



**CCSRE** Center for Comparative Studies  
in Race and Ethnicity



**Fall 2014 Newsletter / Stanford University**

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## Letter from CCSRE Faculty Director José David Saldívar

**AS I PREPARE TO COMPLETE MY THIRD YEAR AS DIRECTOR, I AM PLEASED TO REPORT THAT THERE IS A SENSE OF NEWNESS AND REINVIGORATION IN THE AIR SURROUNDING BUILDING 360 ON OUR CORNER OF THE STANFORD QUAD.** We began the 2014 year with a new Center Manager, Anita Samantaray, a new Student Services Coordinator, Jaime Barajas Hernandez, and a host of new academic activities such as our Research Institute's book salons and faculty seminars as well as an exciting range of new community engaged learning and teaching opportunities within the Undergraduate Program's diverse curricular landscape. Last December, we welcomed to our National Board a new Board Chair and esteemed Stanford alum, Emory Lee, Class of 1959, AM, 1964, and this Autumn we are welcoming two other distinguished Stanford alums, Henry Tsai, Class of 2010, an executive at Yahoo, and Gerald Torres, Class of 1973, the Jane M.G. Foster Professor at Cornell Law School. Professor Tomás Jiménez, department of Sociology, was appointed to be the new Director of Chicano/Latino/a Studies. Please join me in congratulating and expressing our gratitude to our colleagues as they begin their important work as the 2014 academic year begins.

My theme for the academic year ahead is Looking Outward. This is a time of great Self-study and exploration at CCSRE. I am looking forward to an exciting year of outreach and development, in which CCSRE's senior leadership team and I continue to communicate and implement the values of our cross-disciplinary perspectives on race and ethnicity that are felt across the university. I am also looking forward to the continued successful recruitment of new world class faculty through the Faculty Development Initiative—twelve to date—bringing some twenty-four new courses to our core curricular offerings. I am thrilled that Alvan Ikoku, a newly minted PhD in Comparative Literature from Columbia University and a MD from the Harvard School of Medicine, has agreed to join us as an Assistant Professor at CCSRE, the department of Comparative Literature, and the Stanford School of Medicine. Alvan's expertise complements CCSRE's strong interests in the history of race and medicine and race and literature.

We spent the past year examining our Center's mission and goals and imagining new ways to communicate and execute them by designing a Strategic Plan. We made the Strategic Plan the focus of this past year's Center retreat, which was held on August 20, 2014 at the bucolic Allied Arts Center in Menlo Park, California. Our day-long discussion was structured around two key questions taken from the Strategic Plan itself: What is the best way of achieving financial and institutional permanency for CCSRE as we look ahead to the Center's 20th anniversary in 2016 and beyond? How do we measure our success in attaining the goals of our Strategic Plan?

The frank discussion was fruitful and helped us create an optimistic yet realistic view of what our challenges are as we strive to create institutional permanency for our Center at Stanford.

Last but not least this has been a period at CCSRE in which the senior leadership team and I have decided to see how a redistribution of our resources toward the support of our internal rather than external faculty might help

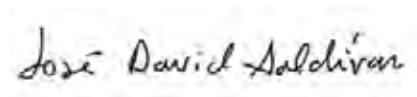
My theme for the academic year ahead is Looking Outward. This is a time of great Self-study and exploration at CCSRE. I am looking forward to an exciting year of outreach and development, in which CCSRE's senior leadership team and I continue to communicate and implement the values of our cross-disciplinary perspectives on race and ethnicity that are felt across the university. I am also looking forward to the continued successful recruitment of new world class faculty through the Faculty Development Initiative—twelve to date—bringing some twenty-four new courses to our core curricular offerings.

us re-energize our teaching and research agenda. By creating a new Faculty Research Fellowship Program for Stanford faculty at CCSRE, we have helped make our intellectual presence felt on campus. In conjunction with this new internal Faculty Fellowship Program, we have launched a highly successful Book Salon series (focusing on the state of the art scholarly work of our Faculty Fellows), which has drawn faculty, graduate students, and staff to the faculty-led discussions of our colleagues' cutting-edge publications.

As I start off my third year as Director, I see clearly that Stanford's Center for Comparative Studies in Race and Ethnicity is well on its way to fulfilling its mission designed some eighteen years ago by its founding faculty of creating a special community of outstanding scholars—undergraduates, graduate students, and core and affiliated faculty, establishing Stanford University as one of the premier institutions of higher education, and promoting the comparative study of race and ethnicity in both our local and global contexts.

For more information on these and other developments, feel free to read the feature articles, news stories, interviews, and spotlights in this Newsletter. I hope you agree that Stanford's CCSRE continues to be as vibrant and innovative as the University it represents.

Respectfully yours,



Director, Center for Comparative Studies in Race & Ethnicity



**CCSRE STRATEGIC PLAN:  
Core Areas of Focus**

# Faculty Development Initiative

## Faculty Development Initiative Spotlight: Tomás Jiménez

When CCSRE partnered with the Department of Sociology in 2007-08 to launch a national search, at the rank of assistant professor, for an expert in the area of U.S.-Mexico immigration studies, Tomás Jiménez's candidacy quickly rose to the top. The search committee, faculty in the department in general, and CCSRE colleagues all agreed that Tomás was a budding star in the field. We were all correct.

Jiménez was recently promoted to Associate Professor of Sociology with tenure. He is the first Faculty Development Initiative (FDI) related assistant professor to receive tenure, a huge achievement that speaks volumes about Jiménez's scholarly and curricular contributions at Stanford and in the discipline. According to Matt Snipp, a senior colleague in Sociology and former Director of CCSRE, "Jiménez's promotion to associate professor with tenure signals the very high regard his colleagues in the Sociology Department have for his considerable record of teaching and research." "Indeed," Matt concluded, "as letters from other immigration scholars across the nation attested, Tomás is a fast-rising star who is well on his way to becoming one of the most influential voices in the field of immigration studies." His tenure is also a wonderful precedent for other CCSRE/FDI affiliated junior faculty.

Jiménez's first book, *Replenished Ethnicity: Mexican Americans, Immigration, and Identity* (University of California Press, 2010) was awarded the American Sociological Association's "Sociology of Latinos/as Section" Distinguished Book Award. It draws on interviews and participant observation to understand how uninterrupted Mexican immigration influences the ethnic identity of later-generation Mexican Americans. Jiménez has also published important articles in the *American Sociological Review*, *American Journal of Sociology*, *International Migration Review*, *Ethnic and Racial Studies*, *Social Science Quarterly*, *DuBois Review*, and the *Annual Review of Sociology*.



**According to Matt Snipp, a senior colleague in Sociology and former Director of CCSRE, "Tomás's promotion to associate professor with tenure signals the very high regard his colleagues in the Sociology Department have for his considerable record of teaching and research."**

He is currently working on three projects. The first - which is funded by grants from the National Science Foundation, the Stanford United Parcel Service Endowment Fund, and the Stanford Institute for Research in the Social Sciences - examines how host-society individuals (US-born of US-born parents) participate in the assimilation process by drawing on in-depth interviews with host-society individuals and observations in three distinct sub-regions in the Silicon Valley: East Palo Alto, Cupertino, and Berryessa.

A second project (with Stanford Ph.D. candidate, Lorena Castro) examines how immigration becomes part of American national identity by studying a sample of high school US history textbooks from 1930-2005. A third project (with social psychologist John Dovidio (Yale), political scientist Deborah Schildkraut (Tufts), and social psychologist Yuen Ho (UCLA), uses lab experiments, survey data, and in-depth interviews to understand how contextual factors shape the sense of belonging and related intergroup attitudes, behaviors, and support for immigration policies among immigrants and host-society members in the United States. This project is funded by the Russell Sage Foundation.

Jiménez was an Irvine Fellow at the New America Foundation and, most recently, was a Sage Fellow at the Center for Advanced Study in the Behavioral Sciences. Jiménez's writing on policy has also appeared in reports for the Immigration Policy Center, and he has written opinion-editorials on the topic of immigrant assimilation in several major news outlets, including the *Los Angeles Times*, *CNN.com*, *The Chronicle of Higher Education*, and the *San Diego Union-Tribune*.



