can affect one’s access to health care, whether someone is recommended for certain health care procedures or treatments, and ultimately how healthy an individual or collective community will be. She is currently the **Manager of Surgery Research Programs at the Memorial Sloan-Kettering Cancer Center in New York City**, where she oversees over 100 people across 12 services and the research labs for the Surgery Department. Horse-Grant remarks that since certain kinds of cancer are

correlated to race and poverty it is important for researchers to look at these variables when trying to address public health issues. Her hospital just opened an “Office of Diversity” and she met with the director to see how she can assist with the goals of the program and institution. She is very cognizant of how few minority doctors are employed at her hospital and has collaborated with City College of New York High School to bring in low income minority high school students to work closely with a surgeon. The students are able to observe surgeries in the operating room, meet with attending nurses, researchers and administrators, and run experiments in the labs. She hopes this exposure will help encourage young people from diverse backgrounds to go into medicine and research.

societies with their physical environments.

During 2004-2005, NAS students had the chance to explore many of these issues in greater depth. Karen Biestman's "Indian Country Economic Development" class examined the history of competing tribal and Western economic models and some of the 21st century strategies for both sustainable economic development and the protection of political and cultural sovereignty in the Native American community.

The popular "Language, Culture and Education in Native North America" course, taught by Sharon Nelson-Barber, provided practical insights into cross-cultural communication in educational situations through real life examples from indigenous communities across the country. The class examined the implications of social, cultural and linguistic diversity for educational practice and explored various strategies for bridging intercultural differences between schools and Native communities.

The historical and cultural forces at work in traditional and contemporary Native American women's lives were explored through life stories and literature in JoEllen Shively's class "Native American Women: Gender Roles and Status." The course considered the impact of colonization on gender roles and how contemporary women are fashioning gendered indigenous selves.

Many CSRE students were actively involved in the year-long planning of the annual Stanford Powwow: Mike Attocknie (*Caddo and Comanche*), Jerold Blain (*Benton Paiute*), Jackson Brossy (*Navajo*), Paloma Hill (*Six Nations Cayuga and Mohawk*), Nicole Salis (*Native Hawaiian*), Desi Small-Rodriguez (*Northern Cheyenne*), and Carrie Tsosie (*Navajo*), and Joan Umiokalani Jensen (*Native Hawaiian*) was one of three committee chairs. The three-day event celebrates Native American culture and community and the 34th Annual Stanford Powwow was the inaugural year of having "Empowerment through Education" as an ongoing theme.

TAUBE CENTER FOR JEWISH STUDIES



Steven Zipperstein, *Director of Taube Center for Jewish Studies; Daniel E. Koshland Professor in Jewish Culture and History*

Message from Steven J. Zipperstein

In the past few decades, as Jewish Studies emerged on the university scene as an institutional presence at Stanford (and, no doubt, elsewhere too), it tended to cluster in a handful of departments. Here, it was in Religious Studies (where Jewish Studies was first formally situated) and History (where faculty were first hired in Jewish Studies); in these two departments, with some exceptions, the Jewish Studies graduate students were trained. From the outset, we were blessed with superb faculty in other disciplines in the humanities—indeed, among the very first specialists teaching Jewish Studies at Stanford was the distinguished literary scholar and translator John Felstiner, in the English Department—but we concentrated our academic growth in these two, crucial departments for the first decade.

And then, quite fortuitously and without planning on our part, things changed: a few years ago the Slavic Languages and Literatures Department hired a new faculty member to teach nineteenth-century Russian literature, the splendid, young Jewish literature scholar Gabriella Safran. Soon afterward, Germanic Literature offered a position to Amir Eshel, whose many areas of specialization in modern literature include a deep, serious knowledge of modern Hebrew. We were also able to bring to Stanford to head our Hebrew Language and Literature program a recent Berkeley Ph.D. in Hebrew poetry, Vered Shemtov, and she, in turn, transformed an already very fine, solid program into what is now seen widely as among the country's most innovative. With the help of a major grant from the Koret Foundation, our Hebrew program was expanded in its scope: it



Vered Shemtov, *Associate Director of Taube Center for Jewish Studies; Eva Chernov Lokey Lecturer in Hebrew Language and Literature*

now teaches biblical, modern Hebrew and Hebrew literature, and it regularly brings to campus major Israeli cultural and literary figures to speak in Hebrew classes and elsewhere at Stanford. We soon plan to launch a more fully ramified graduate program in Hebrew literature, based in the Department of Comparative Literature and headed by Amir Eshel. At the same time, of course, our graduate programs in Jewish history and religion continue to flourish.

