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Our undergraduate majors have continued to increase, the fellows program remains as vibrant as ever, and our trademark event, the faculty seminar series, remains a popular event, often with standing-room only crowds.

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

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

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

In closing, 2009-10 was a productive year. Next year promises to be an exceptionally busy one for the Center, and I hope that in my next letter, I’ll be able to share with you an even longer list of successes and accomplishments by our students, staff, and faculty.
This spring CCSRE Executive Director, Elizabeth Wahl, met with Jim Campbell, Professor in United States History, and Harry Elam, Jr. Vice Provost for Undergraduate Education, to talk about their leadership of a committee that will undertake a comprehensive review of Stanford’s undergraduate curriculum over a period of two years. The last such review took place from 1993 to 1994.

In January 2010 Stanford began the first comprehensive review of its undergraduate curriculum in fifteen years. The committee, led originally by Professors Jim Campbell and Harry Elam, Jr., has assembled a total of eighteen members, representing faculty, students and staff, in order “to look more broadly at what it means to be an educated citizen” in a world that is increasingly interconnected in ways that are social, political, economic, and ecological.

Since Harry Elam has recently been appointed the Vice Provost for Undergraduate Education, he has been replaced as co-chair of this Study of Undergraduate Education at Stanford (SUES) by Professor Susan McConnell of the Biology Department. Elam has recently been appointed the Vice Provost for Undergraduate Education.

At the end of this academic year, the committee had completed many surveys and town hall meetings involving students and faculty. They also looked at what kinds of general education requirements Stanford’s peer institutions require. The next step is to ask fundamental questions about what kind of learning students acquire in their majors and what 21st century students at Stanford will need to know as the new millennial learner takes in information and how the new millennial learner takes in information and what kinds of general education requirements Stanford’s peer institutions require. The next step is to ask fundamental questions about how the new millennial learner takes in information and what kinds of general education requirements Stanford’s peer institutions require.

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

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

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

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Elizabeth S. Wahl

1. See the Charge to the Study of Undergraduate Education. http://www.stanford.edu/dept/undergrad/office/charge.html
2. The average person born in the late years of the baby boom hit 10.8 jobs from age 18 to age 42, according to the Bureau of Labor Statistics of the U.S. Department of Labor. Nearly two-thirds of these jobs were held from ages 18 to 27. (http://www.bls.gov/news.release/pdf/jczy.pdf)
Walking into the rebuilt International Hotel in San Francisco, students in Professor David Palumbo-Liu’s course “Asian American Culture and Community” were struck by the stark contrast between the new and the building looked. The “I-Hotel” holds a particularly significant place in Asian American history as a symbol of community activism. When an eviction order in 1968 threatened to displace the I-Hotel’s tenants, the majority of whom were elderly Filipino immigrants, the residents and Filipino community members launched an almost decade-long struggle to remain.

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

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

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

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

“History is alive and dynamic. It’s constantly continuing and changing, so by interacting with communities and working with organizations, you become a part of that history and start to understand much more about the community you’re working with.”  

TINA DUONG is a junior at Stanford. Double majoring in Asian American Studies and Biology, Tina is interested in looking at the intersections of race and health, specifically cross-cultural competency and mental health in Asian American populations.

“The best part is that through interacting with them, I was also able to become part of [that] history.”

KRISTINA PERALTA recently received her M.A. in Policy, Organization, and Leadership Studies from the Stanford School of Education. Previously, she was a community organizer for the Immigrant Rights Project of the Asian Law Caucus in San Francisco.

“History is a part of your identity. It helps us define who we are and why we are here.”

TINA DUONG is a junior at Stanford. Double majoring in Asian American Studies and Biology, Tina is interested in looking at the intersections of race and health, specifically cross-cultural competency and mental health in Asian American populations.

“As students, it’s easy to become detached from the outside world. We spend so much time in our classrooms or dorms, learning and studying theories without having the opportunity to apply what we learn to real life contexts. Service-Learning Courses allow students to learn from the community that we hope to eventually impact once we graduate from Stanford.”

