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Dear CCSRE Community:

This is my last “Director’s Letter,” as I will be leaving this office in a few weeks. The end of my three-year term, and I am happy to say that Professor Ramón Saldívar will be writing to you from this office next year. I could not have been more pleased when I learned that Ramón had agreed to serve a term as the Center’s director. In addition to being a highly distinguished literature scholar, as he has been for many years, a faculty leader at Stanford as the first vice-provost for Race, Education, and Language (CREAL) Institute, and the Chair of the English Department. I can think of no one better qualified to serve as the next director of the Center.

I look back on the past three years. I am a bit dismayed at how quickly time passes, but as the well-worn proverb reminds, “Time flies when you’re having fun.” And I have to confess that the past three years have been fun. Most of the fun comes from the people: our students, fellows, faculty affiliates, staff, advisory board, and the executive director. Our student services coordinator, Margarita Ibarra, had to leave us when her husband, Dr. MarYam Hamedani, became the Provost of Columbia University. Besides Dorothy, our long-time Executive Director, had to leave us when her husband, Claude, became the Provost of Columbia University. Our long-time Service Coordinator, Margarita Ibarra, decided to retire. Margarita passed away shortly after her retirement in 2010. We honored her with a special memorial service in her honor.

Despite these challenges, the work of the Center moved ahead, scarcely skipping a beat. We were fortunate to find a very able Executive Director, Beth Haloho, who possesses a Ph.D. in Comparative Literature from Stanford and years of experience at the Stanford Humanities Center. Sarah Gamino took the job of Student Services Coordinator for the undergraduate program. She came to us with an M.A. in Education from San Francisco State and with particular expertise about Latina/os in higher education, the topic of her M.A. thesis.

Besides our new staff, we marked a number of other accomplishments. Tania Chell, our Associate Director of Undergraduate Studies and Director of Service Learning, produced a very successful review of our undergraduate program. At the same time, she succeeded in making us the single largest recipient of federal funds for service learning at Stanford. Tania also successfully crafted a proposal which ensures that our service learning program will remain funded for several years ahead. And this year, thanks to Tania’s efforts, our Public Service Learning, produced a very successful review of our undergraduate program.

We are also happy to say that Claude and Dorothy will be rejoining us next year. Claude will return to Stanford as the new Faculty Director / Taube Center for Jewish Studies. He possesses a Ph.D. in Comparative Literature from Stanford and years of experience at the Stanford Humanities Center. Sarah Gamino took the job of Student Services Coordinator for the undergraduate program.

With my very best wishes.

Matt Snipp

1 I’m happy to say that Claude and Dorothy will be rejoicing us next year. Claude will join the Taube Center for Jewish Studies as its new Faculty Director. Dorothy will be rejoining us next year.
We are in an atmosphere that seems to be saying two different things at once: on the one hand, that we are beyond race, beyond the racism of the past, and on the other, that since race is such a divisive issue, this means that we should not even talk about race, nor even think about it as an area of study.

I think that one of the most exciting things that the study of race and ethnicity was the creation of service learning programs and various outreach programs of that sort. I think those are immensely important, and I would like to see that continue to develop as much as possible.

To take a very concrete example, the book that I'm working on right now concerns contemporary representations of matters of race and ethnicity in fiction written by authors who came to maturity in the post-civil rights era. That notion of race has been influenced immensely by the work of Hazel Markus, Paula Moya, and the research in different disciplinary contexts, has had an immense influence on the ways in which my own work has evolved. To take a very concrete example, the book that I'm working on right now concerns contemporary representations of matters of race and ethnicity in fiction written by authors who came to maturity in the post-civil rights era.

Over the last fifteen years, I've watched, with great interest and a great sense of pride, the development of the program and the huge success that it has had—successful not just within Stanford, but nationally. Now, fifteen years later, I'm delighted to have the opportunity to become Director of the Center.

What do you think that ethnic studies has to offer students in the 21st century as the term “post-racial” has become part of our cultural discourse? How do you respond to efforts in states like Arizona and Texas to keep ethnic studies out of secondary school classrooms? How can the Center play a role in or speak to these contemporary issues?

Those are the vital questions of the day. We are in an atmosphere that seems to be saying two different things at once: on the one hand, that we are beyond race, beyond the racism of the past, and on the other, that since race is such a divisive issue, this means that we should not even talk about race, nor even think about it as an area of study. That seems racial.” The question of the very definition of race itself is being reformulated in interesting and important ways in this moment. Part of what our work as scholars associated with the Center for Comparative Studies in Race and Ethnicity should be to stay abreast of that: to think of how the question of the definition of race is an evolving one and what we can do to help further our understanding of its complexity.

How has your affiliation with the Center affected your own work?

My own work has been involved with matters of the representation of race in works of literature in very explicit ways. My teaching, my interactions with colleagues, my appreciation for the work of the many superb scholars here at Stanford, who are posing these same questions in different disciplinary contexts, has had an immense influence on the ways in which my own work has evolved. To take a very concrete example, the book that I'm working on right now concerns contemporary representations of race and ethnicity in fiction written by authors who came to maturity in the post-civil rights era.