It is particularly gratifying for me to see the rise of Tomás Jiménez as a nationally recognized leader in immigration studies. I first met him as a nineteen-year old junior from Santa Clara University when he was a participant in Stanford's Irvine Fellows Program for Future Ph.D.s. I watched from afar as his career blossomed as a graduate student at Harvard and as a beginning assistant professor of sociology at the University of San California, San Diego. We are indeed fortunate to have him among our distinguished and growing cadre of CCSRE/FDI faculty.

*Al Camarillo, Director, FDI*

*Professor of History (and by courtesy) Education and*

*Leon Sloss Jr. Memorial Professor*

*Special Assistant to the Provost for Faculty Diversity*

## Introducing Alvan Ikoku: Newest Faculty Development Initiative Hire



The 2014-15 academic year at CCSRE got off to a wonderful start with the news that Alvan A. Ikoku has joined our community of scholars. Ikoku, Assistant Professor of Comparative Literature and Medicine (General Medicine Disciplines), is the twelfth and most recent faculty member hired as part of the Center's Faculty Development Initiative. Of special note, he is the first FDI faculty member who is a Stanford product: Ikoku earned his BA in Human

Biology, Class of '96. He is also the first colleague to have a spilt appointment between the School of Humanities and Sciences and the School of Medicine. Ikoku received a degree in Medicine from Harvard University ('04) before he received his Ph.D. in English and Comparative Literature from Columbia University in 2013.

As a specialist in 19th and 20th century Anglophone and Francophone literatures, Ikoku's research focuses on medical writings in sub-Saharan Africa, postcolonial theory, and narrative ethics. His dissertation, "The Writing of Malaria," re-examines the place of literature in the development of tropical medicine at the turn of the twentieth century and traces the ways in which malaria literature has necessitated the use of scene and figuration for the classification of space, ecologies, diseases, and native peoples. His courses in Comparative Literature and CSRE will be cross-listed with the School of Medicine.

We enthusiastically welcome Ikoku to the growing cadre of FDI related colleagues and CCSRE's affiliated faculty.

## FDI FACULTY



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



Al Camarillo  
Professor of History (and by courtesy) Education  
and Leon Sloss Jr. Memorial Professor  
Special Assistant to the Provost for Faculty Diversity



Jennifer Brody  
Chair and Professor of Theater and  
Performance Studies



Corey Fields  
Assistant Professor of Sociology



Duana Fullwiley  
Associate Professor of Anthropology



Angela Garcia  
Assistant Professor of Anthropology



Kathryn Gin Lum  
Assistant Professor of Religious Studies  
(and by courtesy) History



Alvan A. Ikoku  
Assistant Professor of Comparative Literature  
and Medicine



Tomás Jiménez  
Associate Professor of Sociology  
Director, Chicana/o-Latina/o Studies



Ana Raquel Minian  
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;  
Director, Institute on the Politics of Inequality,  
Race and Ethnicity at Stanford (InsPIRES)

# A Conversation with the New Chair of the National Advisory Board — Emory Lee



CCSRE's Chair of the National Advisory Board, Emory Lee (AB '59, AM '64), describes his academic background and interests as "ever-evolving," and a brief look at the roles he's assumed over the years – former Biology turned History major, community organizer become federal government administrator

an aging workforce, the government desperately needs a new generation of committed and bright students to carry on this important work," says Lee.

In late 2009, as he was preparing to retire from HHS the following year, Lee was invited to join the CCSRE National Advisory Board and contribute his in-depth expertise gained from his advocacy work for Asian American communities at Stanford, in the Bay Area, and on a national scale. Lee would also be able to draw on his experience teaching Asian American Studies, which he had offered as evening classes following his daytime work at Health and Human Services.

for health and human services – would affirm that view. What has remained unchanging in Lee's career is his drive to better understand social issues within and beyond his cultural community, and his willingness to apply that knowledge to better serve the public at large.

Taking a "Contemporary China" course during his junior year at Stanford proved invaluable to Lee's perspective, as it led him to explore his Chinese heritage and culture more deeply than before. Lee decided to apply the historical insights he'd gained from Stanford's undergraduate and Masters programs by first volunteering for community service in San Francisco's Chinatown, then working fulltime for a federally funded organization addressing juvenile delinquency in the area. This community work developed into a robust 38-year career with the U.S. Department of Health and Human Services (formerly the U.S. Department of Health, Education and Welfare).

Throughout his career, Lee maintained strong relationships with the Stanford community; for instance, serving on the Board of the Stanford Alumni Association, and participating in the Stanford Alumni Mentoring Program and Career Fairs, in which he often encourages students to consider public service. "With

**While in the role of Acting Regional Director, Lee helped establish and maintain a Federal Regional Council for Region IX (comprised of the States of Arizona, Nevada, California, Hawaii, the Flag Territories of Guam, American Samoa, and the Commonwealth of the Northern Mariana Islands, and the Freely Associated States in the Pacific). Whereas federal agencies typically operate independently of one another, this FRC brought together 17 different federal agencies representing over 30 major programs . . .**

To Lee, "CCSRE represents both a pioneering and innovative approach to addressing the significant issues of race and ethnicity in our increasingly multicultural population in the United States, as well as promoting improved understanding and cooperation in our global relationships." Seeing an opportunity to continue engaging the race and social justice issues that had motivated him as a federal administrator, Lee was honored and glad to accept the Center's offer, becoming Chair of the Board.

As Chair, Lee aims to ensure that the Board becomes even more active in supporting the mission of CCSRE and its programs, faculty, staff, and students. Following research and discussions with faculty members, Lee is building on

CCSRE's past successes to improve rates of progress, internal and external communications, and the overall impact of results, via "more frequent meetings, a network of CCSRE graduates as integral partners, and using the expertise of the Board and others in marketing and communications to promote CCSRE as a significant force on issues of race and ethnicity to a national audience."



Lee's work history and personal mission have honed his insights into the significance of maintaining cultural connections, and the difficult-to-attain but definitely worthwhile rewards of coordinating multifaceted organizations.

In 1989, Lee led the establishment of the Stanford Asian Pacific American Alumni Club (SAPAAC), serving as its Founding President. One of Stanford's largest clubs, SAPAAC to this day strengthens the Asian American and Pacific Islander community by pooling experience and resources from alumni to support alumni, faculty, and students facing challenges and pursuits.

While in the role of Executive Officer, Lee helped establish and maintain a Federal Regional Council for Region IX (comprised of the States of Arizona, Nevada, California, Hawaii, the Flag Territories of Guam, American Samoa, and the Commonwealth of the Northern Mariana Islands, and the Freely Associated States in the Pacific). Whereas federal agencies typically operate independently of one another, this FRC brought together 17 different federal agencies representing over 30 major programs, and Lee is proud to state that this endeavor proved "that collaboration among federal partners delivers much more efficient and effective services to [their] people."

As might be expected, Region IX has the United States' most diverse population; it also includes the largest number of federally

recognized tribes. Federal-Tribal Consultations are annual government-to-government meetings aimed at incorporating local Native American views and interests into federal planning for the region. Since Lee "strongly believe[s] in collaboration," he planned a groundbreaking Consultation for Nevada Tribes that coordinated all key federal agencies, ranging from HHS to Environmental Protection Agency to the Social Security Administration. Tribal Chairs voiced their approval of Lee's proven results by strongly supporting his recommendation that this form of collaboration was ultimately a more effective way to conduct Tribal Consultations.

Moving forward with CCSRE, Lee observes that the Center "serves as a new paradigm for other colleges and universities experiencing diminishing commitments to ethnic studies established in the late 60's and early 70's resulting from institutional questions about their current relevance." Lee trusts that his career-tested strategies to maximize both the Center's activities and awareness of its impact on diverse communities and academia will help propel a meaningful resurgence in comparative ethnic studies across an international academic landscape.



– Fabrice Palumbo-Liu  
*Fabrice writes about the humanities at Stanford.*



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# New Members of the CCSRE National Advisory Board

## Gerald Torres



CCSRE is proud to count Professor Gerald Torres (Stanford AB '74, Yale JD '77) as the newest member of its National Advisory Board. A leader in the fields of critical race theory, environmental law and federal Indian law, Torres's wide-ranging background has proven an enduring asset during his tenures as President of the Association of American Law Schools (AALS), deputy

assistant attorney general for the Environment and Natural Resources Division of the U.S. Department of Justice in Washington, D.C., and counsel to then-U.S. attorney general Janet Reno.