Aron Rodrigue—who, for the past several years, has served with me as Co-Director of the Taube Center for Jewish Studies—stepped down this fall to become Chair of Stanford's Department of History. Vered Shemtov was invited to take his place as our new Associate Director. She is an expert on Hebrew poetry, a nationally lauded Hebrew language lecturer, and a scholar with considerable academic administrative experience. We have already started working closely together, and I look forward to this promising, collaborative relationship.

It remains for me to thank Aron Rodrigue, a preeminent scholar of Sephardic and French Jewry who has devoted immense energy, intelligence, and imagination to strengthening Jewish Studies as Co-Director of the Taube Center and as a faculty member at Stanford since 1991. He is a person of rare subtlety and great human delicacy, someone who thinks big but is also willing to throw himself into the small, mundane, but crucial tasks which ensure that a good program becomes that much better. Aron is among the finest, most truly interesting people I have been privileged to know, and serving as Co-Director with him was never less than a pleasure.

UNDERGRADUATE PROGRAM OPPORTUNITIES

PUBLIC POLICY/ LEADERSHIP INSTITUTE (PPI)

With the generous support of 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 political science professor 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. The Institute seeks to expose students to what it takes to be a leader in a diverse society.

PPI offers knowledge applicable to real-world politics. Everything in the three weeks—from lectures to the Sacramento visit to the final assignment of drafting a policy brief—contributes to a practical understanding of how policy can unite multiple interests, among them those of underrepresented minorities.

Will Gutierrez
(Participating student)

Participants in 2005:

Chioke Borgelt-Mose, *African and African American Studies*

Estella Cisneros, *Comparative Studies & Political Science*

Guillermo “Will” Gutierrez, *Comparative Studies*

Linda Lee, *Asian American Studies*

Nicholas Meeker, *Comparative Studies & Political Science*

Ariana Milman, *Comparative Studies*

Sonia Montejano, *Comparative Studies*

Krystle Nowhitney, *Comparative Studies & International Relations*

Luz Erendira Reyes, *Chicana/o Studies & Political Science*

Carolina Vilchis, *Chicana/o Studies*

TWENTIETH ANNUAL ERNESTO GALARZA COMMEMORATIVE LECTURE



Jose Mercado/Stanford News Service

Dr. Ernesto Galarza

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. The twentieth speaker in this lecture series was **Michael A. Olivas**, the William B. Bates Distinguished Chair in Law and Director of the Institute for Higher Education Law and Governance at the University of Houston. He is widely published in higher education journals and law reviews, and has authored eight books including his most recent *Dollars, Scholars and Public Policy*. Olivas has served on

numerous boards and is currently the director of the Mexican American Legal Defense and Educational Fund Board. His Galarza Commemorative Lecture, **“Plyler v. Doe: Lawyering behind the Scenes and Parallels to Brown v. Board,”** was sponsored by Chicana/o Studies Program, Center for Comparative Studies in Race and Ethnicity, El Centro Chicano and Stanford Alumni Association.

Some of the Galarza lectures are available on video in the CCSRE Reading Room Library or in print form on our web site at http://ccsre.stanford.edu/PUBL_galarza.htm

The **Fifth Annual Stanford Chicano and Latino Community Awards Banquet** celebration followed the commemorative lecture; CSRE students and staff were among those honored at the event:

Senior Awards for Academic Excellence

Laura Aviña, *Chicana/o Studies minor*

Dayna Muñiz, *Chicana/o Studies*

La Raza Staff Association Award

Margarita Ibarra, *CSRE Student and Academic Services Coordinator*

Arturo Islas, Jr. Prize

Abigail Rosas, *Comparative Studies in Race and Ethnicity*

Ernesto Galarza Awards for Research

Esteban Galván, *Chicana/o Studies*

“The Obstacles Undocumented Immigrants Face in Higher Education”

CSRE SUMMER INTERNSHIP PROGRAM 2004

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 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. (For more information about previous internships: http://ccsre.stanford.edu/UE_opp_sum_intern_particip.htm)

Ashleigh Collins (*Comparative Studies*) worked for Child Advocates collecting information, interviewing parties and attending court hearings. The agency recruits, trains and supervises community volunteers who speak on behalf of abused and neglected children to facilitate their placement in safe and permanent homes.

