



CCSRE Center for Comparative Studies
in Race and Ethnicity



fall 2012 - stanford university

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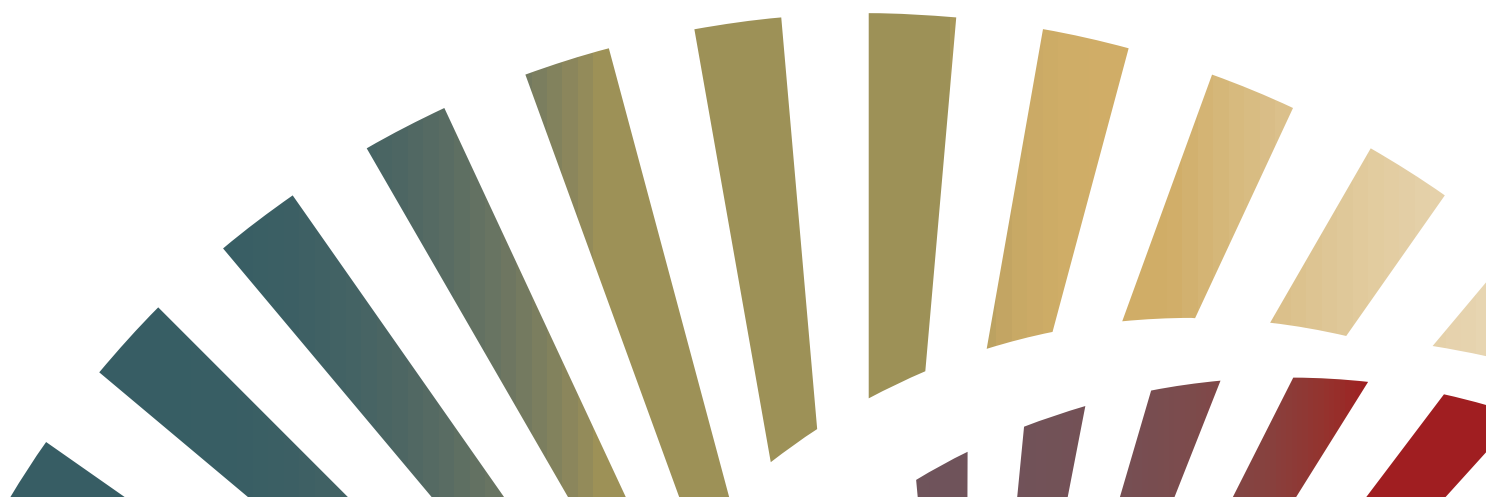
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farewell letter from Ramón Saldívar

What an amazing year this has been for me. Having been associated with CCSRE since before its formal opening in 1996, my year of service as Director of CCSRE has felt like the closing of the circle. Perhaps a better metaphor is that my year has been like a spiral turn of the circle, as my deep connection to CCSRE will certainly not end with the conclusion of my term. Taking another turn in the spiral, I look forward to serving the CCSRE community in the future as a member of the distinguished group of Emeriti Directors.

When Professor José David Saldívar takes over on September 1, 2012, he will find that CCSRE continues to serve the needs of our undergraduate, graduate, staff, and faculty group in a manner consistent with the goal of providing the best possible academic experience for our students. Joining Professor Saldívar in the important work of the leadership of the center on September 1, 2012, will be Professor Prudence Carter as the new Director of RICSRE, Professor David Palumbo Liu as the new Director of Undergraduate Studies, and Dr. MarYam Hamedani as the new Associate Director of CCSRE. Please join me in congratulating and expressing our gratitude to our good colleagues as they begin their important work with the beginning of the 2012 academic year.

As I leave CCSRE, I am pleased to report that CCSRE is in excellent shape in all respects. It continues to grow and explore new teaching and research possibilities for our undergraduate students, our graduate fellows, and our affiliated faculty. With the continued successful recruitment of new faculty to Stanford University through the Faculty Development Initiative over the past three years (eleven new faculty to date, bringing more than twenty new courses to our core curricular offerings), the undergraduate and research programs are in better shape than ever before. Another important development concerning our undergraduate curriculum is that the School of Humanities & Sciences this past spring approved the first new major in CSRE since the founding of the original four CSRE-IDP majors in 1996. Autumn 2012 will mark the inauguration of the new CSRE-IDP undergraduate major in Jewish Studies. In conjunction with the existing majors in Asian American Studies, Chicana and Chicano, Latina and Latino Studies, Native American Studies, and Comparative Studies, the new major in Jewish Studies will provide an unequalled opportunity for the exploration of the major social issues of our time. I cannot overemphasize how significant this development is. I believe it is

an event of historic proportions. The creation of a new major in Jewish Studies represents the opening of the study of race and ethnicity to the international level, beyond what has been to date a near-exclusive concern with racial and ethnic processes in the US. Moreover, the creation of the new Jewish Studies major fulfills of one of the original, unachieved, visions of the faculty groups that created CCSRE: to study race and patterns of racialization in a global comparative context. Since I chaired the original committee that drafted the blueprint documents for the establishment of CCSRE, I am especially pleased to see that our original plans to have CCSRE study race and ethnicity on an international, indeed, global scale are now coming to fruition.

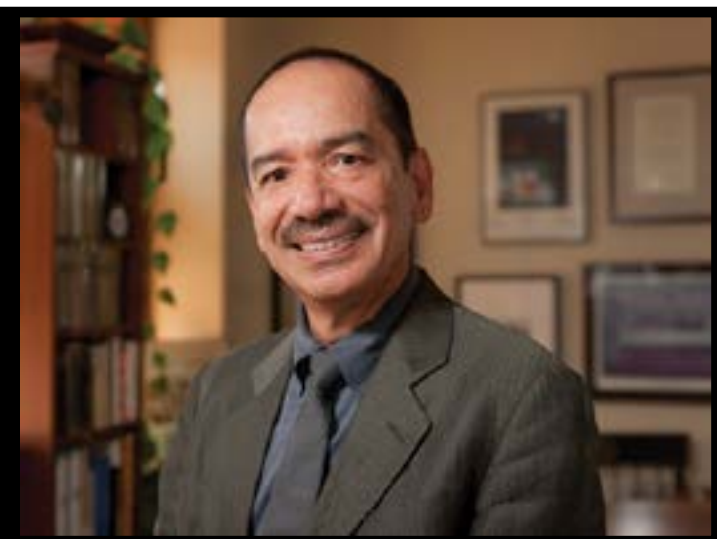
Continuing the process of evaluating our existing goals and redefining them for the future, the senior faculty leadership group decided this year to suspend our External Faculty Fellows Program and to reconceive our efforts on the research side of our multiple endeavors. Suspending the funding of external fellowships allows us to concentrate our research efforts toward the needs of Stanford undergraduates and graduate fellows and of our own affiliated faculty. In particular, we wish to see how the redistribution of our resources toward internal rather than external needs might best contribute to our teaching and research agenda. This redirection of funding is a matter of ongoing consideration and we will be monitoring on a yearly basis how best to use the research funding now available to Stanford undergraduate and graduate students, postdoctoral fellows, and faculty as a result of this redistribution of a portion of our available funds. At its most recent meeting the senior leadership faculty group decided to explore the creation of a variety of programs and events that would, in effect, create an Internal Faculty Fellowship Program. The planning and execution of these exciting new possibilities are part of the agenda for the new leadership group.

Concerning the disposition of CCSRE funding in general, one of our most significant achievements during the past year has been the development of a significant relationship with a new donor. As a result of our efforts, CCSRE was the recipient this past December 2011 of a major new gift from Ms. Ina Coleman, Executive Director of the Feminist Majority – publishers of MS Magazine. Ms. Coleman is a Stanford University alumna, current Stanford parent, and CCSRE External Board member. With a matching gift from the School of Humanities & Sciences, the funds generously provided by Ms.

Coleman represent the second largest gift in the history of CCSRE (see article on page 15).

As I complete my year as director, I see that CCSRE continues to be a dynamic and innovative academic and research unit, a model nationally for the study of race and ethnicity. The continued growth of its student enrollments, the increase in the numbers of majors and minors, and the significant addition of new affiliated faculty all ensure that its future is particularly auspicious, even with the transitions in staffing and leadership that are the norm for academic programs. With the filling of important leadership positions, CCSRE is well situated to pursue and meet the high goals and important responsibilities that it has set for itself on behalf of Stanford University students.

Respectfully yours,
Ramón Saldívar
*Director, Center for Comparative Studies
in Race & Ethnicity (2011-12)*



"As I complete my year as director, I see that CCSRE continues to be a dynamic and innovative academic and research unit, a model nationally for the study of race and ethnicity. The continued growth of its student enrollments, the increase in the numbers of majors and minors, and the significant addition of new affiliated faculty all ensure that its future is particularly auspicious, even with the transitions in staffing and leadership that are the norm for academic programs."



josé david saldívar



What fields did you get your bachelor's, master's and doctoral degrees in?

I received my BA in English and Literature at Yale in 1977. I then came to Stanford to do my graduate work, where I completed my MA in 1979 and my PhD in English and Comparative Literature in 1983. Before I came back to Stanford as a Professor of Comparative Literature in January 2012, I was the Class of 1942 Professor of English and Ethnic Studies at the University of California, Berkeley.

How did you first get involved with the Center?

Because I had been hired as part of the Faculty Development Initiative (FDI) led by Professor Al Camarillo, I first became involved with the Center in January 2010, when I joined the faculty as a professor in the Department of Comparative Literature. In the Autumn 2010 Quarter, I was appointed by Prof. Matt Snipp, the Center's Director, to Chair and Director of the Undergraduate Program in Comparative Studies in Race and Ethnicity. But I also have had a long historical relationship to the formation of Chicano/Latino Studies at Stanford. When I was a second year graduate student in the Department of English, I was selected to one of the first cohorts of the Chicano Fellows Program, a program then housed in the basement of the Niteri—now El Centro Chicano. Through the Chicano Fellows Program, advanced graduate

students were selected and trained to teach undergraduates in courses in Chicano/a Studies before Stanford had CCSRE. It served as the University's response to the lack of ethnic and race-centered courses within the School of Humanities and Sciences. Together with our Stanford faculty mentors who worked closely with us, the Chicano Fellows Program gave us hope, pedagogical knowledge, and optimism in our new and emergent fields of ethnic studies.

As you prepare to move into your new position in September, what do you see as the current status of the Undergraduate Program in CSRE?