KRISTINA PERALTA recently received her M.A. in Policy, Organization, and Leadership Studies from the Stanford School of Education. Previously, she was a community organizer for the Immigrant Rights Project of the Asian Law Caucus in San Francisco.
CCSRE Takes Service to East Palo Alto

On March 27, 2010, the first annual Stanford Alumni Day of Service brought together hundreds of Bay Area alumni and guests on 36 alumni-led projects that provided hands-on service to the community.

CCSRE Takes Service to East Palo Alto

For the Day of Service, CCSRE Director of Service Learning Dr. Tania Mitchell and Project Leader Cynthia Lee (B.A., Asian American Studies '99) organized an event in partnership with the Mural, Music and Arts Project (MMMP) in East Palo Alto. CCSRE Advisory Board member Emory Lee (A.B. '99, M.A. '06), CSRE alumni, and other Stanford graduates worked to ready the MMMP facilities for spring and summer programs. Volunteers participated in a number of. 

A joint effort of the Center for Comparative Studies in Race and Ethnicity and the Provost’s Office, launched its third year of recruitment efforts to bring to Stanford the best scholars in the nation whose research focuses on the study of ethnicity and race.

The Color of Change: The Faculty Development Initiative (FDI) Succeeds in Bringing Six New Scholars to Stanford

This past year the Faculty Development Initiative (FDI), a joint effort of the Center for Comparative Studies in Race and Ethnicity and the Provost’s Office, launched its third year of recruitment efforts to bring to Stanford the best scholars in the nation whose research focuses on the study of ethnicity and race.

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

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

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

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

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

II. Sammy Alim Associate Professor of Education and (by courtesy) Linguistics School of Education

Corey Fields Assistant Professor Department of Sociology

Tomás Jiménez Assistant Professor Department of Sociology

Vaughn Rasberry Assistant Professor Department of English

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

Gary Segura Chair of Chicana/o Studies and Professor of Political Science

For the Day of Service, CCSRE Director of Service Learning Dr. Tania Mitchell and Project Leader Cynthia Lee (B.A., Asian American Studies '99) organized an event in partnership with the Mural, Music and Arts Project (MMMP) in East Palo Alto. CCSRE Advisory Board member Emory Lee (A.B. '99, M.A. '06), CSRE alumni, and other Stanford graduates worked to ready the MMMP facilities for spring and summer programs. Volunteers participated in a number of internship projects including painting, planting, creating signage and light carpentry work. The mission of the MMMP is to educate, empower and inspire youth through the arts.
The 2009-2010 academic year marked several exciting new transitions in the Program in African and African American Studies (AAAS). First, the program welcomed two new staff members. Dr. Cheryl Brown, who has two degrees in African American Studies and a Ph.D. in Education, became the new Associate Director in the summer of 2009. She hired the program’s new administrative associate, LaSundra Flournoy. Cheryl and LaSundra worked with Faculty Director and Martin Luther King, Jr. Centennial Professor, Michele Elam, on a number of ambitious projects.

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

In the second year of the Race Forward Initiative, AAAS partnered with Stanford’s Woods Institute for the Environment to host dinner presentations on this year’s theme, Race and the Environment. These events included a discussion with the First Nations Futures Program, an organization dedicated to Native land stewardship around the globe; “Emerald Cities, Brown Fields, and Black Pollution: Mobilizing Urban Youth to Adapt to Climate Change” presented by Antwi Akom, an Assistant Professor of Environmental Sociology, Public Health, and Urban Education at San Francisco State University; and a presentation by Rachelle Gould, a PhD Candidate in Stanford’s Interdisciplinary Program in Environment and Resources, on the social and biophysical aspects of ecological restoration. AAAS also sponsored a student-initiated course entitled “Mercy Mercy Me (The Ecology): The Color of Ecoliteracy” during Winter Quarter. This course explored the intersectionality.

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Professor C. Matthew Snipp, Director of CCSRE, accepted the award on behalf of the Center at a reception on June 3.

The diversity awards, established in 2009, were developed to honor individuals and programs that have made exceptional contributions to enhancing and supporting diversity, broadly defined, at Stanford. Usually, two awards will be given each year: one to an individual among the faculty, students and staff; another to a campus unit, such as a department, program or office.