The most important role that CCSRE has to play over the next decades is exactly the role that it has begun in first decades of its life. Since the CCSRE was founded identifications, we've been at the center of that kind of research and scholarship. We at Stanford have been at the center of that kind of research and scholarship. We at Stanford have been at the center of that kind of research and scholarship. We at Stanford have been at the center of that kind of research and scholarship.
The Faculty Development Initiative will begin its fifth year with searches authorized in the Department of Religious Studies in the area of race, ethnicity, and American religions, and with possible target of opportunity searches in two or more departments and schools. Given its success to date, the FDI has been extended indefinitely by the Provost beyond the original five-year commitment.

Professor Al Camarillo, Professor of History, Leon Sloss, Jr. Memorial Professor and Special Assistant to the Provost for Faculty Diversity, will continue to direct the Faculty Development Initiative in 2011-2012.

H. Samy Alim
Associate Professor of Education (and by courtesy) Anthropology and Linguistics

Jennifer Brody
Professor of Drama

Corey Fields
Assistant Professor of Sociology

Angela Garcia
Assistant Professor of Anthropology

Tomás Jiménez
Assistant Professor of Sociology

Vaughn Rasberry
Assistant Professor of English

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

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

More than 25 million people a year visit one of the eight museums known collectively as the Smithsonian Institute; these eight museums reside along the Washington Mall. Whether the subject is art, aerospace, or American history, these museums are responsible not only for housing national treasures, but also for responding to the emotions that Americans bring with them when they view the objects on display. For example, an Apollo capsule conveys more than just a tangible link to the history of the space program; it also evokes the competitive spirit and pride with which the U.S. entered into the moon.

“The truth is that America’s expansion of the idea of liberating culture as a whole.”

Dr. Lonnie Bunch

It is easy to dismiss the prospect of African American issues and fraught racial history as unwieldy in the small and unorganized department of art history. However, the current administration of the Smithsonian is working to assemble the collections that it will house. Construction of the new museum is slated to begin in 2012, near the Washington Monument in a gold-tipped building designed by Tanzanian architect David Adjaye. The historic nation will be an expansion of course offerings to both their respective institutions.

This May, 1 faculty and 3 students will join the faculty of the 2011-2012 cycle. As he travels around the country talking to as many people as he can, he travels at at
his museum questions of an African headed the becoming a
affirm traditions,” Bunch says. “By contrast, this museum
conservatives
of a strong
who could
a bipartisan
story of the ‘a feel good
tone of the new museum. “We can’t
have a museum that simply states, ‘We were once bad; now
we’re good,’” he says. “But it’s a hard topic to talk about
and explore. Enslavement is the subject we [Americans]
are most conflicted about, but there are also other kinds
of violence and exploitation that we cannot ignore and still
As the museum plans on recreating a slave ship, a slave
cabin and a one-room schoolhouse as well as signs and
other artifacts from the Jim Crow era. The museum will
display Harriet Tubman’s shawl and prayer book as well
as a letter from John Brown. It has a trumpet owned
by Louis Armstrong, a suit worn by James Brown and
the entire Parliament Funkadelic Mothership stage set,
recently shipped from a backyard where it was discovered
moldering in Tallahassee, Florida.

Most modern museums engage their visitors with fancy
technology. “But those kinds of whistles and bells would
fail at the Smithsonian,” Bunch notes. People come to
the Smithsonian not only to engage with iconic objects,
but also to understand the stories they embody. To that
end, Bunch and his staff have conducted over 8,000 oral
interviews, reaching out to citizens in black communities
all over the country to tell their stories.

And those stories are not all depressing. In addition
to documenting the Black Power movement, changing
notions about the role of hip hop culture and Africa’s role
in shaping African American identity, the museum will
wind up with a display that documents the historic election
of President Barack Obama.

Bunch puts it simply: “Our job is to help people understand
the ambiguity and nuance of history. That’s what museums
do best. When you come to our museum, you will cry, you
will be angry, you will be embarrassed. But I hope the
experience will be a totality. At the Museum of African
American History and Culture, there will be moments to
celebrate and breathe and find joy in as well.”

–Gina Arnold

To see a videotape of the lecture, go to
http://www.youtube.com/user/StanfordUniversity
Mujeres Unidas y Activas (MUA), an immigrant women's rights organization. They were enrolled in a new course called “New Citizenship: Grassroots Movements for Social Justice in the U.S.” offered each quarter.

The students planned to interview domestic workers involved in the campaign the California Domestic Workers Bill of Rights. But when Coll asked the more than thirty workers present if they would be willing to share their stories with dents, no one volunteered.

MUA member suggested that the students first introduce themselves and explain their interest in the campaign. As the students expressed, in Spanish, the students learned that domestic workers’ lives are shaped by their experiences as domestic workers, the mood changed. “In the end, there were more volunteers than we could interview that night,” Coll recalls.

The students with the workers’ rights organization highlights what it sees as a valuable aspect of the service learning program that CSRE has developed over the past four years. Service learning challenges both students to understand the privileges and the obligations of citizenship in society and in the community. “The community members held students to account. They had to explain themselves, their motives and their skills before folks would participate.”