Currently the Jane M.G. Foster Professor at Cornell Law School, Torres has also been a visiting professor at Stanford, Harvard, and Yale law schools. He credits Stanford's community with having influenced his personal development as well as his scholarly engagement and integrity as an undergrad. Majoring in political science, Torres also felt motivated to fulfill his interest in American realities as represented by poetry.

This led to his writing a book-length study of "Blues as an Important Minority Voice in American Literature" during his senior year, before entering Yale Law to explore "the modern fundamentals of what was to become critical legal theory and ultimately, for me, critical race theory."

Torres has numerous legal and academic accomplishments to his name, but to date the scholarly work in which he takes most pride is co-authoring *The Miner's Canary: Enlisting Race, Resisting Power, Transforming Democracy* (Harvard University Press, 2002) with Harvard law professor Lani Guinier. The book continues to influence people more than 10 years after its publication, and is currently being translated into Spanish and adopted at universities in Latin America.

Citing CCSRE's capacity to produce "synergistic insights" and "models of engaged scholarship [that are] vital for undergraduates as well as graduate students in a variety of fields of study," Torres believes that the Center represents "the gold standard for the kind of interdisciplinary inquiry into the study of race and ethnicity that we need today." In accepting his new position within CCSRE, Torres aims to "be part of the effort to push critical interdisciplinary thinking across the academy and to invigorate, or reinvigorate, critical inquiry in the area of race and ethnic studies – especially in law."

## Henry Tsai



CCSRE also welcomes Henry Tsai (BA '10, MA '10) to the National Advisory Board. As a recent graduate of Stanford, Tsai has made a strong start to his career by anticipating people's everyday concerns and long-term aspirations.

As a Stanford undergraduate, Tsai knew he wanted to make good use of empathy in his professional life. He felt drawn to CSRE because he saw the applicability of its teachings to the increasingly

interconnected cultural dynamics of the present day.

In 2010, Tsai graduated with a major in CSRE and a minor in Economics, as well as a co-term in Sociology. "A big value of my CSRE education was in learning to be more reflective and empathetic — continually evaluating whether my or others' words, thoughts, actions, and policies are leaving people on the sidelines."

In the proving ground of startups, Tsai found himself

frequently combining his academic foci – developing qualitative insights and strengthening them with quantitative measurement. By applying his analyses to improve the design and message of various services and products, Tsai earned a voice in user experience design.

As a co-founder of Thankster in college, Tsai designed an application that made it easier for users to convey and remember gratitude, a concept that garnered seed funding from Facebook's fbFund. He credits CSRE with having helped him to better consider and effectively react to voices from outside one's usual environment. "Empathy is so important when building a product. It makes it easier to accept that assumptions about how people would use or understand the product may be wrong."

Tsai recalls an episode from working with the task management app Astrid that exemplifies the benefits of this education: "We once watched a user struggle to create an account because the app asked her to type a password then verify it on this tiny phone keyboard. All of us in the company had been smartphone owners for years, and we overlooked the fact that people may not always have nimble thumbs. Instead of writing off the user's frustrations, we changed our product to simply assign a password — and our signup rates improved dramatically."

*Henry Tsai continued*

Tsai's informed aptitude at designing sensible user experience, together with his quantitative chops and business acumen, have served him well, whether while pioneering a productivity-enhancing application as part of the 4 million-users-strong company Astrid, or drawing the attention of established companies such as Bain & Company and Yahoo.

In a time when much of the startup world can be a force for distraction, Tsai worked with Astrid to improve people's ability to find focus as well as common ground: "It's a special thing to have people writing to tell us that we made their marriage better or that they've suffered from ADHD their whole lives and finally feel like they can focus."

Astrid was later acquired by Yahoo, and Tsai briefly designed mobile and emerging products for the tech giant before moving into Yahoo's CEO Cabinet focusing on Design Strategy. In this role today, Tsai leads executive projects and crafts multimedia narratives for the CEO Marissa Mayer's presentations and keynotes delivered at high-profile events such as Yahoo's start-studded Consumer Electronics Show keynote.

While keeping in step with the demands of an up-tempo career, Tsai has strengthened his connections to CSRE as well as the Stanford Asian American and alumni communities. He's both served as co-president of the Stanford Asian Pacific American Alumni Club and

mentored at Stanford Asian American Activities Center since 2011, and has spoken at numerous summits and panels benefitting the Asian American student and business communities, in addition to CSRE events. In 2012, the Stanford Alumni Association recognized Tsai as an extraordinary volunteer for his enduring service to the University.

Tsai says he "jumped at the opportunity to help other alums stay engaged" when he was invited to become a member of CCSRE's National Advisory Board with an emphasis on alumni relations. "I've heard Professor Matt Snipp say that the CSRE major is a 21st century education...by extension, then, CCSRE is a 21st century institute. In a world where people and ideas easily traverse boundaries and borders, the Center provides tools to understand the increasingly nuanced interactions we encounter," Tsai affirms.

Conversely, the Center looks forward to the insight and drive that Tsai has to offer, as a recent alumnus who maintains interests in and advocacy for community involvement, cultural interconnectedness, and professional strategy – while forging ahead as an example of how to thrive on all three.

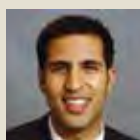


– Fabrice Palumbo-Liu  
Fabrice writes about the humanities at Stanford.

## CCSRE National Advisory Board



**Margaret L. Andersen**  
*Board Chair Emerita*



**Aly Kassam-Remtulla**



**Raymund A. Paredes**



**Valerie Smith**



**\*Henry Tsai**



**Victor Arias, Jr.**



**Loren Kieve**



**Steve Phillips**



**Lee A. Storey**



**Frank Vigil**



**Roger A. Clay, Jr.**



**Emory M. Lee**  
*Board Chair*



**Kausik Rajgopal**



**Scott Taylor**



**Augustus White III**



**Ina Coleman**



**Eugene Y. Lowe, Jr.**



**Vicki Ruiz**



**\* Gerald Torres**

*\*Indicates new member*



# A Letter from the CSRE Undergraduate Program Director



CSRE continues to identify the sources of injustice and inequality and to seek remedies in scholarship, teaching, and service. Understanding that our existing themes and emphasizes need to be revisited and reassessed periodically, we recommitted to themes of public policy, health, education, gender and sexuality and several others, and added others, such as the critically important theme of intersectionality.

I am pleased to report on some of our key initiatives and activities over the past two years. To begin with, the Undergraduate Program participated in a set of important meetings regarding a strategic plan for the Center. Having now firmly established CCSRE as a central and permanent part of Stanford University, and as a national-recognized educational leader, it was important for us to look toward the future—where can we take CCSRE's undergraduate program? How can we remain at the forefront of scholarship and learning in the field of race and ethnicity?

The first thing we did was to identify CSRE's core values. It did not take long to agree that social justice was at the center. CSRE continues to identify the sources of injustice and inequality and to seek remedies in scholarship, teaching, and service. Understanding that our existing themes and emphasizes need to be revisited and reassessed periodically, we recommitted to themes of public policy, health, education, gender and sexuality and several others, and added others, such as the critically important theme of intersectionality. As Service Learning Director Dr. Nadia De Leon reports, we also placed community-based learning firmly within our core mission, increasing the number of service learning courses and developing key partnerships with community organizations. Our basic belief is that CSRE not only creates leaders, it also provides an indispensable part of Stanford's education for all students, who should be well-informed of the centrality of race and ethnicity in key issues of national and global importance, such as labor, immigration, national sovereignty and citizenship, democracy projects, indigenous rights, and international human rights, to name just a few.

We sponsored events that brought key figures to campus from different spheres, including an event on the Dream Act featuring the screening of a new film presented by Davis Guggenheim, Academy-Award Winning director of *An Inconvenient Truth*, and a lecture by and conversation with then-San Antonio Mayor Julian Castro. Castro has since been appointed as the 16th United States Secretary of Housing and Urban Development.

As always, our graduates made us proud. This past year saw a group of fine honors theses which illustrate the breadth and variety of undergraduate work, including Sophia Villarreal, "Art as Political Engagement: A Feminist Analysis of the Works of Nancy Spero and Ambreen Butt"; Thanh Nguyen, "Runaway Daughters, Young Gangsters, and Teen Mothers: Failure and the "Ruin Consciousness" in 1.5-Generation Vietnamese American Fiction"; Miranda Shepherd, "Things That Hold Us: Depression in the Black Community and a Path to Better"; Brenda Muñoz, "Mass Legalization and the Empowerment of a Community: The Political Participation of IRCA-legalized Immigrants"; Hana Al-Henaid, "The Elusive Revolution: Resources and Opportunities for Communities Facing Gender-Based Violence in Libya"; and Kyle Skyes, "A Visual Diaspora: Analyzing the Progression Of Black Film: What is the Future and State of African-American Cinema?"