Among the many commendations presented at the ceremony, CCSRE was recognized for “developing undergraduate curricula on topics focusing on people’s identities, origins and cultures,” providing a welcoming environment to students of diverse backgrounds, identities and interests that encourages them to develop meaningful relationships with faculty and staff and fosters inclusion and empowerment; and “stimulating intellectual give-and-take, sustained research interactions and interdisciplinary collaborations through the seminars, networks and fellowships program of its Research Institute.”

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CCSRE Receives 2010 President’s Award for Excellence Through Diversity

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Report from The Program in African and African American Studies

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Continued on page 13
of race, class, and other identity politics in our conceptions of the natural world, and was taught by Janani Balasubramanian, a sophomore majoring in Atmosphere and Energy, and Matthew Miller, a sophomore majoring in Political Science. Race Forward is a three-year, university-wide interdisciplinary project that reaches out to scholarly fields that have not extensively engaged critical race studies, or whose scholars and students of color have been under-represented.

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

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

Finally, 2009-2010 marks the completion of Professor Michele Elam’s three-year term as the Director of the Program in African and American Studies. Not only did Professor Elam proudly graduate a class of eleven seniors; she and Associate Director Brown completed the program’s self-study/curriculum review, which resulted in a successful five-year renewal of AAAS as a degree-granting program. The reviewers stated that AAAS “demonstrates a solid community for its majors which also contributes countless service to the Stanford community as a whole.” AAAS is definitely one of the ‘good citizens’ of the university, which has a large impact on students beyond their own majors.” Professor Elam deeply appreciates the opportunity to serve as Director and to work with such talented students and colleagues, and she also welcomes Professor Arnetta Ball as the next Director. Dr. Ball is Professor of Education at Stanford University and Visiting Black Studies Distinguished Professor of Urban Education at Duquesne University. Her term as Director of AAAS will begin September 1, 2010.

In April 2010, the Taube Center for Jewish Studies held an international symposium entitled “At Home in Diaspora/ Diaspora at Home,” which was co-sponsored with the Center for Comparative Studies in Race and Ethnicity (CCSRE), the Program in African and African American Studies (AAAS), and the Center for Russian, East European and Eurasian Studies (CREEES). The symposium gathered scholars from around the globe and across the disciplines to share their research in the field of diaspora studies, in particular, notions of belonging or what “home” means in diaspora conditions. In recent years, Diaspora Studies has come into its own with new journals and institutions like the Center for Diaspora and Transnational Studies at the University of Toronto. The Center’s director, Dr. Ato Quayson, a scholar of English and Nigerian Literature, gave the opening lecture on “Urban Scripts and Its Readers at Oxford St., Accra.” Once quintessentially associated with the Jewish condition of existence after the defeat of the Jewish rebellions by the Roman Empire, the concept of diaspora has now become one of the prime paradigms in the study of globalization. In a world of increasing migration and at the same time increasing homelessness, our understanding of the possibilities and impossibilities of the notion of “home” and “belonging,” in a literal: physical as well as cultural sense, have raised more crucial questions than ever.

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

The symposium offered the occasion for a fruitful interdisciplinary conversation between scholars of Jewish culture and other cultures that have shared similar experiences of displacement throughout the world. What concepts do these different fields of cultural studies draw on and what theoretical frameworks do they develop in order to study the phenomena of diaspora? William Safran, Professor Emeritus of Political Science from the University of Colorado, and an early voice in the field of Diaspora Studies, presented the keynote address on “Diaspora: The National, the Transnational, and the Local.”

The organizing principle of the symposium was the element of scale, as in scales of diaspora experience, or spheres of belonging. Thus the symposium shifted focus from a panel on neighborhood (e.g., the Marais in Paris) as a framework of belonging to the rubric of Cities as Homelands (Salonica, Bialystok, and Vilna), that generate their own diasporas, to a panel that interrogated the very notion of homeland as home, and finally to a panel on National Diaspora and Diasporic Nation. The symposium included one of Israel’s most engaging writers, Michal Govrin, who spoke on “Releasing the Land: The Sabbatical Year,” as well as scholars representing such diverse fields as Literature, Cultural Anthropology, African American Studies, Religion, History, and Political Science. This exemplified one of the most important missions of the Taube Center for Jewish Studies and the Center for Comparative Studies in Race and Ethnicity considered an important mission, namely, the effort to create a forum for interdisciplinary research as well as conversations among scholars from different fields of race and ethnic studies.
Twenty five years ago, Dr. Clayborne Carson was selected by King Center founder and president, Coretta Scott King, to direct and edit the King Papers Project at Stanford University. Since its founding in 1985 the project has been a cooperative venture between Stanford University, the King Center, and the King Estate and serves as a major research center dedicated to assembling and disseminating primary documents pertaining to King’s life, work, and thought.