I think that the undergraduate CSRE program is in excellent shape. Last May 2012, we celebrated our 15th anniversary and we graduated one of the largest and most successful senior classes. CSRE now has some 70 majors. With the successful recruitment of eleven new faculty (myself included) through the Faculty Development Initiative over the past three years, CSRE has been able to add more than twenty new courses to our core curricular offerings. Additionally, in the Spring 2012 Quarter the School of Humanities & Sciences approved a new major in CSRE since its founding in 1996 of the original four CSRE-IDP majors in Asian-American, Chicano/Latino/a, Native American, and Comparative ethnic studies. As a result of this approval, we will be inaugurating in the Autumn 2012 quarter the new CSRE-IDP major in Jewish Studies. The creation of a new major in Jewish Studies represents not only the opening of the study of race and ethnicity to the international and planetary scale, but also represents a timely broadening of the historical scope in our understanding of the processes and formations by which race and ethnicity shape the human experience. Jewish Studies will take our Program in Comparative Studies in Race and Ethnicity in an outernational direction beyond what has been an American-centric concern with race and ethnicity. We are in now in a better

position to study race, racism, and patterns of racialization in a globally comparative context.

We are also continuing to excel in providing our undergraduates with courses encouraging student learning and development through community development. What's unique about our CCSRE Service Learning Initiative is that our model is an organic part of the overall set of undergraduate degree requirements. We are doing a very solid job of reaching students in the early part of their Stanford undergraduate careers—before many of them come into contact with departmental majors and minors. I was very happy to see that CCSRE provided students interested in the race and health concentration of the CSRE major the opportunity to work with Dr. Laura Saldívar in her public service internships at Ravenswood Family Health Center in East Palo Alto and in the Menlo Medical Clinic in Menlo Park. CSRE students were able to work with Dr. Saldívar in a seminar setting as well as 'shadow' her in her practice at Menlo Medical Clinic, a clinic affiliated with Stanford Hospital. Additionally, Professor Al Camarillo's "Service Learning Workshop on Issues of Education Equity" partnered with East Palo Alto High and engaged students in one-on-one tutoring and mentoring relationships. Students were able to work with their high school mentees through winter and spring quarters, supporting them in developing major term papers and standardized tests.

One of my hopes is that in the future we can see more collaboration with Stanford University's Bing Overseas Program, directed by Ramón Saldívar. I'd love to see us collaborating not only with the BSOP Overseas Center in Cape Town South Africa but also in Europe and Latin America.

Finally, in September 2012 we initiated CSRE's first Bing Honors College (BHC). One of the three September Studies programs, BHC is a three-week program for students actively

CCSRE welcomes its new faculty director, professor of comparative literature José David Saldívar. He shared a few thoughts with CCSRE as he takes the helm.

engaged in researching and drafting their senior honors theses. CSRE BHC participants work individually and collectively on their theses during this time. As a result, our CSRE students will begin their senior year in an atmosphere of shared intellectual purpose with a serious commitment to independent scholarship.

Patricia Seo, a graduate student in the department of Sociology, and I worked together to achieve the following three goals:

- Accelerate progress on honors theses by offering students an uninterrupted block of time in which to focus on their work.
- Enhance opportunities for students to form mentoring relationships with faculty and advanced graduate students in their field.
- Foster a sense of intellectual community among students pursuing honors work, both within and across academic disciplines.

Do you have any big plans for CCSRE?

Yes, as a result of several planning meetings over the past year and a half with my colleagues in CCSRE, we are in the final stages of submitting a proposal for a Joint CCSRE Ph.D. Program. Our proposed CCSRE Ph.D. Program in Race and Ethnicity will offer two tracks: one in the social sciences and one in the humanities.

I also plan to continue offering a big public CSRE class on contemporary music (rock en español) in the next year or so. This public course will be based on our highly successful Spring 2012 CSRE course, "Occupy Art."

The word "occupy" was on the minds of my CSRE and IDA colleagues H. Samy Alim, Jeff Chang, Tania Mitchell, Ramón Saldívar and me when we developed an entire course around the Occupy movement, looking at its historic roots and present-day applications through the lens of the artists involved. Last spring, we rolled out #OccupyArt:

Immigration, Nation and the Art of Occupation. The course drew some 120 students and community members through Continuing Education every week to discuss some of the most urgent art and movement work now happening. It's one of the best courses I've ever been a part of.

I plan to design with Samy Alim and Jeff Chang a CSRE big class on the global flows of rock en español in the Americas and hope to bring established rock bands from Latin America, Mexico, and California to our new Bing Music Center. The course will center on transcultural Latino/a music and identity.

Lastly, one of the most exciting things that CCSRE has done exceedingly well over the past several years is the creation of Service Learning Programs and Outreach Programs. Through our rich Service Learning Programs, our CSRE undergraduate students are able to thoughtfully and rigorously connect their volunteer service work in the nearby multi-ethnic communities with their academic work at Stanford. Through this form of engagement, our undergraduate students are able to gracefully apply their knowledge of critical race and ethnic formation theories and their skills in critical thinking they've developed at Stanford to the wider nearby urban communities in Silicon Valley and beyond. Our CSRE Service Learning Programs give our undergraduates the opportunity to think more reflexively about the very nature of service learning work. I'd like to see this continue and grow under my faculty leadership.

How do you feel about succeeding your brother, Ramón Saldívar, in this post?

I am very happy and honored to be following in my brother Ramón's footsteps. As you can imagine, all of the Saldívars—my six brothers and sisters and our families—are immensely proud of Ramón. It was just a few months ago in a moving and terrific White House ceremony that my family and I saw--streamed

live on the web-- President Obama award a National Humanities Medal to Ramón. I only wish my hard-working parents were alive to have seen this incredible event!

I've always learned so much from Ramón's leadership, teaching and research, centering as they do on globalization, transnationalism, and Chicano/a Border studies. As President Obama noted, "You've helped guide our growth as a people," he told my brother Ramón and the nine medal winners. Who wouldn't want to follow in Ramón's footsteps? All of my brothers and sisters were raised in the Global South's border town of Brownsville, Texas, and like Ramón, we've all had an interest in transcultural issues since we began our academic studies.

Briefly, I think Ramón has done an incredible job in directing the Center and in highlighting the truly great work those of us in the Humanities and Ethnic Studies are doing at Stanford. I say all of this with complete honesty—even though I am a little biased—Ramón is, after all, my brother! I'd like to continue encouraging our work on the undergraduate level, and continue to make CSRE one of the best majors for our students and to make it the best intellectual experience they can possibly have at Stanford. ☺

Interviewed by Annelise Heinz

Al Camarillo reflects on 15 years of CCSRE

A hunger strike by a group of Mexican American women students in May 1994, supported by a coalition of students of color and others, greatly accelerated the push to develop what became CCSRE. These students, angry over the firing of the highest-ranking Latina administrator in the university, sat in protest in the middle of the quad and refused to eat until their demands were discussed. Among their many demands was the establishment of a Chicano studies program.

In 1996, when CCSRE was inaugurated and I served as its founding director, the faculty and staff of the Center realized an important mission lay ahead. As we opened the doors of the CSRE undergraduate degree program and welcomed the first cohort of outstanding and eager majors, I was convinced we were on the path to creating a special community of scholars—undergraduate majors, affiliated graduate students, and faculty—with the potential to establish Stanford University as the premier institution in higher education promoting the study of race and ethnicity. As a historian whose intellectual origins are closely tied to the emergence of ethnic studies scholarship and as a faculty member with over twenty years experience at the university when the Center was launched, I understood how CCSRE was a product of the past, a beneficiary of contemporary influences, and a harbinger of the future.

The convergence of several developments triggered the creation of CCSRE and set its trajectory – the maturation of the study of race and ethnicity, the legacy of student activism and advocacy for ethnic studies curriculum, and the commitment by university leadership to build CCSRE as one of Stanford’s towers of excellence. Through the auspices of a Mellon Foundation supported seminar that George Fredrickson (founding Co-director of the Research Institute of CSRE) and I initiated in 1992, some 30 to 40 faculty across many disciplines participated in rich discussions about comparative studies in race and ethnicity. In 1994, when a new burst of student activism captivated campus, discussions had already begun about harnessing the intellectual energy of the Mellon Seminar and funneling it into some organized unit.

A hunger strike by a group of Mexican American women students in May 1994, supported by a coalition of students of color and others, greatly accelerated the push to develop what became CCSRE. These students, angry over the firing of the highest-ranking Latina administrator in the university, sat in protest in the middle of the Quad and refused to eat until their demands were discussed. Among their many demands was the establishment of a Chicano studies program. The university agreed to start a process of deliberation on this issue; the President and Provost asked the Dean of H&S at that time, John Shoven, to constitute a committee. He selected Ramón Saldívar, the first Vice Provost for Undergraduate Education, to chair the committee.

The only degree-granting program in ethnic studies at Stanford at the time was the Program in African and African American Studies, also an offshoot of student activism in the wake of the assassination of Martin Luther King, Jr. in 1968. And though groups of students of color had raised the question of Chicano, Asian American, and Native American curriculum since the 1970s, no formal programs had been created. It was no surprise that Asian American and Native American students joined with the Chicana students and requested the university and the committee to consider ethnic studies more broadly. The committee did so, but after careful consideration opted not to follow what had been the standard ethnic studies model in higher education for over a generation: separate programs focused on the study of individual groups, or departments with distinct, and often semi-autonomous programs tied to study of one group.

The committee, and the affiliated faculty who later assumed the charge of establishing CCSRE, opted to create something new on the intellectual landscape of ethnic studies. A Program in Comparative Studies in Race and Ethnicity, one that considers both domestic and international contexts, allowed flexibility for students to focus their studies on particular groups in relation to others, or to focus primarily on comparative dimensions.

This was the hallmark of the new CSRE model, one that has shaped the development of many other new programs and centers started at universities across the nation over the past fifteen years.

The CCSRE model was further reinforced when the decision was to not only create an undergraduate teaching program but to build a center that would galvanize the intellectual energies of a growing number of faculty committed to the study of race and ethnicity. CCSRE thus embarked on a dual mission: promote undergraduate studies and develop a menu of intellectual activities, research projects, and programs involving graduate students and faculty through the Research Institute of CSRE (RICSRE).