Esteban Galván (*Chicano Studies*) assisted the education and poverty consultants at the Mexican American Legal Defense and Educational Fund (MALDEF) by conducting research, analyzing proposals, doing outreach to communities and coordinating conferences. MALDEF is a non-profit organization serving the needs of its Latino constituency through advocacy, community education and outreach, leadership development, higher education and scholarships, and the legal system.

Joan (Umi) Jensen (*Comparative Studies*) helped with the development of a Hawaiian-based and culturally responsive curriculum for Hui Ku Opip O Ke Koolau (HKOK). HKOK hosts a secondary summer school program founded on the principle of teaching Hawaiian values, practices, protocols, and behaviors as part of the total curricular approach.

Dung Le (*Comparative Studies*) worked closely with the Summer Search staff to expand the academic and career-related services for students and alumni by researching: summer academic programs

for high school students; internship programs at the local and national level; and trends in education, college admissions, and college retention pertaining to minority students. Summer Search is a non-profit organization fostering leadership in urban youth from disadvantaged backgrounds through mentoring and scholarships for summer experiences.

Diana Medina (*Chicano Studies*) worked with The East Palo Alto Charter School (EPACS) organizing teacher work areas, tutoring students grades 3-5 and setting up classroom libraries. The EPACS was designed by and for families of East Palo Alto to "equip students in an under served community with the skills necessary to read, write, speak, and calculate with clarity and confidence while fostering the desire to participate responsibly in the community."

Leah Nelson (*Comparative Studies*) assisted with the planning of the annual California Adolescent Nutrition and Fitness Program (CANFit) conference, coordinated the development of a web site and quarterly newsletter and developed age-appropriate physical activity lessons for adolescents. CANFit is a non-profit organization working to improve the nutrition and physical activity status of California's low-income African American, Asian American/Pacific Islanders, American

Indian and Latino adolescents, ages 10-14 years old.

Robert Newman (*Comparative Studies*) screened and analyzed civil liberties complaints as part of a Prison Mail Project Internship with the American Civil Liberties Union (ACLU). The ACLU is a private non-profit organization defending the liberties established in the Constitution and Bill of Rights.

Christopher Vaughan (*Comparative Studies*) researched and wrote stories of interest to the civil rights community, monitored the media, and prepared for press and lobbying events and legislative hearings. The Leadership Conference on Civil Rights (LCCR) is a coalition of nearly 180 national organizations promoting the enactment and enforcement of effective civil rights legislation policy.

Jenny Zhang (*Comparative Studies*) assisted in the development of policies to create low-income housing and helped settle landlord-tenant disputes through the Family Rights and Dignity (FRD) programs. The San Francisco Coalition on Homelessness is a non-profit advocacy organization working to integrate the needs and voices of the homeless in San Francisco with those of the social workers and service providers.

CAREER WORKSHOPS

Workshops providing first-hand information about some of the professional and academic options after graduation are offered each year to CSRE students. In fall a group of CCSRE affiliated faculty members discussed what they look for in successful applications to Ph.D. programs, while current graduate students talked about the realities of participating in many of these programs. During a winter quarter career workshop CSRE students listened to the experiences of recent CSRE alumni and the realities of their chosen professions: Adriane Lee (CSRE '99) discussed working as a public relations manager for the Yerba Buena Center for the Arts; Sarah Monroy (*Chicano Studies* '01) talked about her position as Development Director for Caminos/Pathways Learning Center; Sarita Ocón (CSRE '04) discussed her work with the African and African American Studies program at Stanford; Damon Jones (AAAS '03) talked about his Ph.D. studies in economics at the University of California, Berkeley; Adriane Gamble (CSRE '04) discussed her employment with the California Wellness Foundation in Evaluation and Organizational Learning; and Caroline Kuntz (CSRE '04) described her experiences as a graduate student in the Stanford Teacher Education Program.