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

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

Timeline Of Major Institute Events and Accomplishments:

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


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

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

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

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

2010 and Beyond:

When complete, the King Papers Project’s documentary edition will be the most comprehensive and thoroughly researched compilation of information regarding King’s life and thought. The King Institute is also working with Beacon Press and the Estate of Martin Luther King, Jr., in a new publishing program, “The King Legacy,” to print new editions of previously published King titles that will include new introductions by leading scholars.

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

Beginning in July 2010, the Institute will host an annual international conference to discuss ways to move toward the goal of global peace with social justice in a sustainable environment, and will feature prominent experts and social activists. Through such endeavors the Institute hopes to ensure that future generations understand King’s life and his significance in the global struggle for peace, justice, and reconciliation. ♦
The Stanford Center for Opportunity Policy in Education (SCOPE) has been a partner of CCSRE since it was founded in 2008 by Stanford faculty members Linda Darling-Hammond and Prudence Carter. In 2009-10, SCOPE has been involved in events both on and off campus aimed at impacting education policy and bringing attention to issues of educational inequality.

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

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

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

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

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

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

For more information about SCOPE as well as upcoming events, please visit us at http://edpolicy.stanford.edu.
The Institute for the Study of International Migration brings together faculty from a number of different departments to explore solutions to complex problems brought about by the worldwide movement of peoples. In 2009-10, the Presidential Fund for Innovation in International Studies (PFIIS) provided funding to five faculty members associated with the Institute—Guadalupe Valdés (Education), Al Camarillo (History), Tomas Jiménez (Sociology), C. Matthew Snipp (Sociology), Miguel Mendez (Law), and Fernando Mendoza (Medicine)—to investigate challenges to human well-being in the arena of international migration by studying the integration of newly arrived immigrants in the nearby community of East Palo Alto.

This project involves not only the integration of immigrant newcomers but also the integration of long-standing East Palo Alto residents in a context that is now heavily defined by immigration. Beginning in the fall quarter of 2009, Assistant Professor Tomás Jiménez along with School of Education doctoral student Maneka Brooks conducted in-depth interviews with African American residents in East Palo Alto. Jiménez has also gathered more than 50 interviews with East Palo Alto residents of all ages as well as observational data at major city celebrations and events. Data collection for this portion of the project will be completed by the fall of 2010.

At the same time, Professor Guadalupe Valdés’ part of the research project focuses on immigrants who have children and investigates the ways in which their experiences with educational institutions in their home countries influence their views and expectations of these same institutions in the United States. This is an important area of study because schools and other educational institutions are particularly vital in the lives of international migrants as they seek to obtain access to basic education for their children. Limited information and false expectations about how schools work, how people obtain access to basic education for their children. Limited information and false expectations about how schools work, how people obtain access to school registration, and even confusion about the months of the year in which school instruction begins and ends can have serious consequences for both newly arrived families and school personnel.

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

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

The faculty and graduate students in ISIM are particularly enthusiastic about this line of research because of its relevance to both academic and larger policy debates that have come to the fore of national attention as a result of the battle over unauthorized immigration in Arizona.●

The Institute on the Politics of Inequality, Race and Ethnicity at Stanford (InsPIRES) was founded in 2009 to advance research and learning on issues facing disadvantaged groups in American society. InsPIRES brings together researchers from a variety of disciplinary backgrounds to apply their methods and conceptual approaches to the study of groups excluded from the benefits—economic, social, political or personal—afforded to others in society.