Summer research programs included the Bing Honors College, Public Policy Institute (led by Professor Tomás Jiménez) and the Community Research Summer Internship (see page 12).

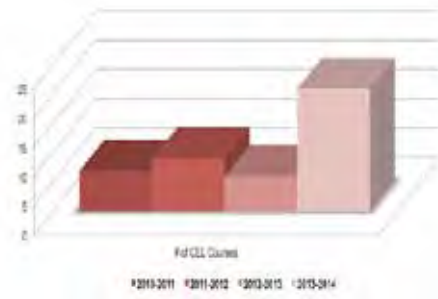
Last, but not least, we were delighted to welcome Jaime Barajas Hernandez as our new Student Services Coordinator. Jaime has already made himself a key part of our family and developed great relationships with our students, guiding them through the program.

-David Palumbo-Liu  
Director, Undergraduate Program and Comparative Studies in Race & Ethnicity

# Community Engaged Learning

## Community Engaged Learning Courses at CSRE

This year, CSRE has experienced an exponential growth in the number of courses including a community engaged learning component, hitting an all time high of 21!



## Continued Engagement

This year four courses included options for community engagement across two academic quarters. For example, Professor David Palumbo-Liu's students worked in San Jose with high school students and supported public health efforts at Asian-Americans for Community Involvement. Professor Al Camarillo's students mentored junior high school students at East Palo Alto Academy (AACI) as they prepared U.S. History exhibition projects.

Additionally, 3 students from Spring courses took advantage of summer funding opportunities to continue involvement with their community partners through internships.



Left: Professor David Palumbo-Liu's students at the AACI Patient Navigation Summit they helped coordinate. Right: Alizabeth McGowan with Project Access participants as they visited Stanford Campus. After assisting with after-school activities at Project Access in East Palo Alto for Jim Steyer's and Sally Dickson's course on education and civil rights, Alizabeth decided to stay and help run the summer program.

Service-learning taps into many students' interests in making an impact. They know there are issues in the world that need addressing, they have plenty of energy and commitment. Service-learning's academic component allows them a deeper and broader understanding of the topic, especially how these issues tie into larger historical frameworks, and working with community groups gives them a great sense of the work already being done, and lets Stanford students both give and receive.

**Professor David Palumbo-Liu**



"Contributing to the educational progress of the EPAA students was a gratifying experience for the Stanford participants and it allowed them to explore closely the multiple disadvantages encountered by at risk, low income students. The Stanford mentors were superb role models for the EPAA students. The mentoring experience also had the benefit of helping some of the undergraduates concretize their plans to pursue education as a career." **Professor Al Camarillo**

## 2013-2014 COMMUNITY ENGAGED LEARNING COURSES

- ASNAMST 146S: Asian American Culture and Community
- CSRE 201: Introduction to Public History in the U.S.
- ASNAMST 112: Public Archeology: Market Street Chinatown
- CSRE 64: Racial and Ethnic Diversity in Modern America
- CSRE 245: Understanding Racial and Ethnic Identity Development
- CSRE 168: New Citizenship: Grassroots Movements for Social Justice
- ASNAMST 118A: Digital Heritage: Bringing the Past Online
- CSRE 166B: Immigration Debates in America Past and Present
- CSRE 198: I Internship in Public Service
- CSRE 162A: Spirituality and Nonviolent Social Transformation
- CSRE 260: California's Minority-Majority Cities
- CSRE 203A: Building Leaders for Civil Rights and Education
- CSRE 103B: Race, Ethnicity, and Linguistic Diversity in Classrooms
- CSRE 123X: Community-based Research As Tool for Social Change
- CSRE 130A: Narrative Psychology
- CSRE 146: Research and Service with Community Organizations
- CHILATST 183X: Practicum in School and Community Interpreting
- CSRE 197: Dance in Prisons
- CSRE 27SI: Revolution and the Filipino Diaspora
- CSRE 11W: Service-Learning Workshop on Issues of Education Equity

# Community Engaged Learning

## Alumni turned Community Partners

These recent CSRE alumni now work with community organizations in the area and each hosted a group of CSRE students enrolled in Rabbi Patricia Karlin-Neumann's course Spirituality and Nonviolence Social and Urban Transformation for their community engaged learning projects:



**MICHAEL TAYAG** is CSRE '13 graduate. He is an organizer with the National Alliance for Filipino Concerns (NAFCON) and the Pilipino Association of Workers and Im/migrants (PAWIS), a grassroots workers' rights organization based in Santa Clara County. He is helping coordinate a campaign to protect workers' wages with the Santa Clara Wage Theft Coalition.



**ARACELY MONDRAGON** works for San Francisco Organizing Project/ Peninsula Interfaith Action organizing in San Mateo County around affordable housing, immigration, and healthcare. Before she graduated from Stanford in 2013, she served as a coordinator at the chican@/latin@ community center and chaired many student organizations with educational, cultural, and political missions. Aracely's experiences as the daughter of immigrants inform her work with immigrant communities in San Mateo County.

## New Service-Learning Leaders Program



CSRE Service-Learning Leaders serve as teaching assistants for service-learning courses, liaison with community partners, and coordinate logistics. They support the integration of service and course content and facilitate reflection. The first 7 SLLs successfully assisted 8 CEL courses in 2013-2014 and received highly enthusiastic support from faculty, students, and community partners. The 3 graduating SLLs will be replaced by 4 newly trained members of the team. Here are some of their quotes:

*"Last winter I took Kathleen Coll's course New Citizenship: Grassroots Movements for Social Justice in the US. As part of the class, I was able to attend a Mujeres Unidas y Activas training session for domestic workers who care for the elderly and disabled. The experience was insightful because it showed me that it is one thing to learn about a group and movement from textbooks and section, and another, much more meaningful thing to learn from the actual people who are living it. Conversations in the Stanford classroom can only go so far. I expect the Service-Learning Leader position to allow me to respectfully engage with diverse communities on a deeper level and learn about culturally-relevant, community service."*

**-Henry Garcia**

## Social Responsibility



CSRE is proud to announce a new community engagement policy which requires all CSRE majors to complete at least one community engaged learning experience. Most of our students fulfill this goal already on their own, and we are happy to continue attracting activist students to our program. Here is a student quote on the topic:

*"It is not fair to society to think that one can simply opt out of engaging with these issues that affect so many people ... It's not ok to not care ... the minimum should not be apathy, but active engagement through volunteer action or education ... While I admittedly am not a fan of requirements, at Stanford where we do require quite a bit of classes, it would be a beneficial investment from the university to encourage every student to take a CEL course."*

**-Victor Ruiz-Cornejo**



## Community Research Summer Internship

The 8 2013 participating students worked in the Bay Area, New York, Detroit, and Jamaica on topics as varied as community organizing, hip-hop education, healthy eating, sexual health, and more. The 2014 cohort includes 7 students working in the Bay Area, New York, and New Mexico on topics including Native-American cultural preservation and art programs with prison populations. Here are some examples from our program alumni:

### KATHERINE NASOL

**Internship Site:** Philippine Forum

**Location:** New York, New York

**Faculty Mentor:** Helen Stacy (Law)

Katherine collaborated with the Philippine Forum in New York City to develop a project called "People Before Profit: Race, Migration, Trafficking, and the Exploitation of Filipino Migrant Workers." Her research discusses how and why Filipino migrant workers have become subject to human trafficking during their migration journeys. In addition to examining the role of trafficking in migration, she shed light on the community-based solutions to combating human trafficking, from the local level to the global level. After her internship, Katherine went on to organize on anti-trafficking at Stanford and continue her advocacy and service work in the Filipino community. Her work as a service-learning leader and her ongoing Honors thesis are all related to her passion and efforts!