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

is a new service learning course, which is cross-listed with Feminist Studies, anthropology and Chicano Studies, fosters such exchanges while introducing students to academic research on citizenship. Students are asked to take part in fieldwork with a social movement, in this case, the campaign to pass the California Domestic Workers Bill of Rights (AB 889). The bill aims to provide domestic workers with basic labor protections, such as overtime pay, minimum times for live-in workers, and workers compensation.

Students worked with the Domestic Workers Alliance by doing legislative outreach on all the members of congress who were on the committee reviewing the bill, as well as collecting stories from both domestic workers and employers about their experiences to share with these policy makers. They attended organizing meetings like the one at the Women's Building as well as public outreach sessions and academic forums on both sides of the Bay. They not only spent time together talking in the classroom but expanded those conversations outside the classroom as they traveled, shared meals, and wrote up their research.

also studied how domestic workers were excluded from federal labor laws at multiple points in the twentieth century, despite workers' attempts to claim these rights.

Stanford Senior Stacy Villalobos says that the fieldwork aspect of the course was crucial to what made the class work so well. “A moment that really stands out occurred during my first interview. I spoke with a woman who told me that through her work with La Colectiva (The Women's Collective of the San Francisco Day Laborers Project), she had learned that she had right to a certain number of paid vacation hours because of a San Francisco city ordinance. She relayed this information to her employer, who refused to believe her. She decided she would prove that she had rights to her employer. She came back to the Colectiva and asked for a copy of the law.”

“She brought [this information] back to her employer (in English, she told me, so that her employer could understand it), and her employer felt forced to give her access to those hours. Despite her limited English proficiency, citizenship status, and dependence on her employer for income, she stood up for her rights. She was fully empowered—as a woman, as an immigrant, as a person of color, and as a worker. I was truly inspired by this woman, and by the work of the organizations we partnered with.”

Villalobos notes that this kind of story “gave the material we were learning in the classroom more depth and authenticity. It also helped us critically analyze the arguments we were presented with, using our experiences and those of our interviewees to test the hypotheses in the academic papers we were reading.”

Villalobos felt that the course had a big impact on her view of her own education. In addition to learning practical
Proom only crowd in Cubberley Auditorium. “And to your souls and feelings. Minds are the real estate of the millennium... of Education, the Center for African Studies, the Center for Latin American Studies, Departments of Anthropology, the program to the dorms because hip hop already lives in the wide range of musicians and scholars who came to Stanford spring quarter as part of a course called “Global Flows: The Globalization of Hip Hop, Art, and Culture” that was also open to the public and featured hip hop scholars including Samir Meghelli (Columbia University, co-author of _Tha Global Cipha: Hip Hop Culture and Consciousness_ with books like _Roc The Mic Right: The Language of Hip Hop Culture_, published by Routledge, 2006). The students exhibited, hip hop still speaks to the most urgent issues of the day.” This message was brought to life by the various performances featuring artists from Ghana, Morocco, Japan, Cuba, Palestine, and other countries.

The idea for the course and the symposium emerged from the work of H. Samy Alim, a Professor in the School of Education, a sociolinguist and anthropologist with books like _Tha Global Cipha: Hip Hop Culture and Consciousness_ (Black History Museum Press, 2006), _The Long Right: The Language of Hip Hop Culture_ (Routledge, 2009). Alim is now the faculty director of the Institute for Diversity in the Arts (IDA), and teaches a course titled _Hip Hop, Youth Identities, and the Politics of Language_ that he hopes will provide a similar awakening to the depth and breadth of hip hop language and culture for Stanford students. Alim’s innovative design for the course, he points out, “could not have known how prescient a program it would become. Samy began planning, he recalls. “I thought I knew everything — and I totally had my mind blown.”

Chuck D of Public Enemy with Professor Samy Alim
ZIPPERSTEIN: I wonder to what extent, in the case of both Martin Luther King and Martin Buber, it was the wedding of ideologies and politics, Buber's message of the dialogue resonated with faith. In other words, the special allure of a person of faith who is also a political progressive. So, when you take hold of a vessel like religion, so often used for very different purposes, indeed used so often in a very uniform way across different faiths, and you make decisions about the combination of being able to project a kind of prophetic cadence, to make throughout history so many astonishingly courageous political moves, some of them from the vantage point of those close to him, committive—these qualities set him apart. Politics wedded with faith. You know what’s the basis of the charisma of certain historical figures such as Martin Buber and Martin Luther King, and Martin Buber and Martin Luther King? Let me begin here, just about the mystery of charisma, and offer two examples: one other example: Abraham Joshua Heschel, beardless—I'm not suggesting the mystery is in whether there was a similarity in his miraculous eye to stand as a youth. He comes of age so young, he is a young man, and he is so beloved of his people, that he is able to do, perhaps, something quite unusual. I'm not suggesting the mystery is in whether there is something about him suggests that he could be the prophetic intellectual...figure in the Jewish community at the turn of the 20th century and who was a major influence on Martin Luther King. I found that in the mid-1880s...he goes abroad looking into kavod, kvetch...kvetches on behalf of the other, those who are disinherited, those who are destroyed. kvetch.
of the American EDUCATIONAL RESEARCH Association (AERA). She conducts research that has practical applications in real school settings. She is especially interested in authentic learning environments that are faced with the challenge of improving education for urban and inner-city populations.