InsPIRES held its inaugural event May 7, 2010 by hosting the Politics of Race, Immigration and Ethnicity Consortium (PRIEC), a group of West Coast researchers. The conference included presentations by sociologists, political scientists, historians and cultural studies scholars, representing work in the methodological, empirical and philosophical traditions of those fields. About seventy participants came from over a dozen institutions in the U.S. and Mexico, including Texas A&M University, the University of New Mexico, Arizona State University, UCLA, UC-Riverside, UC-Davis, UC-Berkeley, the University of Washington, the University of Oregon, USC, CSU Sacramento, CSU East Bay, and the Universidad Nacional Autónoma de México.

InsPIRES hopes to hold at least one conference annually and is currently collaborating with scholars at UC Riverside on a series of conferences related to questions of LGBT equality and the same-sex marriage debate.●
COUNT ON THIS: STANFORD RESEARCHERS GET BETTER ACCESS TO CENSUS DATA

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

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


$12 MILLION GIFT FUNDS EDUCATION AND JEWISH STUDIES AT STANFORD

Abridged from an article in the Stanford Report

(May 11, 2010)

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

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


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

Abridged from an article printed in The Human Experience

(April 2010)

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

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

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

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

STANFORD SOCIOLOGIST GOES UNDERCOVER TO STUDY LATINO IMMIGRATION IN THE SOUTH

Abridged from an article previously printed in the Stanford Report

(May 5, 2010)

by Adam Gorlick

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

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

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

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


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

Gary Segura, Professor of Political Science and Chair of Chicano Studies, was named a 2010 fellow of the American Academy of Arts and Sciences. He is one of ten scholars from Stanford and 220 fellows overall who will be joining the Academy as new members. The prestigious honorary society’s fellows include leaders in the sciences, social sciences, humanities, arts, business and public affairs.

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

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


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

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

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

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

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

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

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

Bruce Haynes, Associate Professor of Sociology, University of California, Davis, “How the Hebrews Got their Groove Back: The Journey of B’tselem”

Allison Dobbs, Assistant Professor of History, Stanford, “When Black Becomes White: The Problem of Racial Passing in American Life”

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

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

8 Conversations about Race
May 26, 2010
Professors Hazel Markus and Paula Moya presented their new co-edited book, Doing Rove, with a discussion of eight common conversations that people in the United States have with one another about race and ethnicity. These conversations include: “We’re beyond race,” “That’s just identity politics,” and “Race is in our DNA.” Professors Markus and Moya explained the flawed assumptions contained in these conversations. The lecture was followed by a reception and book-signing. A collection of essays by an interdisciplinary team of authors, Doing Rove draws on the latest science and scholarship to emphasize that race and ethnicity are not things that people or groups have or are, but rather sets of actions that people do. The event was co-sponsored by the American Studies Program, Program in African and African American Studies (AAAS), Department of Comparative Literature, Department of English, Department of History, Program in Modern Thought and Literature, Department of Sociology, Department of Psychology and Stanford Humanities Center.

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When the hurricane struck, Tsai was a senior in high school. He was excited to graduate and move on to college, but he was also concerned about what the future held. Tsai had always been interested in the United States and its culture, and he wanted to see firsthand how it worked. He was also interested in business and entrepreneurship, and he was excited to explore those fields.

Tsai's senior honors thesis was on Hurricane Katrina and its effects on the Vietnamese American community in New Orleans. He sought to redress the lack of information about the disaster and its impact on this community. He focused on the displacement of many members of that community and the cultural impact of this cataclysmic event on one particular minority community.

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

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

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

This fall, Tsai will join Bain & Company as an associate consultant, and he has already been accepted to Harvard Business School’s MBA program, with enrollment deferred until 2012. Despite having these opportunities to look forward to, Tsai is also happy to keep his mind and options open. After all, he is someone who freely admits, “I allow a good deal of controlled chaos in my life.”

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"The things we were learning in those classes...just felt so much more relevant to what’s happening in the world, what’s happening in my life, what I see on the news...I did some of the hardest thinking that I [have] ever done in CSRE classes." -- Ju Yon Kim

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

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For now, Tsai is exploring the business world and the opportunities for social change, both local and global, that he can help to create and sustain using the skills he has acquired as a CSRE graduate.