### LAUREL FISH

**Internship Site:** Central American Resource Center

**Location:** San Francisco, CA

**Faculty Mentor:** Kathleen Coll (Anthropology)

During her internship at the Central American Resource Center (CARECEN) in San Francisco, CA, Laurel contributed to the organization's family advocacy program, immigration legal clinic, and youth leadership program. At the same time, she explored what politics meant to different people in the organization, in what contexts they saw their work as political, and how these conceptions of politics shaped the organization's work. Her project, "Constructing Politics, Meeting Needs: Reflections on the Work of a Community-Based Nonprofit in San Francisco," analyzed how CARECEN defines its client base, engagement in the political process, and broader social objectives. Laurel drew on her summer data collection and analysis to complete a successful honors thesis in the Department of Anthropology.



*Dr. Nadia De Leon is Director of Service-Learning at the Center for Comparative Studies in Race and Ethnicity (CCSRE) at Stanford University. As a scholar-activist in culture and education her areas of expertise include community engagement, intercultural competence, folklore as traditional knowledge and practices, arts, identity, gender, and work with immigrant and refugee communities. Her dissertation work focused on intercultural service-learning. Prior to joining CCSRE she taught as adjunct faculty and worked in international education and community engagement at Western Kentucky University.*



# CSRE Undergraduate Program Awards & Prizes

## 2012-2013

### GALARZA AWARDS

#### **Ernesto Galarza Award for Undergraduate Research**

Marco Antonio Medellin

#### **Arturo Islas, Jr. Prize**

Aracely Mondragon

### CSRE

#### **Award for Community Outreach and Engagement**

Todd Eric Phelps

#### **Margarita Ibarra CSRE Community Building Award**

Holly Elizabeth Fetter

Aracely Mondragon

#### **Faculty Recognition Award**

Michele Elam

#### **Albert Camarillo Senior Paper Prize**

Alok Balram Vaid-Menon

#### **George Fredrickson Award for Excellence in Honors Research**

Victoria Winny Yee

#### **George Fredrickson Award for Excellence in Honors Research Honorable Mention**

Todd Eric Phelps

## 2013-2014

### GALARZA AWARDS

#### **Ernesto Galarza Award for Undergraduate Research**

Laurel Fish

#### **Arturo Islas, Jr. Prize**

Omar Medina

Brenda Muñoz

### CSRE

#### **Award for Community Outreach and Engagement**

Kristian Davis Bailey

Hana Al-Henaïd

#### **Margarita Ibarra CSRE Community Building Award**

Andres Gutierrez-Kingkade

#### **Faculty Recognition Award**

Kathleen Coll

#### **Albert Camarillo Senior Paper Prize**

Andres Gutierrez-Kingkade

#### **George Fredrickson Award for Excellence in Honors Research**

Miranda Shepherd

#### **George Fredrickson Award for Excellence in Honors Research Honorable Mention**

Thanh Nguyen

## Service Learning:

With the 2014 graduating class, we were also pleased to award the first eight Community Engagement Distinctions to students who completed three or more service-learning experiences in their time with us.

#### **2014 Award for Community Engagement Distinction**

Hana Al-Henaïd

Kristian Bailey

Karl Kumodzi

Jared Lesensee

Omar Medina

Brenda Muñoz

Thanh Nguyen

Trinity Thompson

#### **2014 Award for Community Engagement and Outreach**

Hana Al-Henaïd

Kristian Bailey

#### **2013 Award for Community Engagement and Outreach**

Aracely Mondragon

Holly Fetter



Kathleen Coll (Anthropology) receiving the 2013-14 Faculty Recognition Award from UG Program Director David Palubmo-Liu.



 2012-2013 Commencement



 2013-2014 Commencement







ARE WE FORCED TO CHOOSE ONE RACE?

12-1 PM  
MONDAY, JANUARY 14, 2013

**CIVIC LEADERSHIP**  
in the New American Paradigm

An Evening with San Antonio Mayor Julian Castro

MONDAY, OCTOBER 22 | 6:00 PM  
CARRERLEY AUDITORIUM

**The Dream is Now**

THE UNDERSTANDING PROCESS IN COLLEGIATE STUDENT LEADERSHIP PRACTICES

WEDNESDAY, APRIL 22, 2013





## REIMAGINING AFRO-LATINIDAD

APRIL 24, 2:00PM-5:00PM  
LEVIN HALL, 1000 UNIVERSITY AVENUE, SUITE 1000

**ABOUT THE EVENT**  
Join us for a full day of conversation, discussion, and networking with some of the most influential scholars in the U.S. today.

**FEATURING BOOK TALKS BY:**



**MARK SAWYER, PhD**  
Professor of Cultural Studies, UCLA



**LAFF JOHNSON, PhD**  
Professor of Black Studies and African American Studies, UCLA

**CO-FEATURES:**



**A. SANYAL**  
Professor of African Studies, UC Berkeley



**LAFF JOHNSON**  
Professor of Black Studies and African American Studies, UCLA

**CO-FEATURES (continued):**



**LAFF JOHNSON**  
Professor of Black Studies and African American Studies, UCLA



**LAFF JOHNSON**  
Professor of Black Studies and African American Studies, UCLA

**RECEIVED BY THE UNIVERSITY OF CALIFORNIA, BERKELEY, AND THE UNIVERSITY OF CALIFORNIA, LOS ANGELES**

## THE 28TH ANNUAL Ernesto Galarza COMMEMORATIVE LECTURE

**Featured Speakers**  
**ARTURO VARGAS**  
President of the National Association of Latino Elected Officials (NALEO)  
**RICARDO RAMIREZ**  
Commissioner of Higher Education, UNY administrator of Cornell University

**Arturo Vargas** is the Executive Director of the National Association of Latino Elected Officials (NALEO), a national organization of Latino elected officials. He is also the President of the National Association of Latino Elected Officials (NALEO) and the National Association of Latino Elected Officials (NALEO).

**Ricardo Ramirez** is an Associate Professor in the Department of Political Science at Cornell University. He is also the Executive Director of the Center for Latin American and Caribbean Studies at Cornell University.

**MOBILE (2014)**  
The lecture will be held in a mobile format, traveling to various locations across the country.

**Tuesday, May 20, 2014, 5:00 PM**  
Oak Room, Tresidder Union  
Free & open to the public





During the 2012-13 academic year, CCSRE launched a new fellows program designed to celebrate and promote the work of Stanford scholars who focus on race, ethnicity, and inequality in their research. The goals of this year-long fellowship are to both provide Stanford faculty with recognition and research support as well as bring together the CCSRE community to discuss and debate cutting-edge research produced by colleagues on campus.

To apply for the fellowship, scholars are required to have published a new book or article. While both senior and junior scholars can apply, junior scholars also have the option to submit a near-completed manuscript for consideration so that they have the opportunity to receive feedback from the CCSRE community before publication. The fellowship is competitive and draws faculty members across schools and disciplines—six fellowships were awarded during the program’s inaugural year and three fellowships will continue to be awarded each year.

Fellows receive a \$7,500 research award and have their new work celebrated during a salon-style event hosted by the Center. These events—called chautauquas and named after gatherings held by the adult education movement popular in the U.S. during the late nineteenth and early twentieth centuries—take place periodically during the academic year. Over wine and good food, Faculty Research Fellows—along with the Center’s affiliated faculty, graduate fellows, and other scholars on campus—discuss and debate each work. In advance of the event, chautauqua participants are provided with a copy of each fellow’s book, article, or manuscript.

The Faculty Fellows Program creates a new space on campus to recognize and honor our faculty’s world-class research as well as build and strengthen connections among scholars in our community. Please join us in congratulating CCSRE’s 2012-13 and 2013-14 Faculty Research Fellows!