Through RICSRE’s longstanding seminar series, visiting scholars program, dissertation fellowships for doctoral students, research working groups, and other programs, a vibrant intellectual community formed over the years. The Center began in 1996 with about 30 affiliated faculty – that number today stands at 130, with colleagues from all seven of Stanford’s schools. Furthermore, several institutes and centers with specific research foci are organized under the CCSRE umbrella. The CSRE undergraduate program also grew remarkably; five years after its founding, it was recognized as the fastest growing undergraduate major at the university. In June 2013, we will honor the largest graduating class of CSRE majors thus far.

CCSRE’s impressive growth and expansion over the past decade and a half, and its emergence as the leading center of its kind in American higher education, could not have been possible without the investment in its work by leadership in the School of Humanities and Sciences (H&S) and by the Provost and President. A generous endowment gift supports the Center and the ongoing commitment of H&S resources makes possible the operation of the undergraduate program and RICSRE. In addition, since 2007 the Provost has supported the Faculty Development Initiative (FDI), collaboration between CCSRE, the Office of the Provost, and schools and departments across the university to recruit and hire the best young and senior scholars whose work focuses on the study of race and ethnicity. Over the past five years, eleven faculty have

been hired in cooperation with the FDI -- all are formally affiliated with CCSRE. Directing the FDI as Special Assistant to the Provost, and viewing first hand the impact that each faculty member is having on campus and in her/his field of study, is one of the most gratifying experiences in my long career at Stanford.

I look back with great pride and a sense of accomplishment of how the vision has been realized that we—students, faculty, administrators, and staff—had in 1996 to build a center of excellence to promote the curriculum development and research in the area of race and ethnicity at Stanford. The expanding community of people at the university who have contributed to the growth of the Center, aided by the Center’s Advisory Board, form a collective with intellectual and social bonds unparalleled in my experience at the university. I know that the current leadership of the CCSRE will build on the strong foundations already established and take the Center and Stanford to even greater heights of scholarly distinction in the study of race and ethnicity in the U.S. and internationally.



Al Camarillo (Director, 1996-2002)

Al Camarillo is Professor of History and the Leon Sloss, Jr. Memorial Professor. He is widely regarded as one of the founders of the field of Mexican American history and Chicano Studies. He is the only faculty member ever to receive the six highest awards for excellence in teaching, service to undergraduate education and Stanford alumni, and university-related public service. He currently serves as President of the Organization of American Historians.

snippets from ccsr's past

Stanford Students Strike. A hunger strike by a group of Mexican American women students in spring of 1994, supported by a coalition of students of color and other supporters, helped pave the way to the creation of CCSRE.



Tania Mitchell: celebrating the heart of service Learning at stanford

Dr. Mitchell recently joined the faculty of University of Minnesota as Assistant Professor of Postsecondary Teaching and Learning. The Center is truly appreciative of Tania's tireless work and her boundless spirit. Her work and her laughter will be greatly missed. She has a bright future ahead and we wish her all the best.



The Service Learning Initiative at CSRE proudly celebrates the beginning of its fifth year. Dr. Tania Mitchell, director of the program, is the heart of the Initiative's tremendous success, which garnered international renown. As Dr. Mitchell departs Stanford for an Assistant Professor position at the University of Minnesota, she leaves a proud legacy. Her five years of leadership have had a profound impact on students and faculty, who light up when describing her positive influence on their work and life. As recent graduate Danielle Beavers described, "Tania is an undeniable pillar of what made Stanford, Stanford for many students."

Dr. Mitchell built an initiative that incorporates three key aspects of successful Service Learning. First, faculty engagement and course development, to identify course opportunities that are ripe for service learning and enhance faculty experience with teaching. Second, student advising and student support, to help students become more thoughtful about their interests and how to involve community work in those interests along with critical thought. For example, if a Stanford student plans to go to East Palo Alto, they must think critically about what the change is that they want and expect, and find ways to monitor progress. Third, community based research, originally offered as community internships, now offer students opportunities to develop collaborative community research projects. This also entails outreach to community organizations to develop effective partnerships, matching communities with student interests and strengthening research methods.

Service learning as a concept emerges from a nineteenth-century American philosophical tradition that understands community engagement as democratic practice and as a transformative educational experience. The establishment of ethnic studies programs in the 1960s helped redefine the relationship between public service, higher education, and minority communities. For example, at San Francisco State University, service learning became a needed tool for education as it replaced textbooks that were yet to be written. "Where books did not exist, the community did," Dr. Mitchell explains. Academic learning could be translated into community learning. Service learning also functioned as a way to demonstrate appreciation for the contribution of community leaders, ultimately bridging concepts of democracy, citizenship, social justice, and social responsibility.

Dr. Mitchell explains that at some point service learning became comfortable as pedagogy for student learning, disconnected from community change or development. "When student learning is the top priority, and there is a disregard for community change, then programs are missing the chief reason for service learning as pedagogy and thus missing opportunity for change. What is necessary is an effort to resolve and not just contribute." Dr. Mitchell's work reminds us that there should be ongoing, serious debates asking if universities are only in the business of educating people, or if they carry responsibility for engaging in community change.

In her work she has remained acutely conscious of various approaches to service learning to shape and design an effective program that has had an important impact on students and faculty. In fact, The Service Learning Initiative has transformed how faculty and students understand and practice service. Both students and faculty agree that Dr. Mitchell's leadership helped them develop a deeper understanding of Service Learning as a complex academic practice.

Stanford Lecturer Kathleen Coll is a cultural anthropologist working on citizenship and immigration in the US. She was "looking for a way to give undergraduates the opportunity to study with and learn from community activism by immigrant women in San Francisco."

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In her experience, students say they learn a lot about theories and ideas in their classes, but cannot quite see how they relate to pressing social concerns, real world politics, and policy issues. Dr. Coll worked with Dr. Mitchell to develop a course entitled "New Citizenship: Grassroots Movements for Social Justice in the U.S." that included a focus on the Domestic Workers Alliance efforts to pass the California Domestic Workers Bill of Rights.

Although Dr. Coll has over 25 years experience working in the community in San Francisco, she says, "I owe Tania Mitchell everything that I know about best practices in service learning and ethical practices in community-based research."

Her partnership with Dr. Mitchell was the first time that Dr. Coll had worked with service learning. "Before Tania I viewed service learning with a great deal of skepticism. I was concerned that service learning was primarily about serving the needs of students and not the community. I was also concerned about resource impact on community partners; that is, the extent to which I would have to make demands on partners to meet the needs of the students. Tania provided me concrete models and also theoretical conceptual frameworks for thinking differently about service learning. I never would have taught

a service learning class at Stanford without Tania Mitchell."

Dr. Coll explains how Dr. Mitchell understands the ethical and pedagogical complexity of service learning at a deep level. "It was clear from the first time I sat down with her that I was sitting down with an expert in this field. For me it was the most incredible gift to have her as a colleague. I learned more from her than I learned from anybody about how to teach Stanford undergraduates about my area of expertise in new and effective ways. She attracted the most amazing students to CSRE and to Service Learning."

Dr. Mitchell's success is also reflected in the success of her former students and their thoughtfulness about their purpose after graduation and in life. Many of her former students have chosen careers centered on issues of social justice. Aria Florant names Dr. Mitchell as one of her closest mentors at Stanford. Aria is currently working at Mural Music & Arts Project in East Palo Alto. She articulates a sentiment expressed by many students, "prior to taking service learning classes I considered service, volunteering." Through the work of the initiative she "realized that service learning was a rigorous academic project that required careful thought and practice."

Aria explains that in her work, she applies her Stanford training through implementation of an asset-based approach, "meaning thinking about what communities do have instead of what they don't have. For example, in EPA they have an incredible community of elders who have been in the community for a long time. There are so many organizations and people who care, and incredible cultural diversity, rather than thinking about bad schools and crime."

Aria remembers Dr. Mitchell emphasizing commitment to communities. "When Stanford students are not able to fully commit to an organization there is an impact that has on that organization. Tania told students don't make a commitment if you are going to back out." She explains how she thinks about Dr. Mitchell's teaching in her own commitment to community. Aria not only works in East Palo Alto, she lives there as well. "I live there for a reason. It makes a difference. I see kids at the supermarket, I know the parents, I run into kids in the neighborhood and encourage them. It makes a difference to the students."

Recent graduate Danielle Beavers won the George M. Fredrickson Award for Excellence in Honors Research. With the guidance of Dr. Mitchell, Danielle integrated her work on domestic violence at a family law clinic in

Redwood City into an award-winning thesis. She will soon begin a position at the Greenlining Institute, where she will work on issues of economic justice, including commercial bank lending practices. She expresses how she would not have followed her current career path without the Service Learning Initiative.

Through service learning she became aware of race at the systemic level. She explains that without the Service Learning Initiative she might have looked at race in a way that was self-reflective rather than understanding its deep systemic issues. At the same time, "Tania helps to lighten up the learning process of understanding the complexity of race, class, gender, and violence. Her lighthearted joking can ease the difficulty of grappling with the depth of these issues."

Another student, Naomi Shachter, worked closely with Tania on her senior thesis, which won the Firestone Award for excellence in Undergraduate Research at CSRE. Naomi knew she wanted to study service prior to entering Stanford. Her freshman year at Stanford she attended a presentation by Dr. Mitchell on "Privilege in Service." Naomi credits Tania for helping her understand that "service learning is not only compelling academically, it is infinitely dense and evolving. The Service Learning Initiative gave me the chance to look deeply at service and all the interesting ethical and political questions that arise when thinking about service."

For Naomi, "Tania is the professor and mentor and boss that had the most impact on me at Stanford. All of her academic help is useful, but she is also fun and funny. Tania is always willing to slow down and spend time with the students. There is no way to repay Tania for everything she has given. I really appreciate it."

Professor David Palumbo-Liu's course, "Asian American Cultures and Community", has also partnered with the Service Learning Initiative. His students have worked with The Manila Foundation in San

Francisco and most recently with Asian Americans for Community Involvement in San Jose, which was established by a group of Chinese and Japanese American activists in the 1970s. With Dr. Mitchell's guidance he was able to structure the class in a way that allowed him "to make a connection for students between the Ivory Tower and the rest of the world."

According to Dr. Palumbo-Liu, Dr. Mitchell always carries with her a sense of why we do service in the first place. "Tania taught us not to overlook what might seem to be ordinary and less purposeful work, and see the connections between the everyday lives we interact with and the topics of the course. She saw the interconnectedness of everything and she formed bridges among so many different communities because she thought organically. It was all part of one big wonderful vision of what education could be. She just had it all and it didn't seem forced. It just seemed like the natural flow of her energy. And it was so much in sync with what we need. It wasn't just a matter of reinforcing what we have. The Service Learning Initiative was the most obvious way of implementing what we wanted to do, but almost spiritually she helped us grow."