-- Ju Yon Kim
**2010 Prizes and Awards**

**University Awards**
- Center for Teaching and Learning: Oral Communication Program Award for Excellence in Honors Thesis Presentation
- CUNIHOMCED PERANDA: Sherfa Omade Edoga Prize for Work Involving Social Issues
- CUNIHOMCED PERANDA: John W. Gardner Public Service Fellowship
- Stanford Public Interest Network Fellowship

**B.A. Comparative Program in African & African American Studies**
- B.A. Drama
- B.A.
- 2010 Commencement
- B.A. Anthropology with
- B.A.
- 2010 Commencement

**2010 Commencement**

**CSRE Prizes & Awards**
- Senior Paper Prize
- Michael To
- C. Julian Thaxadochay
- Undergraduate Research Award
- Henry Tsai
- Faculty Award
- Stephen Hong Sohn
- Assistant Professor of English

**Black Community Services Center Award**
- Student Organization Leadership Award
- Michael Tubbs
- Black Arts Awards
- A-Lan Holt
- Outstanding Senior Student of the Year
- Stephanie Epp
- Faculty/Staff Mentor Award
- Tania D. Mitchell
- Associate Director for Undergraduate Studies and Director of Service Learning
- St. Clair Drake Award for Teaching
- Allyson Hobbs
- Assistant Professor of History

**The Program in African and African American Studies**
- Academic Achievement & Service Award
- Matthew Miller '12
- Academic Achievement & Service Award
- Erika Chase

**2010 Faculty Recognition Award**
- Professor MICHAEL WILCOX is the recipient of the 2010 CSRE Faculty Recognition Award. This award highlights outstanding contributions to the undergraduate program as a teacher, mentee and advisor to majors. Dr. Wilcox is an assistant professor in the Department of Anthropology and Resident Fellow in Murray House, which has an academic focus in CSRE.

**CSRE Graduating Class of 2010**

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

**GRADUATES**

**Asian American Studies**
- Bachelor of Arts
- Susan Liana Chen
- Senior Paper: "Chinese Family Associations: A Window into Chinese American History"
- Michael Phuc To
- Senior Paper: "Examining of Factors for Culturally-Appropriate Treatment for Asian American Case Study of Cultural Competence Course"

**African and African American Studies**
- Bachelor of Arts
- Kelsey Moss
- Senior Paper: "Bridging Past and Present: Black Theology and the Contemporary Black Church"

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

**Chicana/o Studies**
- Minor
- Isaular Gurriero
- B.A. American Studies

**Native American Studies**
- Minor
- Yve Bartlelmemy Chavez
- B.A. Pet History

**2010 newsletter Stanford University**

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GEORGE LIPITZ is Professor of Black Studies and Sociology at the University of California, Santa Barbara. He studies social movements, urban culture and inequality. His books include Midnight at the Barefoot House, Footsteps in the Dark, The Possessive Investment in Whiteness, and Lyrics to the Lamb, among others.

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

GRADUATE DISSERTATION FELLOWS

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

JOLENE HURD English Department, Resulting Whitenevs: Race, Class, and the American Gothic

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

CSRE TEACHING FELLOWS

MATTHeW DAuBE Drama Department and Program in Humanities, Lenny Bruce and Richard Pryor: Race and Ethnicity in the Emergence of Stand-up Comedy

DORIS MADRIGAL Spanish and Portuguese Department, Beyond ‘Spanishish’: Ideologies of Language and Identity in Bilingual Chicano/a Cultural Production

RAND QUINN School of Education, Political Contradictions over Institutional Arrangements in Education

2008-2011 CSRE GRADUATE FELLOWS

ELLEN TANI Art and Art History Department

TRISTAN IVORY Sociology Department

KATHERINE RODELA Anthropology Department and School of Education

EXTERnAL FACULTY FELLOWS

LUKE CHARLES HARRIS is Associate Professor of American Politics and Constitutional Law at Vassar College. An expert in the field of Critical Race Theory, he has authored a series of important essays on questions of racial and gender equality in contemporary America. He is completing a book entitled The Meaning of Equality in Post-apartheid America.

GAYE THERESA JOHNSON is Assistant Professor of Black Studies at the University of California, Santa Barbara. Her areas of expertise are twentieth-century U.S. history; race and racism; social movements; and cultural history with an emphasis on music. She is completing a manuscript entitled The Future Has a Past: Politics, Music and Memory in Afro-Chicano Los Angeles.