**2012-2013 FACULTY RESEARCH FELLOWS: INAUGURAL COHORT**



**H. Samy Alim**

*Associate Professor of Education and (by courtesy) Anthropology and Linguistics  
Director of the Program in African and African American Studies (AAAS), the Institute for Diversity in the Arts (IDA), and the Center for Race, Ethnicity, and Language (CREAL)*

**ARTICULATE WHILE BLACK: BARACK OBAMA, LANGUAGE, AND RACE IN THE U.S.**



**Michele Landis Dauber**

*Professor of Law and (by courtesy) Sociology and Bernard D. Bergreen Faculty Scholar*

**THE SYMPATHETIC STATE: DISASTER RELIEF AND THE ORIGINS OF THE AMERICAN WELFARE STATE**



**Thomas Blom Hansen**

*Reliance-Dhirubhai Ambani Professor in South Asian Studies, Professor in Anthropology, and Director of Stanford’s Center for South Asia*

**MELANCHOLIA OF FREEDOM: SOCIAL LIFE IN AN INDIAN TOWNSHIP IN SOUTH AFRICA**



**Ana Raquel Minian**

*Assistant Professor in the Department of History and the Center for Comparative Studies in Race and Ethnicity*

**UNDOCUMENTED LIVES: A HISTORY OF MEXICO-U.S. MIGRATION FROM 1965 TO 1986**





**Cherríe Moraga**

Artist in Residence in Stanford's Department of Theater and Performance Studies, sharing an appointment with Comparative Studies in Race and Ethnicity with an IDA (Identity, Diversity, and Aesthetics) focus

**A XICANA CODEX OF CHANGING CONSCIOUSNESS: WRITINGS, 2000-2010**



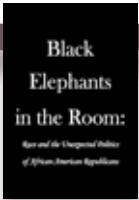
**John R. Rickford**

J.E. Wallace Sterling Professor of Linguistics and the Humanities. Former chair of the Stanford Faculty Senate, Courtesy Professor in Education, and Pritzker Fellow in Undergraduate Studies

**AFRICAN AMERICAN, CREOLE, AND OTHER VERNACULAR ENGLISHES IN EDUCATION**

**LANGUAGE, CULTURE AND CARIBBEAN IDENTITY**

**2013-2014 FACULTY RESEARCH FELLOWS**



**Corey Fields**

Assistant Professor, Department of Sociology

**BLACK ELEPHANTS IN THE ROOM: RACE AND THE UNEXPECTED POLITICS OF AFRICAN-AMERICAN REPUBLICANS**



**Richard Thompson Ford**

George E. Osborne Professor of Law

**RIGHTS GONE WRONG: HOW LAW CORRUPTS THE STRUGGLE FOR EQUALITY**



**Hazel Rose Markus**

Davis-Brack Professor in the Behavioral Sciences, Department of Psychology, Stanford University. Co-director of Stanford SPARQ (Social Psychological Answers to Real-world Questions)

**CLASH! 8 CULTURAL CONFLICTS THAT MAKE US WHO WE ARE**



*The Faculty Fellows Program creates a new space on campus to recognize and honor our faculty's world-class research as well as build and strengthen connections among scholars in our community.*



# CCSRE 8th Annual Kieve Distinguished Speaker Lecture

## A NEW WAY TO READ RACE: 2013 KIEVE SPEAKERS LANI GUINIER AND GERALD TORRES

On the fifty-ninth anniversary of the landmark school desegregation case *Brown v. Board of Education* and in the midst of the 2013 Supreme Court affirmative action case *Fisher v. Texas*, Professors Lani Guinier and Gerald Torres presented an alternative way of thinking about race and racism "that's not just about fixing bad individuals." Calling their lecture "The ABCs of Racial Literacy," Guinier and Torres addressed ongoing issues with the way American society thinks (or avoids thinking) about race. They define racial literacy as understanding race to be part of individuals' lived experiences and linked with class and power, rather than fixed legal or phenotypic designations. Such an approach, they argue, opens the possibility for potentially transformative cross-class alliances.

The 2013 Anne and Loren Kieve Distinguished Speaker lecture featured Guinier and Torres as esteemed scholars and advocates for social justice. Having co-authored the 2003 book *Miner's Canary: Enlisting Race, Resisting Power, Transforming Democracy*, the two are long-term collaborators. They are also pioneers in their own right: in 1998, Guinier became the first woman of color appointed to a tenure-track position at Harvard Law School. Her current project critiques the conflation of wealth with meritocracy. Currently the Jane M.G. Foster Professor of Law at Cornell Law School, Torres received the 2004 Legal Service Award from the Mexican American Legal Defense and Education Fund. Stanford's own Professor David Palumbo-Liu, director of the Undergraduate Program in CSRE, moderated the discussion.

### Reading race in structural terms

American approaches to race remain divisive. Torres and Guinier argued that assumptions about racism are steeped in *Brown v. Board's* important but problematic historical legacy. Racial liberalism, Guinier explained, shaped the government's attempts to address segregation through *Brown v. Board*, and has encouraged blaming "bad individuals with bad hearts" for racism, rather than addressing structural inequalities.

Torres and Guinier worry that the current assumptions and frameworks for thinking about race -- what they call "the grammar of race" -- locate issues of inequality and discrimination in the problems of a formal racial designation. For example, Torres discussed how the government's response to segregated Texas "Mexican schools" after the *Brown* decision was to simply remove the word "Mexican" and effectively make the issue one of class, while simultaneously arguing that Latinos were part of a white racial group. Because the government is not obligated to address inequality on the basis of class, reliance on the blurry lines of racial categorization can prevent efforts for social equity.

**Racial liberalism, Guinier explained, shaped the government's attempts to address segregation through *Brown v. Board*, and has encouraged blaming "bad individuals with bad hearts" for racism, rather than addressing structural inequalities.**

Instead, Torres and Guinier advocated a new way of reading race: "political race." In contrast to traditional racial categorization, political race is based on structural issues of power, privilege, and inequality. As Torres explained, political race identifies those who are disadvantaged in social institutions like schools and courts as "functionally black" -- regardless of heritage and physical appearance -- "when they are suffering from the same institutional dysfunctions." Guinier and Torres believe that establishing common ground makes potential political alliances legible, rather than letting racial divisions obscure shared interests.

### Racial literacy and affirmative action

Torres and Guinier gave their talk one month before the Supreme Court announced their decision in *Fisher v. University of Texas at Austin*. The case put on trial the 2003 precedent that affirmed a limited role for racial considerations in admissions decisions. In the question-and-answer session, Guinier and Torres proposed how racial literacy should shape the case. After clarifying that racial literacy is situation-specific -- rooted in the localized histories of race -- Torres discussed how an admissions process that strips an applicant's racial experience in a "holistic review" instead "makes a mockery" of the very idea of evaluating applicants as whole individuals.

Guinier argued that supposedly neutral criteria such as standardized tests do not accurately reflect the merit or future success of prospective students, but they closely reflect social status and wealth. Such “race-blind” measurements, Guinier asserted, reproduce economic inequalities that stem from a history in which Black and Latino individuals were denied equal access to financial success and could not even attend schools such as the University of Texas at Austin.

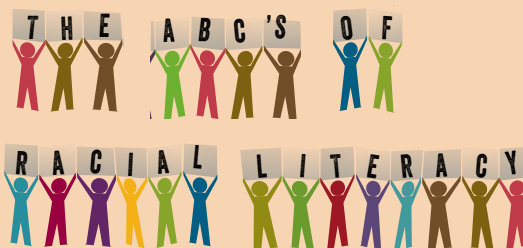
Indeed, the Supreme Court’s lone dissenting Justice, Ruth Bader Ginsburg, reflected a similar logic. The majority decision added restrictions on universities’ consideration of race in admissions by subjecting them to “strict scrutiny” by the courts. In her dissent, Justice Ginsburg argued that supposedly race-blind criteria already inherently involved race. Rather than advocating a reliance on other methods besides standardized tests, however, Ginsburg asserted that universities would still attempt to take race into consideration in more subtle ways if necessary, to address the persistently skewed student populations.

### Political race and new alliances

“Who do you link your fate with? Who ought to be natural allies?” Torres asked the audience. In their work, Guinier and Torres urge a rethinking of racial language and assumptions by using the political meaning of race “to organize against its concrete effects.” For them, the Fisher case illustrates how battles over access to higher education highlight the dangers of racial illiteracy as well as possibilities for alliances between underrepresented groups.



*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.*



### 8th Annual Kieve Lecture Speakers May 17th, 2013



**LANI GUINIER**  
Bennett Boskey Professor of Law  
Harvard Law School



**GERALD TORRES**  
Jane M.G. Foster Professor of Law  
Cornell Law School



# CCSRE 9th Annual Kieve Distinguished Speaker Lecture

Speaking at Stanford, acclaimed author Maxine Hong Kingston offered perspectives on “race myths.”

As the 9th Annual Kieve Distinguished Speaker, and in a conversation with Stanford students, Kingston emphasized how exploring issues of race and ethnicity challenges and strengthens humanity.

Maxine Hong Kingston blends traditional and trailblazing narrative forms to explore issues of race and ethnicity, peace and war, heritage and new beginnings.