Commenting on Dr. Mitchell's indefatigable spirit, Dr. Palumbo-Liu adds, "She set a huge example in terms of energy. You felt if she could do it, I can do a tenth of that!"

-Dena Montague

Dena Montague received her PhD in Political Science from UCLA. Her research interests are race and politics in the African Diaspora. She is also the Co-Founder of **EnergieRich**, a social enterprise developing the capacity of rural communities in West Africa for local production of solar products and small-scale computers.

service learning: public archeology event | october 2011



Public Archaeology students and volunteers at the October 2011 event.

Stanford students Amy Dao (far left) and Stephanie Chan (far right) work with visiting children at the Excavation Station.



california and beyond
april 27, 2012



Professor David Palumbo-Liu, Chair of Asian American Studies, and the Vietnamese-American artists, filmmakers and writers from the California and Beyond Event.



The incredible journey of distinguished alumna Maribel Ledezma-Williams



“before i got to stanford, i thought the difficult experiences were the result of deficits on my part. by studying through csre i learned there is a broader community that has had similar experiences in this country, as either immigrants or minority communities. it was tremendously empowering and gave me the tools to understand it. csre can provide a multi-disciplinary context for why discrimination and exclusion have happened and the agency those communities can have to create change.”

Maribel Ledezma-Williams’s Distinguished Alumni speech for the 2012 Undergraduate Program in Comparative Studies in Race and Ethnicity graduation recounted her extraordinary journey from migrant farm worker to Stanford student, and on to a successful career as a diversity practitioner in the financial services sector. Her heartfelt words produced a palpable emotional charge as students, faculty, family and friends attending graduation were captivated by her powerful life story. It was hard to find a dry eye in the audience riveted by her narrative of graceful resilience.

Reflecting on her life, Maribel makes it clear that although she stands up as a successful Stanford graduate, she “will always be that kid who showed up at Stanford feeling a little bit lost”. She was raised in the Rio Grande Valley of South Texas by parents who immigrated to the US from Mexico. During her childhood the family traveled as migrant farm workers to California, Indiana and Washington for annual harvests.

When Maribel’s parents dropped her off for Freshman Orientation at Stanford, they could not stay long. They were in transit, on their way to pick apples in Washington State. There was no romantic send-off. The family needed to be in Washington the next day to begin the harvest season. One of her reminders is a food stamp her mother gave her while studying at Stanford. It is now framed in her New York apartment as a continual reminder of her parents’ struggles to provide for their family.

Maintaining a connection to her past helps give Maribel perspective on life’s priorities. She fondly remembers her mother telling her as a child, “Mija get an education. It is the only thing that can’t be taken away from you.” Lessons learned from disparate worlds in the fields and as a student at Stanford have informed her responses to the pressures in her professional world. “Growing up a child of farm workers and picking grapes, that was hard work. Even on my most challenging days [at work] it doesn’t compare to the sacrifices, hard work and the conditions that my parents experienced.”

At the same time, Maribel’s Stanford experience challenges the notion of campus as an exclusive space reserved for students with privilege. “There are still many students coming to Stanford that are first generation and struggle with living in two worlds- reconciling how and where they

grew up with the tremendous opportunities Stanford offers for the future. I’ve learned that you never leave those experiences behind. They have a profound impact on your life and can help propel you forward and become resilient.”

Her path towards understanding the power of reconciling experiences was shaped in large part through her involvement in the establishment of CSRE as an academic program. Maribel matriculated to Stanford in the fall of 1994. Her arrival came on the heels of student hunger strikes to mobilize students and faculty to establish a broader range of ethnic studies programs. The activities on campus at the time spoke to the activist orientation she was developing at that age and her interest in addressing issues facing people of color within an academic framework.

In her sophomore year, she was selected as student representative on the curriculum design committee to create the program in Comparative Studies in Race and Ethnicity. She cites her position on this committee as one of the best experiences as an undergraduate at Stanford. The committee gave her exposure to how academic programs develop and the important work faculty does to build support within the university. It also set the course for her to add Chicano Studies to her declared major of Spanish.

Her involvement with CSRE had a significant impact on Maribel, providing an academic lens through which she began to process her experiences and understand its relevance. Growing up, Maribel had gone through bilingual and migrant education programs, was enrolled in speech therapy classes to address an accent and watched her parents navigate a complicated educational system across states. She had only lived in two types of communities, either majority Latino communities or communities that were majority white, with a seasonal migrant farm worker population. Along the way, she experienced racism as they traveled across the country. “Before I got to Stanford, I thought the difficult experiences were the result of deficits on my part. By studying through CSRE I learned there is a broader community that has had similar experiences in this country, as either immigrants or minority communities. It was tremendously empowering and gave me the tools to understand it. CSRE can provide a multi-disciplinary context for why discrimination and exclusion have happened and the agency those communities can have to create change.”

The goal of her graduation speech was not only to make a connection through her personal story but also to help new graduates understand it is possible to take the skills learned at CSRE and translate them into a professional path. “The inter-disciplinary work of CSRE has a real connection to the world we live in. Skills learned at CSRE translate into how to think about diversity broadly,

comparing not only race and ethnicity, but also broadening the dialogue for LGBT, veterans, or disability inclusion. By virtue of going through this program, we think about how these identities intersect. Within a corporate context, I’ve applied my studies at Stanford and in CSRE to advance inclusion, with a focus on creating work environments that value different perspectives and foster meritocracy.”

Ultimately, Maribel credits her accomplishments to the support of her family and the community she found at Stanford. For Maribel, the impact loved ones have made include an older sister’s departure to college when she was in 5th grade. “Her decision was an A-ha! moment. I began to imagine having different circumstances for the future. My parents and grandparents were farm workers and I had the right support to follow a different path and make them proud.” Her path left an indelible mark on the university and contributed greatly to shaping the mission of the Center today.

–Dena Montague

Dena Montague received her PhD in Political Science from UCLA. Her research interests are race and politics in the African Diaspora. She is also the Co-Founder of EnergieRich, a social enterprise developing the capacity of rural communities in West Africa for local production of solar products and small-scale computers.



Returning Home: Recent CSRE Graduate Michael Tubbs Runs for Stockton City Council

Michael Tubbs, distinguished CSRE graduate of Stanford and candidate for City Council of his hometown of Stockton, CA has a long list of honors and awards. To name a few, he is a Truman Scholar honoring his commitment to public service. He was also honored as City of Stockton Architect of Peace, and was a Rhodes Scholar Finalist. He founded several successful organizations: he is Founder and Executive Director of The Phoenix Scholars, he co-created Save Our Stockton and he co-founded the Summer Success and Leadership Academy at the University of Pacific. For two years Tubbs was Chairman of the Youth Advisory Commission in Stockton, and he was

Latino, 20% Asian and 10% African American.

Tubbs has just returned from a conference organized by the Children's Defense Fund in Cincinnati on the Cradle to Prison Pipeline. He is also balancing his full time leadership academy work at University of the Pacific with at-risk youth. Without a hint of fatigue, Tubbs meets with a diverse group of youth from Stockton ready to canvass districts at 10am. His goal is to walk all 6 districts in Stockton, a city of 296,357.

As the group prepares to canvas, Racole Dixon, Michael's mother greets the volunteers with warm smiles and hugs. Ms. Dixon explains that her mother, Michael's grandmother, herself, and her sister helped raise Michael. Michael's mother gave birth to him when she was 16. Michael's father is incarcerated. Michael often uses the metaphor of a phoenix rising to describe his trajectory in life. He credits his mother, grandmother and aunt's guidance for his success. His mother explains she always tells Michael, "to Keep God first, follow your heart, just believe and know that you are not limited." She always saw this potential in him. "Michael was always a leader. He used to get in trouble with the teachers because they are not used to a young black boy speaking up. They think he is trying to be rude but he just wants to know why and where did you find that answer. He is a researcher. You can't just tell him something. You are going to have to back it up."

By Tubbs's side is his friend Christopher Prado, whom he has known since the 7th grade. He describes how Tubbs led a group of young college students from Stockton to organize Save Our Stockton – A Youth Movement for Change. Save Our Stockton (SOS) is a call for youth to organize, to find their voices and empower themselves to advocate for the revitalization of their city. The organization has been actively participating in City Council meetings, presenting platforms concerning education, crime and other issues from a youth perspective. SOS successfully advocated for the establishment of a youth task force on crime that was eventually established together with the City Council and the Mayor. Prado explains, "These are things he has done without position and without pay and I know that is the caliber of individual he is, and also the character he will have and the principle he will stand on if he is elected for Stockton City Council."

Michael's road toward local politics was not obvious. When Michael entered Stanford he was generally turned off by politics. He explains how his junior year at Stanford became a

defining moment in his life. "My cousin was murdered on Halloween. During that same time, I was working in the White House on the team where they outreach to mayors and councils nationwide. It was a team I did not want to be on. But then I saw at the local level you can really make things happen. We met with people like Mayor Raul Salinas of Laredo Texas, Kasim Reed from Atlanta came in, Corey Booker was on conference calls and I could see the things people are doing in cities, some cities I had never heard of and I saw you can make change in politics. I thought maybe one day I would run for City Council. Then my cousin was murdered. He was 21. Then I thought I'm definitely coming back to Stockton to run for City Council."

What concerns do they have about the community? Michael inquires. The answer is often deep frustration about crime, education and city management. He never cuts anyone off. He encourages more questions and comments. At one house, Michael talks to a former Marine who was raised in Stockton. He speaks of his carefree childhood, playing in the streets without fear or violence. He laments the situation today where he feels scared to go to parts of the city he loves and has spent most of his life. He is a Vietnam Vet, so is Michael's grandfather. As he sits in the shade of what seems to be a typical quiet suburban neighborhood he recounts the recent burglary of his home. His wife comes out to check to see if her husband is talking Michael's ear off. She is concerned about his tendency to talk too much. But Michael listens patiently to all of the man's concerns. When I comment about his patience with the man, Tubbs responds, "He just wanted someone to hear him."

For Tubbs, Stanford and CSRE were key influences on his decision to run for City Council. "Being at Stanford I was exposed to a way of thinking outside the box. I learned that problems aren't problems, they are opportunities." He credits CSRE for giving him the tools to think in an interdisciplinary manner. He developed a wide breadth of knowledge to understand crucial, structural issues that affect Stockton. Through the Service Learning Initiative was able to spend the summer of 2011 in Stockton thinking about how to design intervention to help at risk youth. He developed his work into his honors thesis.