CSRE COMMENCEMENT 2004- 2005

DEGREE CANDIDATES

B.A., Asian American Studies

Timmy Hang Lu (*with honors*)
Hai Binh Thi Nguyen
Eric Chien-Yu Shih (*honors with distinction; English minor*)

Minor in Asian American Studies

Hunter Reed Hargraves (*with honors; History and Political Science majors*)

B.A., Chicana/o Studies

Esteban Neftaly Galván (*with honors; Creative Writing minor*)
Dayna Berenice Muñiz (*with honors; Cultural and Social Anthropology minor*)

Minor in Chicana/o Studies

Laura Aviña (*History major*)
Alfredo Nuñez (*Economics major*)

B.A., Comparative Studies in Race and Ethnicity

Ashleigh Jenice Collins (*with honors; and Communication*)
Porsha Quiana Cropper (*with honors; and Political Science*)
Joan Umiokalani Jensen
Peachie Lynnette Jones
Ronak Kumud Kapadia (*honors with distinction; Spanish minor*)
Caitlin Gilligan Kline (*with honors; Psychology minor*)
Dung My Le (*honors with distinction; and Human Biology*)
PinPoquin Theresa Lewis (*Psychology minor*)
Patrick C. Lewis-Jose
Leah Marvece Nelson
Robert James Newman (*with honors*)
Abigail Rosas (*with honors; and Sociology*)
Marisol Guerra Wauters (*and Urban Studies*)
Jenny Jianing Zhang (*Creative Writing minor*)

Minor in Comparative Studies in Race and Ethnicity

Melissa Maureen Chee (*Communication major*)



CSRE Faculty and Degree Candidates 2004-05

Skyler Dion Jackson (*Psychology major; Feminist Studies minor*)

B.A., Native American Studies

Jerold Aaron Blain (*Psychology minor*)
Paloma Edwina-Villanueva Hill (*and Political Science*)
Laura Lynn Rice

B.A., African and African American Studies

Deborah Jane Burke (*and English*)
Crystal Patrice Garland (*with honors*)
Maria Harsha (*with honors; Human Biology minor*)
Efundunke Abike Hughes (*and English*)
Kahdeidra Monet Martin (*Linguistics minor*)
Lauren Renee Mason
Mark Daniel Otuteye (*with honors*)
Kaila Cybele Sampson (*with honors*)
Milan G. Wiley

Minor in African and African American Studies

Kaara Jamila Baptiste (*Psychology major*)
Michael L. Brown II (*Political Science major*)
Ajani Barclay Husbands (*International Relations major*)
Louis Nichols Jackson (*History major*)
Jennifer O'Neil (*Psychology major*)

Ronald Wayne Ragin (*Public Policy major*)

J'Leise Danyle Springer (*Biology major*)
Leigh Anthony Torrence (*Political Science major*)
Rubiahna Leye Vaughn (*Latin American Studies major*)
Jacquelyn Nasambu Wamalwa (*Human Biology major*)

Individually Designed Minor, Jewish Studies

Sarah Laurel Israel



Professor Monica McDermott

PRIZES AND AWARDS 2005

UNIVERSITY AWARDS

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

Ronak Kumud Kapadia, *Comparative Studies*

Firestone Medal for Excellence in Undergraduate Research

Porsha Quiana Cropper, *Comparative Studies*

Tom Ford Fellowship in Philanthropy

Ronak Kumud Kapadia, *Comparative Studies*

John Gardner Public Service Fellowship

Dung My Le, *Comparative Studies*

The James W. Lyons Award for Service

Eric Chien-Yu Shih, *Asian American Studies*

ASIAN AMERICAN COMMUNITY AWARDS

Undergraduate Achievement Award
Timmy Hang Lu, *Asian American Studies*

Undergraduate Asian American Women's Award

Hai Binh Thi Nguyen, *Asian American Studies*

Undergraduate Community Building Award

Eric Chien-Yu Shih, *Asian American Studies*

BLACK COMMUNITY SERVICES CENTER COMMUNITY AWARDS

James L. Gibbs, Jr. Award

Mark Daniel Otuteye, *African and African American Studies*

Academic Achievement and Service Award

Crystal Patrice Garland, *African and African American Studies*

CHICANO AND LATINO COMMUNITY AWARDS

Ernesto Galarza Awards for Research

Esteban Neftaly Galván, *Chicana/o Studies*

Arturo Islas, Jr. Prize

Abigail Rosas, *Comparative Studies*

Senior Awards for Academic Excellence

Laura Aviña, *Chicana/o Studies (minor)*
Dayna Berenice Muñiz, *Chicana/o Studies*