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

GARCIA TENDAYI VKI is Senior Lecturer in the Department of Psychology at the University of Kent in the United Kingdom. He is also the Chair of the Research Ethics Committee in the Psychology Department. He has published in various journals including the Journal of Personality and Social Psychology, Journal of Experimental Social Psychology, and Social Psychology Bulletin. His research interests are in the social psychology of intergroup behavior. By the end of his fellowship year, he had written and submitted five papers, two of which are already slated for publication.

GREGORY STEVENS is Assistant Professor in the Chicana/o Studies and Sociology at the University of California, Santa Barbara. His research focuses on the historical and contemporary significance of race in shaping economic, political and cultural life, both in the U.S. and globally. He is the author of The New Politics of Race: Globalism, Difference, Justice and Racial Conditions: Politics, Theory, Comparisons, among other books.

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

CÉLINE PARREÑAS SHIMIZU is Associate Professor of Asian American Studies and Affiliate Faculty in Feminist and Film and Media Studies at the University of California, Santa Barbara. Her first book, The Hypersexuality of Race: Performing Asian/American Women on Screen, won the Cultural Studies Book Award from the Association for Asian American Studies. An internationally screened experimental and ethnographic filmmaker, she recently completed Birthright: Mothering Across Difference, which won Best Feature Documentary at the Big Mini DV Festival. During her fellowship year, she completed a draft of her new book, which is titled Struggljarjet Sex Scenes: Mapping Asian American Men in the Movies and is forthcoming from Stanford University Press.

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

RAMAH MACKY Anthropology Department, Affective Interactions: Making Medical Welfare in Mozambique

EMILY RYO Sociology Department, Becoming Illegal

CSRE TEACHING FELLOWS

BRENDA FRINK History Department, Pioneers and Patriotic Race, Gender, and the Construction of Citizenship in California, 1875-1915

JIO YON KIM Program in Modern Thought and Literature, Disappearing Acts and Uncanny Materializations: Performances of the Racial Mundane

Rand Quinn School of Education, Class Action: Integrating San Francisco Schools, 1978-2005

2009-2012 CSRE GRADUATE FELLOWS

ALYSSA FU Psychology Department

LUIS POZA School of Education

MARIAN SANTIAGO School of Education

GRADUATE DISSERTATION FELLOWS

MARIBEL SANTIAGO History Department, The Construction of Citizenship in California, 1875-1915

RAND QUINN School of Education, Performances of the Racial Mundane

2009-2010 Fellows

book cover: Garcia Tendayi Vki, Ramah Macky, Tristan Ivory, Alyssa Fu, Luis Poza

front row: Marcelle Santiago, Ellen Tax, Katherine Rodela, Celine Parrenas Shimizu, Jio Yon Kim, Brenda Finck, Melissa Michelson (Not pictured: Mirandana Chavez-Garcia, Lori Floers, Rand Quinn and Emily Ryo)
2010–11 Incoming Fellows

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

CLASS OF 1999

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

CLASS OF 2000

YOLANDA ANYON (B.A. CSRE) is a foreign service Account Manager at Consensus, Inc., a strategic communications firm in Los Angeles. She handles strategic communications and public affairs throughout the private real estate entitlement process.

CLASS OF 2001

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

CLASS OF 2002

RODOLFO ESTRADA (B.A. CSRE) received a J.D. from the UC Hastings College of the Law and is also a master’s degree in Bilingual / Bicultural Studies from Columbia University’s Teachers College. He is now a Senior Associate with the Vera Institute of Justice. He works on several criminal justice-related projects.

CLASS OF 2003

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

CLASS OF 2004

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

CLASS OF 2007

NICHOLAS CHENG (B.A. CSRE) is currently in China working on migrant issues. He is a Computer Assisted Learning Project Coordinator for the Rural Education Action Project (REAP) in China. In addition, he is a long-term volunteer running a summer program at the Dandelion School for Migrant Youths. Cheng plans to apply to MP/MPP programs in the fall and then work on implementing the REAP Project in rural Shaanxi and Qinghai provinces.

EXTERNAL FACULTY FELLOWS

RICK BALKDIZ (2005-06) is Assistant Professor of Sociology at Oberlin College. He is happy to announce his marriage to former Graduate Dissertation Fellow Lisa McGirr for the American Historical Association. He is also consulting on the construction of the new Utah Natural History Museum and just finished a Modern Scholar DVD course on American history.