His time studying in South Africa and El Salvador were also very influential. He witnessed clergy in El Salvador involved in brokering a peace deal between gangs. In South Africa, Tubbs worked in a shelter with street children, former gang members and orphans. "It taught me so much about people and untapped potential. Working with them was inspiring. It reminded me

How does the community envision change?

of the kids I know in Stockton. They had all the potential in the world. They just need opportunities."

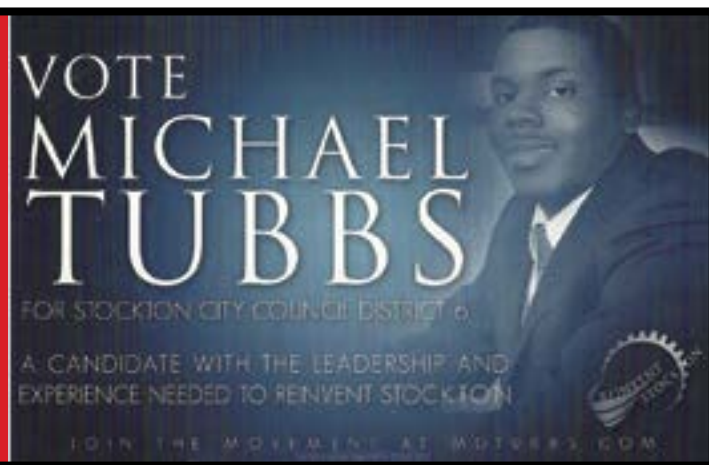
Michael explains the promise of Stockton, "How do we change a community that is struggling but has so much potential? We have the University of Pacific here, a major research university. We have one of the best community colleges in the State. We have the only inland delta in the State, the 12th largest school district. There are all types of human capital and capital in general here that is not being tapped into yet."

When asked about finding a balance between idealism and reality he reflects on his participation in the reenactment of the Freedom Rides with some of the original Freedom Riders. The conversations about change with the freedom riders as a long process gave him a framework to celebrate the small victories.

On this day, the talk often turns to the 17 year old who was recently found dead in the local park. Tubbs knows of him and organized an event in his honor. "We had an event at night where the murder happened and got 90 people to show up. We got the police to come, the mayor came, city council members came, so we can celebrate that. Or the leadership academy [at UOP], it is not every teen in Stockton but at least we know 50 won't be in trouble. I'm 21 so I have time to wait and work."

—Dena Montague

Dena Montague received her PhD in Political Science from UCLA. Her research interests are race and politics in the African Diaspora. She is also the Co-Founder of EnergieRich, a social enterprise developing the capacity of rural communities in West Africa for local production of solar products and small-scale computers.



an intern at the White House working in Senior Advisor to President Obama Valerie Jarret's office. He is also known as the Stanford student who received a campaign contribution from Oprah Winfrey, only the third candidate contribution she has ever given, after Barack Obama and Corey Booker. But as nationwide attention about his campaign for Stockton City Council and incredible accomplishments continue to grow, Tubbs maintains a deep sense of humility and razor sharp clarity about his mission in Stockton.

Not far east from the wind turbines of Altamont Pass lies Stockton, CA, the fourth largest city in the Central Valley. Stockton, established in 1849 became a thriving, diverse commercial center, populated by prospectors during the Gold Rush. Stockton has developed into a major shipping point for agriculture, its main industry. Located in San Joaquin County, Stockton remains one of the most culturally and ethnically diverse cities in California, approximately 40% white, 30%

Making an Impact: Ina Coleman and a National Audience



Ina Coleman believes in action. As managing director of the Feminist Majority Foundation (FMF), she oversees programs that empower others to take action for change: leadership training, global initiatives for girls' human rights and education, outreach about how public policy impacts society, and more. As an advisory board member of the USC Annenberg's Center on Communication Leadership and Policy (CCLP), Coleman is organizing

a panel: "Championing Women and Diversity in Communication Leadership." And as a Stanford alumna looking for a place to give her thirtieth reunion gift, she asked, "Where could my gift have the most significant impact?" Upon learning more about the "world-changing" work done at CCSRE, Coleman took action. She was mobilized by the belief that engaging the public in the scholarship and research at the Center could transform how people think about race and ethnicity. Coleman believes that frank national discussions about race and ethnicity can help our world to better understand how and why race impacts our societal interactions, with the goal of moving to less fear and more acceptance. Working with previous and current faculty directors Ramón Saldívar and José David Saldívar, Coleman's expertise in marketing and communications will help promote CCSRE's research and work to a national audience.

Coleman describes herself as coming from a "boring, straightforward academically achieving background," but her dynamic accomplishments belie her modest words. Originally from Los Angeles, Coleman earned her undergraduate degree in communication from Stanford, then moved on to Harvard Business School. After working in the entertainment industry she moved to real estate and joined the board of the Feminist Majority Foundation in 1997. Her skills and enthusiasm eventually inspired the FMF President to ask Coleman, "Can you work for us?" Coleman did not hesitate, and she has been the managing director since 2005. Acknowledging the interconnectedness of social justice issues, the Foundation's programs focus on advancing the social, legal and political equality of women, civil rights, environmental sustainability, worker rights, reproductive rights and LGBT equality. One of the Foundation's overarching goals is to empower women and men who share these goals for social justice to "know what they need to do to take action for results." The founders of FMF "wanted to develop new strategies and programs whose impacts are felt nationwide and globally." Coleman's energy embodies that spirit: "I'm very proud to be associated with this organization."

Coleman's interest in CCSRE, as with her work at FMF and the Annenberg Center, comes from her belief that "race, class and gender—it all intersects." She is eager to learn more from her involvement with CCSRE and its scholarship, and hopes to further develop her feminist work with the next generation of women and men. "Sometimes especially minority women feel that feminism is a white women's movement," Coleman explains. "Because feminism is the policy, practice or advocacy of political, social and economic equality for women, a person who believes in that supports feminism – no matter the color of their skin or their socioeconomic status." She hopes to gain more effective language to explain the intersections of race and gender to reach young people who still feel they have to choose between their identities and activism. One of Coleman's first efforts to bring CCSRE's work to more public distribution is to host an upcoming joint panel with CCSRE and Stanford's Clayman Institute for Gender Research at FMF's West Coast office, in the media capital of Los Angeles.

With action as a primary goal, Coleman hopes her skills and involvement will bring the Center's work to a national audience. She is eager for the public dialogue to change: "I remember in the '80s that most people still were not comfortable talking about race and I don't see a lot of improvement. We've gotten better from when I was 20 to now, but I would think that at 52 the conversations and understanding about race and ethnicity would have progressed much farther than they have the past 30 years." The veteran marketing expert plans to help diversify CCSRE's communication strategies, including social and digital media. Coleman believes "the award-winning and outstanding research and work that's at the Center can impact and promote a much-needed national conversation about race and ethnicity in this country." Once again Coleman puts her beliefs into action.

—Annelise Heinz

Annelise Heinz is a Ph.D. Candidate in the Department of History. She is researching the surprising American history of the Chinese game mahjong and the politics of culture from the 1920s through the 1960s. Annelise's work focuses on the intersections of race, gender, and sexuality in American and transpacific history. Before beginning graduate work, Annelise lived in Southwest China 2007-2008, teaching English to graduate students at Yunnan University. Previously, she worked in education and social work in Washington State. A native of Southern California, Annelise earned her B.A. in History at Whitman College in 2003.

FDI-related appointments in history and religious studies add new junior colleagues to Stanford and CCSRE

The Faculty Development Initiative (FDI), a collaborative program between the Office of the Provost and CCSRE, is delighted to announce the addition of two new faculty. The appointments of both Katherine Gin Lum (Assistant Professor of Religious Studies) and Ana Minian Andjel (Assistant Professor of History) began September 1, 2012. They are the tenth and eleventh FDI-related appointments, respectively, made since 2008. Over the past two years, FDI searches have yielded five women colleagues including Jennifer Brody in Drama, Duana Fullwiley and Angela Garcia, both in Anthropology.

Katherine Gin Lum received a B.A. in history from Stanford in 2004 and a Ph.D. from Yale in 2010. She taught for a year at Princeton University before accepting Stanford's offer of appointment. She is a specialist in American religions. Her first book is under contract with Oxford University Press (*Damned Nation: Hell in America from the Revolution to Reconstruction*). It is particularly gratifying to have one of our own students return to Stanford as a colleague.

Ana Minian Andjel received her Ph.D. in American Studies from Yale University this past May. She received her undergraduate degree in 2005 from the University of Chicago. She joins the faculty in the field of Latin American history as a specialist in the study of international migration. Her doctoral dissertation, "Undocumented Lives: A History of Mexico-U.S. Migration from 1965 to 1986," is a fascinating study of unauthorized immigrants from Michoacan, Mexico who settled in Los Angeles and who live out their lives in bi-national ways with bi-national identities.

In the fall of 2010-2011, Stanford welcomed two more FDI faculty. Assistant Professor Corey Fields became a member of the Sociology Department, and Assistant Professor Vaughn Rasberry joined the English Department. Professor Fields' research focuses on the complexity of black identity particularly within the subgroup of African American Republicans, and Professor Rasberry studies black literary and intellectual history of the post-World War II era.

The Faculty Development Initiative will begin its sixth year with a search authorized in the Department of Sociology in the area of Asian American studies. Outreach to the Graduate School of Business and the School of Education may result in additional searches in 2012-13.

The FDI was originally proposed as a five-year effort but given its successes, the Provost has extended the program indefinitely. The cooperation of the Provost, schools deans (especially Richard Saller in H&S), and department chairs has allowed the FDI to make outstanding appointments across disciplines and schools.



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 2012-13.

FDI FACULTY



H. Samy Alim
Associate Professor of Education (and by courtesy) Anthropology and Linguistics; Director, Institute for Diversity in the Arts; Director, Center for Race, Ethnicity, and Language (CREAL)



Jennifer Brody
Chair and Professor of Drama



Corey Fields
Assistant Professor of Sociology



Duana Fullwiley
Associate Professor of Anthropology



Angela Garcia
Assistant Professor of Anthropology



Katherine Gin Lum
Assistant Professor of Religious Studies



Tomás Jiménez
Assistant Professor of Sociology



Ana Minian Andjel
Assistant Professor of History



Vaughn Rasberry
Assistant Professor of English



José David Saldívar
Professor of Comparative Literature
Director, Center for Comparative Studies in Race and Ethnicity



Gary Segura
Professor of Political Science;
Chair, Chicana/o-Latina/o Studies;
Director, Institute on the Politics of Inequality, Race and Ethnicity at Stanford (InsPIRES)

josé david saldívar discusses "junot díaz: A symposium"



José David Saldívar, Jennifer Harford Vargas, and Monica Hanna discuss Junot Díaz: A Symposium.