The highlight of 2011 was the celebration of the 100-year anniversary of the birth of Dr. Saint Clair Drake. Dr. Drake was the first Director for AAAS (1969), and the scholars who have followed in his footsteps hold his work as an early researcher of Black Americans in the highest regard. In honor of Dr. Drake’s legacy, AAAS hosted the annual Saint Clair Drake Memorial Lecture with guest speaker Dr. Mae Jemison (’77). On May 2, more than 200 guests filed into Paul Brest Hall to hear the words of this Stanford graduate who is most famously known as the first African American woman to travel in outer space. The crowd listened with keen attention as Dr. Jemison recounted her struggles with being the only student of color in her science and engineering courses, and everyone was inspired when she talked about the importance of her AAAS classes in helping her develop “a confidence about knowing yourself.”

Dr. Jemison’s lecture addressed the emerging sentiment that America is in a “post-racial society,” as evidenced by the election of President Barack Obama and other achievements of people of color. However, Dr. Jemison highlighted the incongruities of racial representation in the sciences as just one of a plethora of examples that demonstrate the continued significance of race today. To counteract the racialized opposition she faced in pursuing her own goals, Dr. Jemison commented, “You have to believe in yourself first. Then you have to believe that you have a right to be involved. That’s what AAAS taught me.” As AAAS looks back at its past accomplishments this year, it also looks forward to future years of inspiring its graduates with the confidence to “believe they have a right to be involved!”

A reception on June 6, Al Camarillo, Professor of History, Leon Sloss, Jr. Memorial Professor and Special Assistant to the Provost for Faculty Diversity, was honored “for more than three decades of leadership in supporting greater diversity in the faculty, staff and student body at Stanford.”

The diversity awards were established in 2009 to honor individuals and contributions to enhancing and supporting diversity, broadly defined, a given each year: one to an individual among the faculty, students and staff, as a department, program or office.

The award citation praised Camarillo “for his passion and commitment to the institution, resulting in the development of more than 40 new courses of the Center for Comparative Studies in Race and Ethnicity and men honored “for his work in advancing the Faculty Development Initiative at Stanford who are engaged in race and ethnicity scholarship, and gender, women and underrepresented minorities.” Finally, the citation commends numbers of undergraduate and graduate students.”

During the ceremony the Center for Comparative Studies in Race a “developing undergraduate curricula on topics focusing on people’s ideas, a welcoming environment to students of diverse backgrounds, identities to develop meaningful relationships with faculty and staff as well as for stimulating intellectual give-and-take, sustained research interaction through the seminars, networks and fellows program of its Research Ins
recent position was at the Harvard Graduate School of Education, where she was a lecturer in Educational Leadership and Organizations. Janice’s past experience includes work in the leadership cadre of three major urban school systems, including service as Deputy Superintendent for Boston Public Schools. Janice also has extensive experience in the policy arena at the federal level, where she served as Deputy Assistant Secretary for Elementary and Secondary Education at the U.S. Department of Education. Janice replaces SCOPE Executive Director Carol Campbell, who resigned in order to return to her home in Canada for family reasons. We are pleased that Carol will remain closely involved with SCOPE as an international affiliate. Janice will work closely with SCOPE Co-Directors Linda Darling-Hammond and Prudence Carter to support our mission to foster research, policy and practice to advance high quality, high equity education systems. Welcome, Janice!

LATEST REPORTS
Speaking of Salaries: What It Will Take to Get Qualified, Effective Teachers in All Communities

The fact that well-qualified teachers are inequitably distributed to students in the United States has received growing public attention. By every measure of qualifications—certification, subject matter background, pedagogical training, selectivity of college attended, test scores, or experience—less-qualified teachers tend to be found in schools serving greater numbers of low-income and minority students. Studies in state after state have found that students of color in low-income schools are three to ten times more likely to have unqualified teachers than students in predominantly white schools.

This study by Frank Adamson and Linda Darling-Hammond examines how and why teacher quality is inequitably distributed by reviewing research and examining data from California and New York—two large states that face similar demographic diversity and educational challenges such as a wide range of funding across districts—a condition replicated in most states in the country. This report was supported by the Center for American Progress and can be downloaded from the SCOPE website.

BROWN BAG SEMINAR SERIES
SCOPE’s 2011-12 Brown Bag Seminar Series — “Equity, Quality, and Educational Opportunity” — will feature faculty from on and off campus, including Camille Charles, Claude Steele, Kenji Hakuta, Rachel Lotan, Greg Walton, Amanda Lewis, Bill Koski, William Darity, and Janelle Scott. Details will be announced soon on our web site.


A-lan credits CSRE for allowing her writer, while simultaneously studying contexts and disciplines, especially ti
In 2008-09, CCSRE offered a special course on race and inequality in the aftermath of Hurricane Katrina that was open to the public as well as the Stanford community. As someone closely involved in the organization of this event, I knew first-hand how much effort the staff put in to make this course possible. No matter how much work we did each day, there was always more work waiting in the morning. After a few weeks everyone was tired, and Margarita Ibarra, the Center’s Student Services Coordinator, was no exception.