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

THOMAS GUGLIELMO (2005-06) is Associate Professor of American Studies at George Washington University. He is pleased to announce his marriage to Karin Kadoyami, an attorney from Boston. He also recently published an article in the Journal of American History based in part on research he conducted during his RICRRE fellowship. The article, "Red Cross, Double Cross: Race and America's World War II Era Blood Donor Service," is part of his larger, ongoing book project on race and WWII.

MICHAEL HAMES-GARCÍA (2002-03) was promoted to full Professor of Ethnic Studies at the University of Oregon this year and is still serving as Department Head for Ethnic Studies. He has two books in press. Gay Latino Studies: A Critical Reader (co-edited with Ernesto Martinez), which will be published by Duke University Press in spring 2011, and Identity Complex: Making the Case for Multiplicity, which will be published by University of Minnesota Press in fall 2011.

NANCY MARIE MITHLO (2004-05) is Assistant Professor of Art History and American Indian Studies at the University of Wisconsin, Madison. In 2010 she published Our Indian Princess: Subverting the Stereotype (Wisconsin, Madison). In 2010 she published Our Indian Princess: Subverting the Stereotype (Wisconsin, Madison). In 2010 she published Our Indian Princess: Subverting the Stereotype (Wisconsin, Madison).

HOWARD WINANT (2008-09) is Professor of Sociology at the University of California, Santa Barbara, and Director of the Center for New Racial Studies (UCCRS). Launched on July 1, 2008, UCCRS is a Multi-Campus Research Program currently funded for the next five years (through June 2013). It is an ambitious effort to network and support the work of the many hundreds of race/racism-oriented faculty throughout the UC system, as well as the thousands of graduate students engaged in work in these broad areas.

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

GRADUATE DISSERTATION FELLOWS

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

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

MISHUANA GOERMAN (2001-02) was recently appointed Assistant Professor of Women’s Studies and Associate Director of the American Indian Studies Research Center at the University of California, Los Angeles. Her most recent publications include “Notes Towards a Native Feminism’s Spatial Practice,” published in Wiwen So. and “Nation-building Territories and Back Again: Centering Storied Land in the Discussion of Indigenous Nation-building,” published in the International Journal of Critical Indigenous Studies.

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

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

CSRE TEACHING FELLOWS

SHANA BERNSTEIN (2001-02) was granted tenure at Northwestern University and is now Associate Professor of History. Her book Bridgers of Reform: Interracial Civil Rights Activism in Twentieth-Century Los Angeles will be published by Oxford University Press in November 2010.

MARK BRILLIANT (2001-02) is Assistant Professor of History at the University of California, Berkeley. He reports that he began his research with the Color of America His work has Changed: How Racial Diversity Shaped the American Dream (2010). In 2010 he received a Ford Foundation Diversity Post-Doctoral Fellowship and the Clements Fellowship for the Study of Southwestern America (SMA), which allowed him to complete his book manuscript. A World Not to Come: Faded Modernities and 19th-Century Latin American Literature and Intellectual History. He also shared his research with the transnational American Studies workshop at the Stanford Humanities Center this past May.

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The following individuals made gifts to the Center for Comparative Studies in Race and Ethnicity, its Research Institute, and Undergraduate Program in the academic years 2008-09 and 2009-10.

Professor Margaret L. Andersen
Victor Arias, Jr. and Sandy E. Arias
Andy Camacho
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The Center for Comparative Studies in Race and Ethnicity is grateful for these vital gifts, which have made it possible to carry out the Center’s mission and secure its core activities.

Andy Camacho’s Gift Fund
The Anne and Loren Kieve Distinguished Speaker Fund
The Jeff and Tricia Raikes Fund for CCSRE
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In this time of budgetary restrictions and an uncertain financial climate, annual gifts from friends of the Center for Comparative Studies in Race and Ethnicity are especially important to funding its fellowships, research, and other innovative programs. All gifts are tax deductible. Every gift is welcome and appreciated!

For more information, please contact Cindi Trost at the Development Office 650.724.2812 or cjtrost@stanford.edu