Her eclectic and genre-defying tales, including *The Woman Warrior* and *The Fifth Book of Peace*, have earned her the National Book Award, the National Book Circle Award for Nonfiction, the National Humanities Award, and numerous other honors and accolades.

Kingston visited Stanford campus on May 9th, 2014 to meet with Stanford students and to present the 9th Annual Anne and Loren Kieve Distinguished Speaker Lecture.

For nearly a decade, the Kieve Lecture series has invited pioneering scholars, artists, and intellectuals to address key issues of race and ethnicity at Stanford. Previous speakers have included such luminaries as Pulitzer Prize-winning author Junot Díaz and Dr. Lonnie G. Bunch, III, founding director of the Smithsonian’s National Museum of African American History and Culture.

Kingston established herself as a groundbreaking author by using a unique mix of traditional Chinese and postmodern narrative techniques to explore her family’s Chinese origins as well as her identity as a woman, an American, and a storyteller.

Kingston spoke about how her works represent the ways in which “karma flows down through the generations,” as she and her characters balance the ideals of tradition and individualism while both consciously and unconsciously reckoning with “all kinds of race myths.”

Hours before the lecture, Stanford students from a variety of academic and cultural backgrounds had the opportunity to speak with Kingston in a gathering co-sponsored by CCSRE and the Institute for Diversity in the Arts as well as Asian American Studies and the Asian American Activities Center.

In that intimate setting, she recounted her resolve as

a novice writer to craft new stories that challenged conventions of literary genres, while also breaking the confines of preconceptions based on race and class.

“There was a narrative that was expected of me, because I was already in other people’s stories, as a stereotype.

This is one reason why I think my writing does not have a form that everyone can agree upon...I wanted to break out of old narratives in order to tell a whole new story,” said Kingston.

Associate Professor of English and Director of Modern Thought and Literature Paula Moya introduced Kingston to the packed house in Brest Hall, noting her numerous awards, her ongoing endeavor with war veterans in writer’s workshops, and the fact that in the 1990s her books were the mostly widely taught on college campuses of any living American author.

Moya praised her guest for “taking chaotic, tragic, hard-to-deal-with events and making meaning out of them by putting them through the

process of art.”

Kingston proceeded to read passages from her books and discuss their significance to her understanding of race and ethnicity across borders and generations.

One such scene came from her fictional novel *Tripmaster Monkey: His Fake Book*, featuring her 1960s Bay Area protagonist Wittman Ah-Sing. The descendant of multiple generations of American-born Chinese, Kingston said Wittman aims to be the “first hip Chinese-American,” initially brushing off issues of race and ethnicity as “low-karma problems.”

## Defying classification

Kingston’s works, which combine the folkloric, the fictional, and the nonfictional, have made her the subject of much academic debate and an elusive target for genre classification.

Speaking with the students at Harmony House, she discussed a parallel struggle with identifiers like “Asian American writer” or “feminist author” because of the pigeonholing that can be associated with such categories.

In describing her conflict with categorization beginning early in her career, Kingston said she wanted her work “to



photo: John Liaw

**Acclaimed author Maxine Hong Kingston  
reads from her book *I Love a Broad Margin  
in My Life* during the Kieve Distinguished  
Speaker Lecture at Stanford on May 9, 2014.**

be critiqued as any other literature.”

However, given that by the present day bookstores and libraries house her works within “California History,” “Feminist Studies,” “Asian Studies,” “Anthropology,” and still others, she’s gained a new outlook. “I’m in all of those categories – and now, it feels okay, because when you’re in so many categories, you’re really not even categorized at all,” she remarked.

Kingston connected the challenges she faced as a rising author in the 1970s to those facing the assembled students.

“You are a younger generation. Here I come, and here comes Amy Tan, here comes David Henry Hwang. . .we [three writers] have made a narrative [distinct from others]. But you don’t want to get caught up in ours, either, you want to break out of that. You have to find your own voice, shape and form,” said Kingston.

CSRE major and Creative Writing minor Annie Phan, ’16, asked Kingston how to project her individual voice while maintaining a sense of solidarity with the Asian American women writers who inspired her.

“I write in a very heroic way about the people who came before me – they’re not artists or writers – they could be working the laundry, or gambling, or building the railroads. I write strongly about them and the way that they came before us,” replied Kingston.

A writer, she noted, could pay similar tribute to authors that helped pave a way for them – “You know, without direct quotes and all that,” said Kingston with a roguish smile.

In the same meeting with students, Thanh Nguyen, ’14, a CCSRE major and Modern Thought and Literature master’s candidate, shared Maxine’s apprehension over being called ‘an artist’ “because it’s very lofty.”

“I think that whether I write an opinion piece or make an illustration, I’m making meaning and also trying avoid the notion of ‘high art’ and ‘low art,” Nguyen added.

### Exalting family, considering karma

Revealing a timely coincidence, Kingston told the audience that her visit to Stanford matched the Department of Labor’s induction of the Chinese railroad workers into the department’s Hall of Honor.

While much of the official press sought to obscure the fact that thousands of Chinese laborers did much of the work to complete the railroad that first connected America’s East and West coasts 145 years ago, their immigrant stories survived to be cultivated and made better known by authors like Kingston.

She discussed how in her book *China Men* she strove to depict her grandfather and his fellow laborers’ drive to at once claim and belong to the new America they were helping to create.

As she concluded her lecture, Kingston drew on the principles of karma to emphasize the importance of consciously connecting the past to the present while gently drawing a line between healing and writing.

“When I work with the veterans [in her writing workshops], I never mention the word healing. What we want to work on is what’s right

here. I feel that all of us need to know what happened in history – all the factual history, the mythic history, because we inherit all of that and we are living it out. And that is the karma that we are here to live out, and to continue it, or to reconcile it, to learn from it.”

“Of course,” Kingston added on a picaresque note, “all of it goes into making a really good story, too.”



**Prudence Carter, Jose David Saldivar, Paula Moya, David Palumbo-Liu, and MarYam Hamedani. Center: Maxine Hong Kingston**



**Author Maxine Hong Kingston encouraged Stanford students including CCSRE undergraduates Thanh Nguyen (’14) (left) and Annie Phan (’16) (center) to find their own voices when writing.**



– Fabrice Palumbo-Liu

*Fabrice writes about the humanities at Stanford.*

*This article previously appeared in the Stanford Humanities Center’s online news as a featured story.*



# 2012-13 RICSRE Faculty Seminar Series



## On the Chicano Movement and the Question of Leadership

October 4, 2012

**DAVID MONTEJANO**

Professor of Ethnic Studies, University of California, Berkeley



## Boxing Out: Race, Walmart and the Politics of Labor Market Regulation from Below

November 8, 2012

**DORIAN WARREN**

Associate Professor of Political Science and Public Affairs, Columbia University



## The Genealogy of Ancestry Genetics: Beyond Surface Readings of Race in the Genome and in History

December 6, 2012

**DUANA FULLWILEY**

Associate Professor of Anthropology, Stanford University



## Queer Race Narratives of Intelligibility

January 31, 2013

**ERNESTO MARTINEZ**

Associate Professor of Women's and Gender Studies, University of Oregon



## The Failure of Multiculturalism and the Necessity of Democracy

February 14, 2013

**DAVID PALUMBO-LIU**

Professor of Comparative Literature, Stanford University



## Critical Collaborations: James Baldwin and Visual Culture

March 14, 2013

**JENNIFER BRODY**

Professor of Theater and Performance Studies, Stanford University



## Keeping the Immigrant Bargain: The Costs and Rewards of Success

April 11, 2013

**VIVIAN LOUIE**

Associate Professor of Education, Harvard University



## The Language Identity Dilemma: How Academic Language Learning is Both Gatekeeper and Entry Way Into Science Success for Minority Students

May 23, 2013

**BRYAN BROWN**

Associate Professor of Education, Stanford University

THE RICSRE FACULTY SEMINAR SERIES began in 1994 with support from the Mellon Foundation. The series led to an expanding community of faculty, graduate students, and other CCSRE affiliates on campus committed to the study of race and ethnicity both in the United States and internationally. Talks in the series explore how race and ethnicity matter in multiple social domains (e.g., education, politics, law, business, and medicine) as well as in literature and the arts.