One evening Margarita and I were standing outside the doors of the auditorium where a lecture was taking place, when I noticed her closing her eyes and fighting off the temptation to fall asleep. I nudged her lightly and watched as she opened her eyes and smiled.

Margarita’s ability to go from a state of exhaustion to a smile in the blink of an eye and to help others make that transition with her always amazed me. Her innate empathy made Margarita feel like a sister or a mother to some, and a best friend to others. The ride home I gave her, the lunches we shared, and our daily conversations, were some of the most memorable experiences I have of life as a Stanford graduate student. Indeed, they are some of my most memorable experiences as a student, faculty, and staff alike. “You couldn’t help but love Margarita,” said her friend, Al Camarillo, former faculty director of CSRE, at the memorial event. “It was a lonely business to be a minority student and faculty back in the early 1970s.” In those days, the Chicano Fellows Program “was a small circle of students and Margarita was central to the growth, success and ongoing success of the Center for Comparative Studies in Race and Ethnicity (CSRE),” Camarillo said.

Margarita retired in July of 2010 and passed away in February 2011. On March 30, 2011, friends and family came together for a memorial service to celebrate the life and spirit of Margarita at The CIRCLE Sanctuary at Stanford. Although I was unable to attend, I listened to a recorded version of the afternoon’s event from my desk. I imagined Margarita sitting by my side, listening to everyone talk, and commenting on each person’s words. I will not say what I imagined her saying, especially about the singing, but it was both humorous and kind. I am sure she would have laughed, and cried, as I did.

As Paula Moya, a former faculty director of CSRE, put it: “Margarita was central to the growth, success, and kind. I am sure she would have laughed, and cried, as I did.

It is only fitting then that former students and faculty alike. “You couldn’t help but love Margarita,” said her friend, Al Camarillo, former faculty director of CSRE, at the memorial event. “It was a lonely business to be a minority student and faculty back in the early 1970s.” In those days, the Chicano Fellows Program “was a small circle of students and Margarita was central to the growth, success and ongoing success of the Center for Comparative Studies in Race and Ethnicity.”

It is only fitting then that former students and faculty alike. “You couldn’t help but love Margarita,” said her friend, Al Camarillo, former faculty director of CSRE, at the memorial event. “It was a lonely business to be a minority student and faculty back in the early 1970s.” In those days, the Chicano Fellows Program “was a small circle of students and Margarita was central to the growth, success and ongoing success of the Center for Comparative Studies in Race and Ethnicity.”
Ellen Tani entered Stanford as a Ph.D. student in race and ethnicity. Now having successfully finished a three-year graduate fellowship at the Center for Comparative Studies in Race and Ethnicity (CCSRE), she looks forward to continuing interdisciplinary projects across disciplines.

Tani describes the Center as a "remarkably generous place" that dedicates resources to bringing people together who strive to communicate across space, time, and place.

In July 2010, the King Institute hosted a two-day conference titled "Where We Go from Here: Achieving Global Peace with Justice in a Sustainable Environment." The conference featured prominent experts and social activists, including Dorothy Cotton, former education director of King's Southern Christian Leadership Conference, and Vincent Harding, now a historian but once a friend and colleague of Dr. King's. All sessions were free and open to the public.

Tani describes the Center as a "incubator for my thoughts over the past three years." Moving forward, she plans to stay engaged with the Center and with the Center's comparative emphasis on the study of race and ethnicity, particularly in the context of the Middle East. The Center has also "helped me frame my work in different intellectual communities," Tani says. "It's been incredibly productive."
different departments to explore solutions to complex problems brought about by the worldwide movement of peoples. Beginning in 2009–2010, five faculty members associated with the Institute—Guadalupe Valdés (Education), Al Camarillo (History), Tomás Jiménez (Sociology), C. Matthew Snipp (Sociology), Miguel Mendez (Law) and Fernando Mendoza (Medicine)—received funding from the Presidential Fund for Innovation in International Studies (PFIIS) to investigate challenges and opportunities that are central to human well-being in the arena of international migration by studying the integration of newly arrived immigrants in the nearby community of East Palo Alto. The members of this research team are currently gathering data in East Palo Alto.

This project involves studying not only the integration of immigrant newcomers but also the integration of long-standing East Palo Alto residents in a context that is now heavily defined by immigration. The segment of the work conducted by Tomás Jiménez began in the fall of 2009. Along with School of Education doctoral student, Maneka Brooks, Jiménez has been conducting in-depth interviews with African American residents in East Palo Alto. Jiménez has gathered more than 50 interviews with East Palo Alto residents of all ages. He has also gathered some observational data at major city celebrations and events. Data collection for this portion of the project will be complete in the summer of 2011.

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

PFIIS funding will also be used to increase interest in international migration within the broader Stanford faculty and student community.
FREIDA LEE MOCK has received an Academy Award, five Academy Award nominations, two prime-time Emmy Awards, and three prime-time Emmy nominations. The event featured screenings and a discussion of her Oscar-winning film, “Maya Lin” (1995) the story of the Yale undergraduate who won the contract to design the Vietnam Veterans Memorial in Washington DC, and her recent film “Lt. Watada” (2010), the story of the first commissioned military officer to refuse to deploy to Iraq.