CSRE PRIZES AND AWARDS

Senior Paper Prize

Deborah Jane Burke, *African and African American Studies*

Senior Honors Thesis Prize

Caitlin Gilligan Kline, *Comparative Studies*

Abigail Rosas, *Comparative Studies*

Chicana and Chicano Studies Achievement Award

Esteban Neftaly Galván, *Chicana/o Studies*

Dayna Berenice Muñiz, *Chicana/o Studies*

CCSRE FACULTY RECOGNITION AWARD



Chris Queen

The CCSRE Faculty Recognition Award honors the outstanding and exceptional contributions provided to the undergraduate program by its many affiliated faculty members. Professor Harry Elam has a strong commitment to creating visual and performing art that inspires cultural dialogue, social consciousness, mutual understanding and change with regards to issues of diversity. Over the years he has been the recipient of numerous teaching awards and is the author of *Taking it to the Streets: The Social Protest Theater of Luis Valdez and Amiri Baraka* and *The Past as Present in the Drama of August Wilson*.

Harry J. Elam, Jr., *Olive H. Palmer Professor in the Humanities; Robert and Ruth Halperin University Fellow for Undergraduate Education; Professor of Drama; Director of the Institute for Diversity in the Arts; and Director of the Committee on Black Performing Arts at Stanford University*

CSRE Alumni Updates Class of 2005

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

Jerold Aaron Blain (B.A. *Native American Studies; Minor Psychology*) spent a month in Sicily with Stanford's Monte Polizzo Archaeology Program. He returned to work in Multicultural Outreach for the Stanford Alumni Association and recently moved to the Stanford Humanities Center where he serves as the new Office Coordinator. Jerold is currently preparing for graduate school applications and hopes to start a program in Museum Studies in 2007.

Ashleigh Jenice Collins (B.A. *Comparative Studies with Honors; B.A. Political Science*) is currently working with Teach for America as a 1st grade teacher in Las Vegas. She is also enrolled in the Elementary Curriculum Master's Program and is interning with KLAS News.

Porsha Cropper (B.A. *Comparative Studies with Honors; B.A. Political Science*) is currently working in the Metropolitan Policy Program at the Brookings Institution in Washington, D.C.

Crystal Patrice Garland (M.A. *Sociology; B.A. African and African American Studies with Honors*) is currently working with the United Nations Population Fund in New York City. She is a member of both the Programming and Advocacy Committees for the Human Rights Watch Young Advocates and volunteers with the Drop the Rock Street Outreach Team, a coalition group aimed at the dismantling of the Rockefeller Drug Laws.

Hunter Reed Hargraves (B.A. *History; B.A. Political Science; Minor Asian American Studies with Honors*) is working as the Outreach/Intervention Coordinator for Bars and Dance Clubs at the STOP AIDS Project in San Francisco. He is also serving as a Board Member for Stanford Pride, the national LGBTQQI alumni organization.

Ronak Kumud Kapadia (B.A. *Comparative*

Studies, Honors with Distinction; Minor Spanish) is serving his Tom Ford Fellowship in Philanthropy as a Program Fellow at the Rockefeller Brothers Fund, a social change philanthropic organization based in New York City. Splitting his time between the foundation's "Peace and Security" Program and "New York City Pivotal Places" unit, Ronak is involved in research and grant making on globalization, art, and culture. He will either stay put in New York City or move to the UK for graduate school beginning fall 2006.

Caitlin Gilligan Kline (B.A. *Comparative Studies with Honors; Minor Psychology*) is co-terming at Stanford in the STEP Elementary Program getting her Master of Arts in Education along with a bilingual teaching credential.

Dung My Le (B.A. *Comparative Studies, Honors with Distinction; B.A. Human Biology*) will begin her 10-month Gardner Fellowship in mid-October working for the Annie E. Casey Foundation on the Juvenile Detention Alternatives Initiative (JDAI).

PinPoquin Theresa Lewis (B.A. *Comparative Studies, Minor Psychology*) is currently in the STEP Elementary Program and will be student teaching 4th grade at Landels Elementary in Mountain View. The twins are doing well and are ready to start their second year at Bing Nursery School.

Patrick C. Lewis-Jose (B.A. *Comparative Studies*) is in the STEP Elementary Program and will be teaching kindergarten at Landels Elementary.