"Junot Díaz : A Symposium" took place on May 18 & 19, 2012. The Symposium included four interactive roundtables. Notable roundtable participants included Arlene Dávila, Lyn Di Iorio, Claudia Milian, José David Saldívar, Silvio Torres-Saillant, Jennifer Harford Vargas, Enmanuel Martínez, Edrik López, Ernesto Martínez, Julie Avril Minich, Paula Moya, John "Rio" Riofrio, Guadalupe Carrillo, Monica Hanna, Elena Machado Sáez, and Ramón Saldívar.

The Symposium concluded with the CCSRE Kieve Distinguished Address given by Junot Díaz.

Recently José David Saldívar and his Symposium Co-Organizers, Professor Jennifer Harford Vargas (Bryn Mawr) and Professor Monica Hanna (California

State University, Fullerton) responded to questions about the importance of Díaz's work and the significance of the Stanford Symposium.

Why were you inspired to organize this symposium?

José David Saldívar: Professors Jennifer Harford Vargas, Monica Hanna, and I had all published some of the first articles in major literary journals on the Pulitzer Prize-winning novel, *The Brief Wondrous Life of Oscar Wao*, (2007), by Díaz, and after discussing our work with each other we simultaneously had the idea to organize a symposium on Junot's work and his influence on post-contemporary American literature and culture. We were acutely cognizant of the fact that we were organizing the first major international discussion on this important writer's body of work.

Could you describe the literary and cultural significance of Junot Díaz?

José David Saldívar: As I said in my welcoming comments, when Junot Díaz's novel *The Brief Wondrous Life of Oscar Wao* was published in 2007, American literature changed forever.

Jennifer Harford Vargas: This was a process one could see happening with his first book. For example, with his first book of short fiction, *Drown*, published in 1997, he refused to italicize Spanish in the text; by placing English and Spanish on equal linguistic registers he negated the hierarchy of power in the United States that marginalizes Spanish and Spanish speakers. With his first novel, *The Brief Wondrous Life of Oscar Wao*, he brilliantly interwove urban vernaculars with references to science fiction, fantasy, comic books, role playing games, and Caribbean cultural theory. He transculturated or strategically combined Anglo-American and Latino/Latin American discourses such that each one enriched the other. Having won the most prestigious of U.S. literary prizes, the Pulitzer Prize, been frequently published in *The New Yorker* and *The Boston Review*, and countless interviews and readings, Díaz has established himself as a prominent Latino public intellectual. While he has been lauded by the literary establishment and academics, he has also been widely read in our barrios and by fans of genre fiction, giving him the broadest and most diverse reading audience of any Latina/o creative writer. We wanted to use the conference to bring together a wide range of scholars working in Latina/o, Caribbean, Latin America, and U.S. studies to discuss his work and develop a common critical vocabulary for analyzing Díaz's significance for our various field imaginaries. The paradigm of a symposium focused on a single author has been widely used for Anglo American and European writers, but with the exception of Gloria Anzaldúa, it has not been used

for Latina/o writers. Yet there is so much to be gained when you bring scholars in conversation around a single author, especially one who is currently reshaping the very field of American letters in the hemispheric sense of American. Our symposium then was both a form of canon formation and a means of generating a scholarly community.

What are some thoughts, comments and themes that came out of the roundtable discussions?

José David Saldívar: Some of the recurrent themes were:

- The place of Díaz's fiction in 21st century American literatures and cultures.
- The global forces animating his literary texts, interviews, and journalistic reportages on the Dominican Republic and Haiti.
- The continued and perhaps resurgent significance of race, Latinidad, Spanglish, gender, sexuality, ability, and poverty, as analytic and experiential categories in his fiction and essays.
- The impact of JRR Tolkien's *Lord of the Rings* on Díaz's humanistic imagination.
- Politics as an aesthetic practice.
- How decolonial love and structures of feeling are thematized in literary works by US writers of color.

Jennifer Harford Vargas: The reason we decided to move away from the traditional format of a conference with panel presentations and instead have a symposium with roundtables was so that we could foster conversation and debate and really work together to produce knowledge. Junot himself became a co-collaborator in that process as he attended every part of the symposium and made rich contributions to our discussions by sharing insights into his creative choices and his intellectual and theoretical influences. We had an incredibly diverse set of discussions, including: the role of humor and jokes in his work; the figures of the ghetto nerd and the Dominican writer as well as their artistic developments; his hemispheric representations of Latinidad

especially under the traumas of (neo) colonization, dictatorship, and diaspora; how his work interrogates heteropatriarchy and machismo and mobilizes the theoretical insights of women of color; how his work models empathy and imagines decolonial love; the power of aesthetics as a political act; and Díaz's own personal activist and social justice work. We had immense gratitude for being able to think deeply with each other over the two very rich days.

What was the theme of Díaz's CCSRE Kieve lecture? Can you comment on some of his most poignant observations?

José David Saldívar: In the first part of his talk, Junot Díaz spoke passionately about the pervasive force of race in his fiction, *Drown*, and *The Brief Wondrous Life of Oscar Wao*. He then moved away from the podium and in an often intensely funny, erudite, poetic, lyrical, and humane way, he talked about how JRR Tolkien's *Lord of the Rings* was fundamentally about race. This is why the main antagonist of the novel, Dark Lord Sauron, had created the one ring to rule the other rings of power as the ultimate weapon in his campaign to conquer and rule all of the Middle Earth. Díaz then discussed how the hobbits, dwarfs, and elves were racialized by Tolkien in order to defeat the Dark Lord in power. Junot Díaz remained very accessible in the last part of his talk, when he answered questions primarily from the undergraduates in the audience about how race was so central to his reading of Tolkien's work.

He concluded with remarkable attention and focus on his audience, the undergraduates who had come to see this amazing contemporary writer, whose fiction many had read as entering freshmen four years earlier. By using a book known to almost all of the undergraduates in the standing-room only audience, he was able to engage and discuss difficult issues with them, issues that are present in our society today: race, power, and violence.

Finally, Junot Díaz revealed himself to be an expert in the ways that Tolkien's work displays the issues of philology, myth, religion, and the deadly effects of industrialization on our planet.

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Having won the most prestigious of U.S. literary prizes, the Pulitzer Prize, been frequently published in "The New Yorker" and "The Boston Review", and countless interviews and readings, Díaz has established himself as a prominent Latino public intellectual. While he has been lauded by the literary establishment and academics, he has also been widely read in our barrios and by fans of genre fiction, giving him the broadest and most diverse reading audience of any Latina/o creative writer.



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How does Díaz's literature contribute to bearing witness to contemporary issues of migration, borderlands and trans-Americanity?

Monica Hanna: Díaz writes Diasporic border-crossing texts. His work crosses borders between languages, genres, traditions, regions, and nations. This is one of the reasons that Díaz's works are read so widely, taught in so many disciplines, and studied through such a wide range of theoretical lenses. Along with a trans-American genealogy, Díaz's work embraces a wide-ranging Afro-Caribbean identity (not exclusively Afro-Latino or pan-Latino identity and reference points), which invokes Caribbean intellectuals such as Aimé Césaire, Fernando Ortiz, and Derek Walcott. While his work is often firmly located in US cities and towns, places like Paterson, New Jersey, his writing brings a trans-American language and experience to these locations.



What is the role of history and historical knowledge in his novel and his voice?

Monica Hanna: While much of Díaz's writing bears witness to the contemporary history of urban United States spaces, in particular his geography of New Jersey cities and towns, *The Brief Wondrous Life of Oscar Wao* is, to date, his work which most explicitly tackles the subject of historical knowledge and representation. The novel focuses on the transnational history of the de León and Cabral family between the United States and the Dominican Republic, which becomes a way for the novel's narrator also to reflect on national histories of both countries individually, their shared history resulting from US interventions in the DR, and a wider trans-American history that spans languages and borders. The novel's narrator, Yunior, invokes the conventions of historical texts by using features such as the footnote and making references to particular historical events and figures. At the same time, the novel critiques the notion of historical authenticity by featuring a narrator who continually questions his own authority and the authority of his sources, while reminding readers that the history at stake is permeated by profound silences that cannot be recovered via traditional historiographic means. In this way, Díaz brilliantly sheds light on these histories while using the freedom of fiction to question our access to the truth of those histories and allowing his readers to adopt that same critical stance.



What is the connection between Díaz's literature and social justice?

Monica Hanna: Junot Díaz spoke at length about his commitment to issues of social justice during his lecture. Spurred on in part by NYU Professor Arlene Davila's discussion during the symposium about Díaz's political activism, Junot spoke about his work in relation to the struggle for social justice. Specifically, he explained to the audience that he writes about race and the damage that white supremacy has done to society in general as well as the psyches and interpersonal relationships of people of color more specifically. Díaz's work often confronts the reader with uncomfortable truths about the ways in which white supremacy functions; during his talk, he made a point to signal that white supremacy is perpetuated not just by white Americans, but also within communities of color, citing examples such as parents who favor a lighter child over a darker child, or men who date



díaz's work forces readers, especially scholars, to reconsider how we categorize work in both the US American canon as well as the category of Latin American literature. This was an important focus of the symposium. On a generic level, Díaz elevates certain popular forms. In *The Brief Wondrous Life of Oscar Wao*, many of the themes are related via references to comic books and science fiction, which Díaz consistently overlaps with historical and high literary references.

only women who have lighter skin than they do. I believe that this is Díaz's way of bringing a critical consciousness to this issue, as well as others; in his novels, for example, he also often critiques patriarchy and the damage that it has done to both men and women.

What role does Díaz play in expanding the traditional canon?