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

MARK BRILLIANT
Assistant Professor of History, University of California, Berkeley

The Challenge of Creating a National African American Museum

LONNIE G. BUNCH III, a historian, curator and educator, is the founding director of the Smithsonian’s National Museum of African American History and Culture.

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

Does Border Enforcement Matter? What Mexican Migrants Can Teach Us

WAYNE A. CORNELIS, Director

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

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

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

Fighting for Democracy

The Challenge of Creating a National African American Museum

May 5, 2011

LONNIE G. BUNCH III, a historian, curator and educator, is the founding director of the Smithsonian’s National Museum of African American History and Culture.

See article on page 6.
The Workshop hosted the following for CREAL's inaugural year:

- A lecture titled, “The Socially Meaningful Use of English among Norwegian Learners,” given by **ULRIKKE RINDAL** from the Department of Teacher Education and School Development in the University of Oslo
- Lectures by various Stanford University faculty in the School of Education, including:
  - **ARNETHA F. BALL** “A Comparative Perspective and Model on Language Learning and Race in the U.S. and South Africa”
  - **BRYAN BROWN** “Discursive Identity and Conceptual Continuity: A Methodological Workshop”
  - **CLAUDIA GOLDENBERG** and doctoral student, **SARA RUTHERFORD QUACH** “The Arizona Home Language Survey and the Identification of Students for ELL Services”

CREAL was active in shaping current language debates and published two statements related to controversial language issues in the U.S. The first statement, “Statement on Arizona’s English Fluency Initiative,” spotlighted in Education Week, responded to the Arizona Department of Education’s targeting of English teachers who speak “heavily accented” English. The statement was signed by approximately 100 faculty from across the University, who rejected Arizona’s approach and instead supported “all efforts to improve the educational welfare of Latina/o students, and all students” by strongly favoring “programs and policies that are supported by sound educational and linguistic research.” The second statement, “Why the DEA’s Embrace of Ebonics is Lost in Translation” (co-authored with Princeton University professor, Imani Perry and published on www.hegriot.com), argued that the firestorm due to the Drug Enforcement Agency’s request to hire experts in “Ebonics” highlights several educational, social and linguistic ironies, each of which can help us understand issues of language and race in the U.S. and globally.

CREAL looks forward to supporting research on race, ethnicity and language with ongoing workshops, lectures, events and publications, as well as to shaping public discourse on contentious contemporary language issues.

**H. SAMY ALIM**, Co-Director, Associate Professor of Education and, by courtesy, Anthropology and Linguistics

**ARNETHA F. BALL**, Co-Director, Professor of Education, Director of African & African American Studies

**JOHN R. RICKFORD**, Co-Director, E.J. Wallace Sterling Professor in the Humanities and Professor of Linguistics and, by courtesy, Education
African American Studies Awards

*Academic Achievement & Service Award*
VICTORIA ASBURY

James L. Gibbs Award for Superior Academic Performance
DARIUS WHITE

Kennell Jackson Research Award
VICTORIA ASBURY
CATHÉRINE HOWARD

Shanta Annan Memorial Award
KALYN MCCALL

Trustee Leadership Award
DARIUS WHITE

Taube Center for Jewish Studies Awards

*Donald and Robin Kennedy Jewish Studies Undergraduate Award*
STEPHANIE WEBER

*Koret Award for Best Essay Written in Hebrew*
ISAAC BLEAMAN

Nelee Langmuir Award
GEORGE MALKIN

International Relations

Comparative Studies in Race and Ethnicity

*Bachelor of Arts*

VICTORIA ASBURY, with Honors
APRIL HOUSE, with Honors
DARIUS WHITE, with Honors
SHAMIKA GODDARD

Minor

YVORN ASWAD, B.A., Human Biology
CATHÉRINE HOWARD, B.A., International Relations with Honors
ALBERT GILBERT, B.A. and M.A., Sociology
MELISSA MARY MARES, Minor, Modern Languages

African American Studies Awards

*Academic Achievement & Service Award*
VICTORIA ASBURY

James L. Gibbs Award for Superior Academic Performance
DARIUS WHITE

Kennell Jackson Research Award
VICTORIA ASBURY
CATHÉRINE HOWARD

Shanta Annan Memorial Award
KALYN MCCALL

Trustee Leadership Award
DARIUS WHITE

CSRE Prizes and Awards

*Senior Paper Prize*
REBECCA RICHARDSON

*Award for Community Outreach and Engagement*
KELSEY KING

Margarita Ibara CSRE Community Building Award
STEPHANIE OTANI-SUNAMOTO

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

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

Faculty Recognition Award
STEPHEN SOHN, Assistant Professor of English

Chicana/o Studies Awards

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

CSRE Prizes and Awards

*Senior Paper Prize*
REBECCA RICHARDSON

*Award for Community Outreach and Engagement*
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George M. Frederickson Award for Excellence in Honors Research Honorable Mention
STEPHANIE OTANI-SUNAMOTO

Faculty Recognition Award
STEPHEN SOHN, Assistant Professor of English
DOLORES INÉS CASILLAS is an Assistant Professor of Chicana and Chicano Studies at the University of California, Santa Barbara. Her current book project, *Sounds of Belonging: A Cultural History of U.S. Spanish-language Radio*, examines the intimate listening relationship between Latinos and radio during heightened moments of immigration politics.