Hai Binh Thi Nguyen (M.A. *Cultural and Social Anthropology; B.A. Asian American Studies*) recently took a job with the City of Oakland as a legislative aide for District 2 Councilmember Pat Kernighan. She will mainly be serving residents of Oakland Chinatown and the San Antonio District, which has a large number of Vietnamese and immigrant residents.

Jennifer O'Neill (B.A. *Psychology with Honors; Minor African and African American Studies*) is now a first year student in the Clinical Psychology Doctoral Program at the University of Virginia in Charlottesville.

Eric Shih (B.A. *Asian American Studies with Honors; Minor English*) is working with the Chinese Progressive Association in San Francisco.

Abigail Rosas (B.A. *Comparative Studies with Honors; B.A. Sociology*) is currently attending graduate school in the American Studies and Ethnicity Program at University of Southern California.

Rubiana (Rubi) Leye Vaughn (B.A. *Latin American Studies, Minor African and African American Studies*) recently left for Kuala Lumpur, Malaysia for a year as a 2005-2006 Luce Scholar. She will be working at the medical school at Universiti Malaya doing women's health research. After she returns from Malaysia, she will be heading to Columbia University to get her Masters in Public Health.

Continued from page 11 FMS at Stanford

administrators. Last year, the Andrew W. Mellon Foundation recognized the distinctiveness and success of the FMS project by awarding it a competitive grant to conduct for three consecutive years a two-week long Summer Institute designed to provide a mentoring context in which minority scholars and those interested in minority studies can work productively and go on to occupy leadership roles in the academy. More information about the project and the Summer Institute can be found at <http://www.fmsproject.cornell.edu>.

Over the past five years, the FMS Project has generated a variety of collaborative and semi-autonomous projects involving different types of meetings—from formal conferences to informal discussion forums—that provide a unique model of collaborative intellectual work in the humanities. Several of those projects are based here at Stanford, and include the "How Do Identities Matter?" faculty/graduate student network and the Global Identities Group (GIG); together these two projects constitute the core of *FMS at Stanford*. Both the Identities network and GIG are funded by the Research Institute for Comparative Studies in Race and Ethnicity

(RICSRE) and the Stanford Humanities Center (SHC), and have derived intellectual sustenance from the faculty, visitors, and students involved in CCSRE and SHC as well as the departments of English, Spanish, Psychology, Sociology, Cultural and Social Anthropology and the Program in Modern Thought and Literature.

Last year, the “How Do Identities Matter?” network and the Junior Scholars Caucus of FMS teamed up to host “Realism in the World,” a one-day conference that took place on May 19, 2005 at Stanford University. This conference was the capstone event of an intellectually lively year that included presentations on such diverse topics as the impact on black-white race relations of recent immigration to the southeast United States, the ethics of mixed-race politics, the way ideas about agency are shaped by cultural identities and practices, and the epistemic significance of identity in the multicultural classroom. During the 2004-05 academic year, the Identities network was coordinated by Monica McDermott, Assistant Professor of Sociology, together with Paula Moya and Ulka Anjaria, Ph.D. candidate in the Program in Modern Thought and Literature.

The 2005-06 year promises to be an equally exciting one for the “How Do Identities Matter?” network. We will kick off the year with a presentation by Associate Professor of English Michele Elam on the phenomenon of “mixed race” identification as it has been chronicled in Aaron McGruder’s politically astute cartoon “Boondocks.” We are looking forward to future presentations by graduate student participants such as Jolene Hubbs (*Ph.D. candidate in English, Stanford*), distinguished faculty visitors such as Brandi Catanese (*African American Studies & Theater, Dance, and Performance Studies, Berkeley*) and Tobin Siebers (*English & Comparative Literature, Michigan*), and from Stanford, Lawrence Bobo, Professor of Sociology and Director of the Center of Comparative Studies in Race and Ethnicity. During the 2005-06 academic year, the Identities network will be coordinated by Michele Elam and Paula Moya, together with Julie Avril Minich, Ph.D. candidate in the department of Spanish and Portuguese.

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Chris Queen

Back row: Vera Grant, Claude Steele, Matt Snipp, Al Camarillo, Dorothy Steele, and Lawrence Bobo. **Front row:** Thea Davis, Paula Moya, Gina Wein, Sarita Ocón, Margarita Ibarra, Purnima Mankekar and Hazel Markus.

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The successful work of CCSRE is dependent on over 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 to the community.

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