Monica Hanna: Díaz's work forces readers, especially scholars, to reconsider how we categorize work in both the US American canon as well as the category of Latin American literature. This was an important focus of the symposium. On a generic level, Díaz elevates certain popular forms. In *The Brief Wondrous Life of Oscar Wao*, many of the themes are related via references to comic books and science fiction, which Díaz consistently overlaps with historical and high literary references; for example, he uses *Lord of the Rings* references as one lens through which readers can understand the history of colonialism in the Americas. In this way, he elevates these popular genres to objects of study. On the linguistic level, there is of course a wide range of registers and also several languages that form the basis of all of his works. Along with the reexamination of US literary traditions that Díaz's work necessitates, we have seen quite a bit of interest in Díaz's work within Latin America. As one of our symposium participants, Professor Claudia Milian from Duke, asserted, Díaz's work is gaining attention from intellectuals within Latin America considering *The Brief Wondrous Life of Oscar Wao* in particular a Latin American novel written in English. It's a sign of the strength of his work that it is causing a reexamination of multiple canons and traditions.

José David, can you comment briefly about your upcoming book on Junot Díaz provisionally entitled *Junot Díaz: In Formation?*

José David Saldívar: My book-in-progress on Díaz follows directly from my previous work on the transculturation of the American novel (*The Dialectics of Our America*, Duke University Press, 1991), on U.S.-Mexico borderlands culture and literature (*Border Matters*, University of California Press, 1997), and on the concept of Americanity developed by Aníbal Quijano and Immanuel Wallerstein to consider both dominant and subaltern logics of race and nation in Greater Mexican and U.S. literary culture (*Trans-Americanity*, Duke University Press, 2012).

I argue that Junot Díaz is the leading literary writer of his era, a man who not only captivates readers with his prose but also mesmerizes them with his brilliant mind. 🌟

Interviewed by Dena Montague





Language matters: sociolinguists and scholars of race and ethnicity gather for CREAL's inaugural symposium

since its creation in 2010, CREAL has sought to work across an interdisciplinary and international community of scholars “to theorize the nature of race and ethnicity within sociolinguistics, and to examine the linguistic construction of ethnoracial identities, the role of language in racial and ethnic relations, and the linguistic marginalization of racialized populations.”

This is a critical moment,” explained Professor H. Samy Alim, Director of Stanford’s Center for Race, Ethnicity and Language. “We now have a critical mass of young language scholars focusing on race and ethnicity and theorizing the complex relationships between language and race.” The Center for Race, Ethnicity and Language (CREAL) capitalized on this moment of possibility by hosting their inaugural conference on May 3-4, 2012 at the Stanford Humanities Center, who co-sponsored the event. At the symposium, “Racing Language, Linguaging Race: New Approaches to the Study of Race, Ethnicity and Language,” scholars from across the United States, Europe, and the Caribbean converged to explore the many dimensions of language in constructing and communicating racial and ethnic identities.

These scholars at the forefront of sociolinguistics engaged with each other and the audience to present and critically examine a wealth of innovative research. The geographic scope of the conference reflected Alim’s intention to “start thinking across groups, thinking comparatively and collaboratively,” inside the United States as well as globally. Scholars presented on research including the gendered meanings of the English language and language education from South Africa to South Korea, how African American Jews use language to signify multi-layered identities, how the Bay Area’s Asian American population is constructing a panethnic Asian American identity communicated through “California English,” and how Mexican and Puerto Rican youth language practices in Chicago reflect their desire to reshape Latina/o identities and manage White American anxieties about “the browning” of America.

To reflect their ideology of multilingualism, CREAL is commonly pronounced both “see-real” and, as CREAL Co-Director John Rickford encouraged the symposium’s audience, CRÉAL (“cray-ahl”), to honor the Creole pronunciation. The distinction is revealing. The program is dedicated to examining the nuances of language use that hold important social meaning, unifying studies of language and studies of race and ethnicity. Since its creation in 2010, CREAL has sought to work across an interdisciplinary and international community of scholars “to theorize the nature of race and ethnicity within sociolinguistics, and to examine the linguistic construction of ethnoracial identities, the role of language in racial and ethnic relations, and the linguistic marginalization of racialized populations.” Bringing together sociolinguists and educators, CREAL strives to share academic knowledge with broader global and domestic communities, “to help resolve the often contentious educational and political problems at the intersection of race, ethnicity and language.”

The “Racing Language, Linguaging Race” symposium began with a well-attended poster session created largely by graduate students from across the United States and Caribbean. The groups circulating among the presenters took advantage of the conference’s intention to bring young scholars together in conversation. From training elementary school teachers in multilingual schools in Hawaii to graduate student anti-racist activism in UC Davis’ education program, the posters focused on a wide range of issues in language, education, and ethnicity.

The symposium demonstrated Stanford’s ongoing role as a leader in producing scholars who think about language as intertwined with race and ethnicity. CREAL Director, Associate Professor of Education and, by courtesy, Anthropology and Linguistics H. Samy Alim, is himself a legacy of this history. CREAL Co-Director John R. Rickford has pioneered bringing race and ethnicity to the forefront of linguistics, while Co-Director Arnetta Ball has emphasized the role of language in education. Rickford has been at Stanford since 1980 and is a chaired Professor of Linguistics and, by courtesy, Education. Ball is a Professor of Education and the Director of the Program in African and African American Studies, having been at Stanford for over a decade. Many of the symposium’s participants, now established in academia and leading the next generation of scholarship, were mentored in undergraduate or graduate education at Stanford by Professors Rickford and Ball.

Stanford’s legacy as a long-term leader in scholarship about race and ethnicity, and the strength of John Rickford’s and Arnetta Ball’s career mentorship was evident in the University’s strong representation at the conference. Django Paris, Assistant Professor of Language and Literacy in the Department of Teacher Education at Michigan State University, graduated from Stanford with a PhD in Education and a minor in Applied Linguistics in 2008. At the symposium, Paris presented his cutting-edge research in language and pedagogy in the changing urban school environment. Afterward, he reflected on the symposium’s success at bringing together “traditions in sociolinguistics, linguistic anthropology, and education” at the same time that it forged new connections, moving beyond the boundaries of each discipline. The participants embraced the “tension between pushing and revising dominant versions of the connections between race and language while recognizing the ways race and language remain tied to social inequality.” Paris added, “It was a real gift to be back at Stanford joining the crucial and necessary work of CREAL.”

CREAL’s symposium was designed to use this powerful legacy to shape future research agendas. “Now that we have critical mass,” Alim urged, “where do we take this? How do we move the field forward in such a way that we contribute both theoretical and practical knowledge that is meaningful to Communities of Color? That’s been a guiding focus of Professor Rickford’s and Professor Ball’s research and it is our collective goal for the future.”

—Annelise Heinz

Annelise Heinz is a Ph.D. Candidate in the Department of History. She is researching the surprising American history of the Chinese game mahjong and the politics of culture from the 1920s through the 1960s. Annelise’s work focuses on the intersections of race, gender, and sexuality in American and transpacific history. Before beginning graduate work, Annelise lived in Southwest China 2007-2008, teaching English to graduate students at Yunnan University. Previously, she worked in education and social work in Washington State. A native of Southern California, Annelise earned her B.A. in History at Whitman College in 2003.

RACING LANGUAGE, LINGUAGING RACE

INAUGURAL CONFERENCE

Professor John Rickford (Co-director of CREAL) and conference presenter, Professor Django Paris.



Professor H. Samy Alim, (Director of CREAL), welcomes scholars & introduces the main conferences theme



Linguistics Professor Penny Eckert and graduate students engage in dialogue.



photos left & right: Graduate students present research at the Poster Session. photo bottom right: Professors John Baugh, Django Paris, and Arnetta Ball (Co-director of CREAL).





The art of occupation: stanford students explore nexus between art and social change

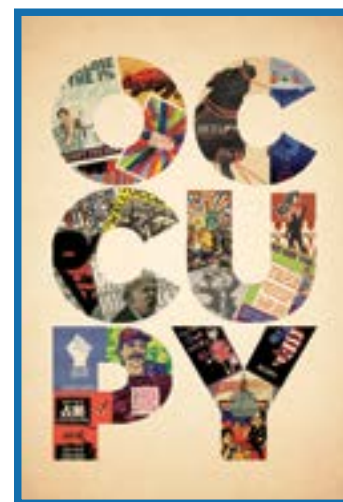


IDA visiting artist **Rubén Martínez** and **Raquel Gutiérrez** introduce the story of Ricardo Flores Magon during "variedades: a performance salon on anarchy".

Richard Montoya performs in "variedades".



Melanie Cervantes of Oakland-based print collective **Dignidad Rebelde** talks about getting her start as an activist artist.



CSRE's groundbreaking spring 2012 #occupyart course was born of an alliance between the Institute for Diversity in the Arts and the Center for Comparative Studies in Race and Ethnicity. It brought together Stanford students and faculty as well as leading artists, journalists, and scholars from around the country to discuss the relationship between cultural work and political change.

Sometimes synchronicity is undeniable, and the confluence of recent events and ideas that have redefined the term "occupy" offers a perfect example. A term that once evoked images of soldiers and settlers taking over territory now conjures visions of activists sitting in and camping out in parks, campuses, bank entryways, and government offices from Wall Street to the Oakland piers and everywhere in between. A word once connoting oppression and force now also signifies the opposite – calls for unity, equality, peace, and justice.

CSRE's groundbreaking Spring 2012 #OccupyArt course was born of an alliance between the Institute for Diversity in the Arts and the Center for Comparative Studies in Race and Ethnicity. It brought together Stanford students and faculty as well as leading artists, journalists, and scholars from around the country to discuss the relationship between cultural work and political change. During the quarter, students learned from some of the most compelling artists, journalists, activists, and scholars of our time—including Anna Deavere Smith, Jose Antonio Vargas, Boots Riley, Adam Mansbach, Dignidad Rebelde, Shailja Patel, Richard Montoya, and IDA visiting artists Mark Gonzales, Rubén Martínez, and Favianna Rodríguez.

The genesis for the class began on September 11, 2011, when Executive Director of the Institute for Diversity in the Arts (IDA) Jeff Chang and IDA Visiting Artist and activist printmaker Favianna Rodríguez led a group of artists, filmmakers, musicians, photographers and writers to the Arizona/Mexico border. All were part of an effort called CultureStrike (<http://culturestrike.net>), an organization formed after the passage of Arizona's SB1070 to draw attention to the human rights dimension of the immigration debate and the role that artists could play in change movements. The artists examined up close the results of SB 1070 and discussed other states' copycat restrictions on immigrants and civil liberties. Upon their return on September 17, scores of activists protesting economic inequality and the undue influence of corporations and the wealthy on government occupied New York City's Zuccotti Park. Under the slogan, "We are the 99%," occupiers in cities across the country and around the world returned economic justice, immigrant rights, and other issues to the forefront of American consciousness.