SIN YI CHEUNG is an Associate Professor of Sociology at Cardiff University, United Kingdom. Cheung's research studies social inequalities in education and employment, with a particular focus on ethnic minorities in western advanced economies. Her current project is titled *Immigrant Adaptation in Post-Industrialized Economies: a Comparative Study of Overseas Chinese*.

SERGIO E. DE LA MORA is an Associate Professor of Chicana and Chicano Studies at the University of California, Davis. His current book project, *Lucha Reyes: Queen of Ranchera, Queer Icon*, focuses on the 1930s-40s pioneer ranchera music performer Lucha Reyes and the ways her legacy has been represented from competing perspectives and across a variety of genres, including film, radio, performance and queer musicology.

ANA E. PUGA is an Assistant Professor in Theater and Spanish at Ohio State University. Her current book project, *Desperate Acts: Melodrama and Spectacles of Suffering in the Performance of Migration*, interrogates the reliance on melodrama in late twentieth and twenty-first century artistic and social performances by and about undocumented migrants from Latin America, especially women and children.

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**GRADUATE DISSERTATION FELLOWS**


**STEFFI DIPPOLD** English Department, *Plain as in Primitive: The Figure of the Native in Early American Literature*.

**CYNTHIA S. LEVINE** Psychology Department, *Who can improve? How a target’s race dictates perceptions of potential for growth*.

**ELDA MARÍA ROMÁN** English Department, *Symbolic Wages and Identity Taxes: Upward Mobility and Middle Class Status in Chicana/o Lack Cultural Production*.

**LAURA LÓPEZ-SANDERS** Sociology Department, *From the Curb to the Center to Out in the Cold: Unity Action and Reaction to Immigrant Workers*.

**ELLEN Y. TANI** Sociology Department, *From the Curb to the Center to Out in the Cold: Community Action and Reaction to Immigrant Workers*.

**TERESA G. JIMENEZ** English Department, *Lucha Reyes: Queen of Ranchera, Queer Icon*.

**ASHLEY A. LAGARON** Political Science Department, *Lucha Reyes: Queen of Ranchera, Queer Icon*.

**ALYSSA S. FU** Psychology Department, *Desperate Acts: Melodrama and Spectacles of Suffering in the Performance of Migration*.

**LUISE E. POZA** School of Education, *Coming of Age in a Global Egypt: The Cultural Politics of Transnational Humanitarianism, Childhood and Youth*. 

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**EXTERNA FACULTY FELLOWS**

**MANWAI CA** School of Education, *Connecting Re, Dictating Forms: Authoritarian Power in the Latina/o American Novel*.

**REGINA A. A** School of Education, *Power: Race, S

**SHANTAL R** School of Education, *Connecting Re, Dictating Forms: Authoritarian Power in the Latina/o American Novel*.

**RANIA KASSAB SWEIS** Anthropology Department, *Coming of Age in a Global Egypt: The Cultural Politics of Transnational Humanitarianism, Childhood and Youth*. 

**GRADUATE DISSERTATION FELLOWS**

**REGINA A. A** School of Education, *Power: Race, S

**NOHMI RI S** School of Education, *Dictating Forms: Authoritarian Power in the Latina/o American Novel*.

**REGINA A. A** School of Education, *Power: Race, S

**NOHMI RI S** School of Education, *Dictating Forms: Authoritarian Power in the Latina/o American Novel*.

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**MARIBEL SANTIAGO** School of Education, *Coming of Age in a Global Egypt: The Cultural Politics of Transnational Humanitarianism, Childhood and Youth*.
STEPHEN MURPHY-SHIGEMATSU as a Visiting Scholar to complete a book on mixed race narratives titled When Half is Whole forthcoming from Stanford University Press in 2012. He uses to teach a course called “Transnational Multietnic” Lives and will offer a new on “Transforming Self and Systems” this year. He is the editors issue of the new journal American Studies and editor of a book titled Synergy, Healing and to be published in fall 2011. In 2011 he was appointed Consulting Professor in the Stanford School of Medicine for program in Arts, Humanities and Medicine.

SABRINA ZIRKEL (2002-2003) was promoted to Associate Professor with tenure in the Department of Art and Art History at the University of Texas, Austin. Her book, Enacting Others: Political Identity in Eleanor Antin, Nikki S. Lee, Hikaru Kogon, and Anna Deavere Smith, was published by Duke University Press in 2011.

GRADUATE DISSERTATION FELLOWS

MAGDALENA BARRERA (2004-2005) received a 2011-2012 Career Enhancement Fellowship for Junior Faculty from the Woodrow Wilson National Fellowship Foundation. The fellowship is for former Mellon Undergraduate Fellows (MMUF, now known as the Mellon-Mays Undergraduate Fellows) who are in their third year of a tenure-track appointment. The award provides a fourth-year sabbatical and the mentorship of a senior faculty member in the recipient’s field.

RAÚL CORONADO (2002-2003) is an Assistant Professor of English with a courtesy appointment in Romance Languages and Literatures at the University of Chicago. He received a Ford Foundation Postdoctoral fellowship and the Bill and Rita Clements Fellowship for the Study of Western America at Southern Methodist University. His book, A World Not to Come: Nineteenth-century Latino Intellectual History and the Disenchantment of the World, will be published by Harvard University Press in 2012.

LORI FLORES (2009-2010) received a Consortium for Faculty Diversity (CFD) postdoctoral position at Bowdoin College in Brunswick, Maine for the 2011-12 academic year. She will teach courses in the History, Latin American Studies, and Gender and Women’s Studies departments.

CHRIS SCOTT (2003-2004) is an Assistant Professor in the Department of Asian Languages and Cultures at Macalester College. He recently published a translation of former Stanford professor Ian Hideo Levy’s (penname Levy Hideo) A Room Where the Star-Spangled Banner Cannot Be Heard: A Novel in Three Parts (Columbia University Press, 2011). This is the first novel written in Japanese by a Western author. From 2011 to 2012, he will be in Tokyo on a Japan Foundation research fellowship to work on a project titled “Japanese Literature Beyond Japan: The Geopolitics of Japanese-Language Literature” (Nihongo bungaku).”

RACHEL ST. JOHN (2004-2005) just finished a year in leave in Princeton, New Jersey, and returns this fall to Harvard University, where she is an Associate Professor in the History Department. During her leave, she was a member of the School of Historical Studies at the Institute for Advanced Study in the fall of 2010 and a fellow at the Shelby Cullom Davis Center for Historical Studies in the spring of 2011. Her book, Line in the Sand: A History of the Western U.S.-Mexico Border, will be published North America.”

CSRE TEACHING FELLOWS

SHANA BERNSTEIN (2001-2002) published a book titled Building Bridges at Home: Interracial Civil Rights Activism in Twentieth-Century Los Angeles (Oxford University Press, 2010). She began her fellowship year as a fellow at CCSRE. Bernstein is currently an Associate Professor of History at Southwestern University.

MARK BRILLIANT (2001-2002) published a book titled The Color of America Has Changed: Racial Diversity Shaped Civil Rights Reform in California, 1941-1978 (Oxford University Press, 2010), which is based on the dissertation he wrote with support from CCSRE. In January he gave a talk based on his research at the University of California, Los Angeles. In April he received an Honorable Mention from the Organization of American Historians’ annual meeting in Boston, Massachusetts.
Asian Pacific American Alumni Club (SAPAAC) and helped advocate for increased funding for Stanford’s community centers as well as organizing events exploring Asian American history at Stanford. This fall she will pursue a law degree at Yale Law School.

**CLASS OF 2010**

**ERIKA CHASE** (B.A., CSRE) is working in Hoopa as an Advisor-Mentor for the Hoopa Tribal Education Association’s newly established College Success Program. She helps American Indian high school students explore and experience college so that the transition will be seamless upon their graduation from Hoopa Valley High School (where she went to school!). This fall, Erika will attend the University of Victoria in Vancouver Island, British Columbia to pursue a Master’s degree of Indigenous Governance in their School of Human and Social Development.

**ARIA FLORANT** (B.A., CSRE) just finished up her Stanford Public Interest Network (SPIN) fellowship and has started a new full time job at the Mural Music and Arts Project as Programs Coordinator. She writes that she “loves working with MAP youth, especially in the Teen Mural Program and Graffiti Arts Program, and is inspired every day by their perceptions and perspectives on the world as well as their own community as expressed through their art.” Aria continues to live in East Palo Alto with Michaela Rakes (’10). She works part time as a College Bound Coordinator at the EPA Boys and Girls Club, runs, dances, sings, eats, drinks, loves and appreciates her life as much as she can.

**EL RIVERA** (B.A., CSRE) spent two years as a crisis advocate and educator, but this is starting a Ph.D. program in Performance Studies at UC Berkeley. Takeo is the author of *Goliath*, a choreopoem exploring themes of the war, masculinity and homophobia, which he while taking a CSRE course with Cherrie Moraga was restaged and featured in Connections Theatre Festivity from June 1 through June 18 in New York City at the Robert Moss Theater and was produced by Theater Productions and directed by Alex. Henry.

**LUKE TAYLOR** (B.A., CSRE) coordinates the social justice initiative at the Pachamama Alliance and is producing art with Katherine Hawthorne (’10) and Nicole Bonsoi (’06).

**HENRY TSAI** (B.A., CSRE) recently left Bain & Company to join Astrid, a San Francisco startup that aims to redefine the “to do” list. In his role as Director of User Experience and Customer Development, Henry works on the growing user base. When he’s not helping people to be more...
individual experience, which contributes to their skills as an instructor, and benefits our students.
The Center for Comparative Studies in Race and Ethnicity appreciates the support of individual donors who have made gifts in 2010-11.

NAMED GIFTS AND GRANTS

- Andy Camacho's Gift Fund
- The Anne & Loren Kieve Distinguished Speaker Fund
- The Jeff and Tricia Raikes Fund for CCSRE
- Raikes Foundation Service Learning Gift

BE A FRIEND OF CCSRE

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 Office of Development, 650.724.2812 or cjtrost@stanford.edu. Information is also available on the CCSRE website (http://ccsre.stanford.edu/news/be-friend-ccsre).

Featured Cover Artwork

California Special II
By Ester Hernandez