Later that fall, numerous CCSRE-affiliated Stanford faculty members

contributed opinion essays to the "Occupy the Future" series for the Boston Review, highlighting political, economic, artistic, philosophical, and sociological considerations raised by Occupy. Professor H. Samy Alim of the School of Education and Faculty Director of IDA, whose CCSRE/IDA-sponsored course last year, Global Flows, linked visits of Middle Eastern Hip Hop artists with the events of the Arab Spring, penned an opinion piece in the New York Times that proposed a linguistic occupation on a par with the physical occupations of the Occupy movement.

In this context of campus wide action and thought around the Occupy movement—including student activism around Occupy—Chang and Alim, along with outgoing CCSRE Director Ramón Saldívar, Professor in the School of Humanities and Sciences, Professor of Comparative Literature and CCSRE Undergraduate Program Director, José David Saldívar, and Tania Mitchell, Associate Director for Undergraduate Studies and Director of Service Learning, began meeting regularly.

The result was "#OccupyArt: Immigration, Nation, and the Art of Occupation," which opened in April with 150 enrolled students and community members, one of the largest classes in the School of Humanities and Sciences. In the inaugural lecture, Chang set the stage stating, "The arts rely on layers of meaning...We are privileging the questions." He and Alim highlighted the idea that "cultural change precedes political change." Throughout, students tweeted away and quoted the lecture in their Facebook updates with the hashtag #OccupyArt, ensuring the course had the global reach it intended.

In a session entitled "Native Occupations," art historian Mark Watson posed the question, "What would it mean to decolonize America today?" and presented students with an example of how indigenous art intertwines with Native political philosophy and globalization with Alan Michelson's *Third Bank of the River*. Meanwhile Karen Biestman, Director of the Stanford Native American Cultural, raised questions of cultural ownership and belonging through the case of Ishi, the last member of the Yahi tribe to have lived predominantly outside the dominant culture. She asked, "Who owns culture?" The course then leapt from the historical and ongoing occupation of indigenous lands to an exploration of the linkages between occupations in Palestine, Oakland, and Arizona with guest lecturers Mark Gonzales, Melanie Cervantes and Jesús Barraza. Gonzales, renowned poet and former IDA Visiting Artist, recapped his experiences in domestic and



international activism, struggling to reclaim space in cultural memory for alternative understandings before closing with striking verse. Cervantes and Barraza of the artist collective Dignidad Rebelde showcased a number of their works for the Decolonize Oakland movement that made connections to the immigrants' rights struggle in Arizona and other states as well as struggles for democracy in Egypt and occupied Palestine.

In collaboration with the Department of African and African American Studies, the course then welcomed Dr. Angela Davis, who spoke about the school-to-prison pipeline of educational inequality and the reciprocal impact of an increasingly policed and commoditized society. In a talk that elicited a standing ovation, Dr. Davis urged students to be informed, to reflect on their own privilege and contributions, and to work tirelessly for social and personal betterment, saying, "Systems of oppression depend on us to be agents... We need to transform ourselves." On the 20th anniversary of the LA uprisings, lauded playwright and actress Anna Deavere Smith, author Adam Mansbach, journalist and IDA Visiting Artist Ruben Martínez, and Dr. Elaine Kim of the Ethnic Studies Department at UC Berkeley retold their own experiences with the riots and their process of artistic production in their aftermath while drawing attention to the continuing inequities 20 years later and the ongoing need for social justice work by artists and activists alike.

The call for informed, compassionate, and relentless struggle was echoed in the following weeks. Oakland Hip Hop artist and Occupy activist Boots Riley, poet Shailja Patel, IDA visiting artist and CultureStrike coordinator Favianna Rodríguez, and Dr. Gaye Theresa Johnson of the Department of Black Studies at UC Santa Barbara spoke of economic injustice and immigration in the US and around the world. Professors Harry Elam, Jennifer Brody, and Michelle Elam addressed matters of access, identity, and representation in art with regard to Black artists. The course segued to author and musician Ruben Martínez's performance salon "Variedades," which featured Richard Montoya of Culture Clash and Stanford undergraduate Jamaica Osorio, among others, singing, reciting poetry, and acting a narrated biography of Mexican anarchist Ricardo Flores Magon, whose calls for *tierra y libertad* ("land and liberty") at the dawn of the twentieth century laid foundations for later mobilizations such as the Mexican Revolution, the Zapatista Movement, and Occupy.

Despite this remarkable lineup of guests and topics, #OccupyArt also included a number of events outside the class schedule. Filmmaker Jason Aragon appeared on campus for a screening of his film "Under Arpaio" and a Q&A session with students. Journalist José Antonio Vargas spoke in conjunction with the annual DREAM Act Teach-In organized by the School of Education. Favianna Rodríguez curated two exhibitions in the Harmony House, one of

the final projects of students in her course, "Show Me Your Papers: Immigration, Youth, Printmaking, and Storytelling for Social Justice," and one of art from Occupy protests around the world. The former Tucson Unified School District head of Mexican American Studies, M. Sean Arcé, discussed the stark climate of political backlash against ethnic studies.

The course wound down introspectively. In its penultimate session, #OccupyArt welcomed Steve Phillips, Elvira Prieto, Gina Hernández, and Martha "Gabi" Cervantes, whose activism during the 1980s and 1990s prompted Stanford's divestment from South African interests and the creation of CCSRE. Finally, the course closed with a spectacular display of student artwork. From rap songs to poems to documentary films to mixed media visual pieces, students shared their talents and learning poignantly. Pieces connected themes of the course thoughtfully, touching on topics such as hegemony, economic justice, politics of identity, containment and abandonment, and immigration.

Yet while clearly much intellectual ground was covered, many questions remained. Students and community members in the audience alike asked how individuals with privilege or in stratified systems could work within these systems to change them, how conversations such as those held in the class could be shared more broadly, how to negotiate artists' obligations to social causes and their potential as agents of change amid increasingly corporatized and consolidated media networks.

Along with questions, however, participants in the course also left with inspiration and purpose. One undergraduate tweeted "This class leaves me burning to affect change, to learn about global justice and injustice and do more." Indeed, by harnessing a confluence of resources, individuals, and interests in opportune time, #OccupyArt was informative and transformative, and certainly achieved the objectives articulated by Professor Ramón Saldivar, who stated "The goal of the course is about learning, about action, about change... making art together in a class at Stanford."

—Luis Poza

Luis Poza is a Ph.D. Candidate in the School of Education. He taught in elementary schools in East Palo Alto and Harlem and was a CCSRE Graduate Fellow from 2009-2012. He was a teaching assistant for #Occupy Art and is currently writing a dissertation on language attitudes and language choices in a bilingual elementary school with the support of a DARE Fellowship.

students and community members in the audience alike asked how individuals with privilege or in stratified systems could work within these systems to change them, how conversations such as those held in the class could be shared more broadly, how to negotiate artists' obligations to social causes and their potential as agents of change amid increasingly corporatized and consolidated media networks.



adam mansbach and elaine kim listen in as anna deavere smith discusses her play, twilight, which she wrote in response to the LA Riots.



student hana al-henaïd presents her final art project to the class.



A triptych poster created by dignidad rebelde in conjunction with poet/lyricist mark gonzales.

#OccupyArt was co-sponsored by African & African American Studies, American Studies, Anthropology, Art & Art History, Center for African Studies, Center for Latin American Studies, Comparative Literature, Continuing Studies, School of Education, English, Feminist Studies, School of Humanities & Sciences, Linguistics, McCoy Family Center for Ethics in Society, Office of the Provost, The President's Office, Stanford Humanities Center, Stanford Institute for Creativity and the Arts, Student Affairs, Urban Studies, Vice Provost for Undergraduate Education, Vice Provost for Student Affairs.



new faces

faculty director / CCSRE



Dr. José David Saldívar is Professor of Comparative Literature, interested in issues of race, coloniality, power, US-Mexico border thinking, aesthetics, and planetary literature. He has recently published *Trans-Americana: Subaltern Modernities, Global Coloniality, and the Cultures of Greater Mexico* (2012) from Duke University Press, and he is now working on a book on the Dominican-American writer Junot Díaz. Before coming to Stanford in January 2010, he was the Class of 1942 Professor in the departments of English and Ethnic Studies at the University of California, Berkeley. *See interview on page 3 & 4.*

faculty director / research institute of comparative studies in race and ethnicity



Dr. Prudence L. Carter is Associate Professor of Education and (by courtesy) Sociology at Stanford University. She is also the Co-Director of the Stanford Center for Opportunity Policy in Education (SCOPE). Professor Carter's research and teaching expertise are in the areas of inequality and the sociology of education, with a particular focus on race, ethnicity, class, gender, culture and identity. She is the author of the award-winning book, *Keepin' It Real: School Success beyond Black and White* (2005); *Stubborn Roots: Race, Culture, and Inequality in U.S. & South African Schools* (2012); and co-editor of *Closing the Opportunity Gap: What American Must Do to Give Every Child an Even Chance* (forthcoming April 2013), all from Oxford University Press.

faculty director / undergraduate program in CSAE



Dr. David Palumbo-Liu is Professor and Director of Comparative Literature, interested in issues of race, ethnicity, ethics, aesthetics, and justice. He has recently published *Immanuel Wallerstein and the Problem of the World: Systems, Scale, Culture* (2011), and *The Deliverance of Others: Reading Literature in a Global Age* (2012), both from Duke University Press. He also blogs for Truthout, Arcade, and The Boston Review.

associate director / CCSRE



Dr. MarYam Hamedani joins CCSRE from her position as the Associate Director of the Stanford Center for Opportunity Policy in Education (SCOPE). Prior to joining SCOPE, Hamedani worked as a postdoctoral research associate with several of Stanford faculty affiliates in leading empirical research projects. As a sociocultural psychologist with her Ph.D. from Stanford, Hamedani's expertise lies in understanding how culture, race, ethnicity, and social class structure society and shape people's identities, experiences, and opportunities in the world. Her current work applies this sociocultural framework to equity and diversity issues in education practice and policy.

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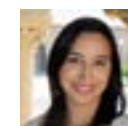
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featured cover artwork

"Transnational" by Favianna Rodriguez

Favianna Rodriguez is a transnational interdisciplinary artist and cultural organizer that works for social change. Her art and collaborative projects deal with migration, global politics, economic disparity, patriarchy, and interdependence. Rodriguez lectures globally on the power of art, cultural organizing and technology to inspire social change, and she also leads art workshops at universities around the country.

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