# 2013-14 RICSRE Faculty Seminar Series



## Rhetoric and Reality: Understanding and Addressing the Racial Wealth Gap

October 31, 2013

**DARRICK HAMILTON**

Associate Professor of Economics and Urban Policy at Milano - The New School for International Affairs, Management, and Policy



## Engaging Diversity: More Important Than Ever

November 21, 2013

**PATRICIA GURIN**

Nancy Cantor Distinguished University Professor Emerita of Psychology & Women's Studies at the University of Michigan



## How Diversity Corrupts Affirmative Action: Race, Class, and College Admissions

December 5, 2013

**RALPH RICHARD BANKS**

Jackson Eli Reynolds Professor of Law at Stanford Law School, and Professor, by courtesy, of Sociology at the Graduate School of Education



## Immigrant Latino Children: Their Health and Well-Being and Why It Matters To California and the Nation

January 23, 2014

**FERNANDO S. MENDOZA**

Professor of Pediatrics (General Pediatrics) at the Lucile Salter Packard Children's Hospital



## Race and Razza: Concepts of Difference in the United States and Italy

February 27, 2014

**ANN J. MORNING**

Associate Professor of Sociology at New York University and a faculty affiliate of NYU Abu Dhabi



## Learning to be Jewish

March 13, 2014

**ARI KELMAN**

Associate Professor of Education and (by courtesy) Religious Studies, Joseph Chair in Education and Jewish Studies



## When Bad Things Happen to Privileged People: Marginalization, Representation, and the Political Construction of Crisis

May 15, 2014

**DARA STROLOVITCH**

Associate Professor of Gender and Sexuality Studies and Affiliated Faculty, Department of Politics, Princeton University and InsPIRES/CCSRE visiting scholar



## Racial Barriers and Religious Boundaries: Religion and Assimilation among Second-Generation Asian Americans

June 5, 2014

**CAROLYN CHEN**

Associate Professor of Sociology and Asian American Studies, Northwestern University and CCSRE visiting scholar



# Visiting Scholars and Graduate Fellows

## 2012-14 CCSRE VISITING SCHOLARS

Elizabeth Bergman  
Political Science  
Cal State East Bay

Cherrie Lalnunziri Chhangte  
Department of English  
Mizoram University, India

Rosina A. Lozano  
Department of History  
Princeton University

Johannes Voelz  
American Studies  
University of Frankfurt, Germany

Carolyn Chen  
Department of Sociology  
Northwestern University

Denise Khor  
Ethnic Studies  
UC San Diego

Dara Strolovitch  
Department of Political Science  
University of Minnesota



## 2012-2013 Grad Fellows

Top Row: Professor Prudence Carter: *RICSRE Director*, Andres Garza: *Modern Thought and Literature*, Destin Jenkins: *History*, Maneka Brooks: *Education*, Tristan Ivory: *Sociology*, Juan Manuel Pedroza: *Sociology*

Bottom Row: Dr. MarYam Hamedani: *CCSRE Associate Director*, Sarah Perkins: *English*, Kelly Kelleher Richter: *History*, Louise Chim: *Psychology*, Patricia Seo: *Sociology*

Not Pictured: Ana Franco: *Political Science*, Teresa Jimenez: *English*, Ashley Lagaron: *Political Science*, Elda María Román: *English*



## 2013-2014 Grad Fellows

Top Row: Roey Gafter: *Linguistics*, Destin Jenkins: *History*, Teresa Jimenez: *English*, Margaret Irving: *Education*, Dr. MarYam Hamedani: *CCSRE Associate Director*, Professor Prudence Carter: *RICSRE Director*

Bottom Row: Ana Franco: *Political Science*, James Estrella: *Modern Thought and Literature*, Diane Lee: *Education*

Not Pictured: Andres Garza: *Modern Thought and Literature*, Juan Manuel Pedroza: *Sociology*, Patricia Seo: *Sociology*



## News from Former Visiting Faculty Fellows

**Ned Blackhawk (2004-2005)** just concluded a 2-year DUS appointment in Yale's American Studies and continues to coordinate the Yale Group for the Study of Native America (YGSNA) which meets bi-monthly in Yale's new Native American Cultural Center.

**Anthony Bogues (2011-2012)** was appointed an Honorary Professor at the University of Cape Town. His book *From Revolution in the Tropics to Imagined Landscapes: The Art of Edouard Duval-Carrie* was recently published.

**Dolores Inés Casillas (2010-2011; visiting scholar Autumn 2011)** recently received tenure. She is now Associate Professor of Chicana and Chicano Studies at UCSB. Her book *Sounds of Belonging: U.S. Spanish-language Radio and Public Advocacy* is forthcoming from New York University Press (October 2014).

**Sin Yi Cheung (2010-2011)** is Director for International and Engagement, School of Social Science at Cardiff University and Deputy Director of Cardiff Q-Step Centre for Excellence in Quantitative Methods Teaching. Since arriving at Cardiff University in 2011, she secured £1.6m external funding for teaching and research.

**Sergio De La Mora (2010-2011)** published "Domar a la mujer bravía: Lucha Reyes, Arturo Ripstein y la representación de un ícono nacional" in *Construcciones de la nación en el cine mexicano de la Época de Oro al presente: formas históricas y procedimientos cinematográficos*.

**Michele Elam (2002-2003)** was elected Chair of the Modern Language Association's American Literature section and became the Olivier Nomellini Family Bass Fellow in Undergraduate Education at Stanford University.

**Michael Hames-García (2002-2003)** received a Lambda literary award for Best LGBT Anthology for *Gay Latino Studies* (Duke UP, 2011), which he co-edited with Ernesto Javier Martínez. He also assumed the directorship of the Center for the Study of Women in Society (CSWS) at the University of Oregon in July 2014.

**Jewelle Taylor Gibbs (2001-2002)** recently published *Destiny's Child: Memoirs of a Preacher's Daughter* (CreateSpace, 2014), which is part family history and part memoir. The book chronicles the 200-year journey of an African American family who overcame racial and social struggles to succeed, and who contributed substantially to advancing the civil rights movement in the U.S.

**Ange-Marie Hancock (2006-2007)** received the 2013 WPSA Award for the Best Paper on Black Politics for her co-authored manuscript: "Black Organizing in the Age of Obama: The Case of Los Angeles." Her most recent work includes "Empirical Intersectionality: A Tale of Two Approaches" (*UC Irvine Law Review*) and "Trayvon Martin, Intersectionality, and the Politics of Disgust" (*Theory and Event*).

**Mark Dean Johnson (2002-2003)** Professor of Art at San Francisco State University lectured on Asian American ink painting at NY's China Institute in 2013 and DC's Smithsonian Institution in 2014. Also in 2014, he curated an exhibition of contemporary ink painters for Sweden's Nordiska Akvarellmuseet.

**Barbara Krauthamer (2004-2005)** received the NAACP Image Award for Outstanding Work in non-fiction for her co-authored book, *Envisioning Emancipation: Black Americans and the End of Slavery* (Temple University Press, 2013).

**Melissa Michelson (2009-2010)**'s book, *Mobilizing Inclusion* (Yale 2012) received two awards from the American Political Science Association. Her new book is *Living the Dream: New Immigration Policies and the Lives of Undocumented Latino Youth* (Paradigm 2014).

**Nancy Marie Mithlo (2004-2005)** will join the faculty of Occidental College and serve as Chair of American Indian Studies, Autry National Center Institute. Her edited book *For a Love of his People; The Photography of Horace Poolaw* was released by Yale University Press this year.

**Michael Omi (2006-2007) and Howard Winant (2008-2009)** have published the third edition of their book *Racial Formation In The United States*. Since the appearance of this work occurs twenty years after the publication of the second edition (1994), the book is about 90% new.

**Jennifer A. Richeson (2004-2005)** was recently installed as the John D. & Catherine T. MacArthur Foundation Endowed Chair in the Department of Psychology at Northwestern University.

**Dorothy Roberts (2007-2008)** launched the Penn Program on Race, Science & Society, which she directs, with a national symposium on *The Future of Race and Science: Regression or Revolution?* in April 2014. Her article, "Law, Race, and Biotechnology: Toward a Biopolitical and Transdisciplinary Paradigm", was published in volume 9 of *Annual Review of Law & Social Science in 2013*.

**Cherene Sherrard-Johnson (2011-2012)** was promoted to Full Professor of English at the University of Wisconsin-Madison. Her book, *Dorothy West's Paradise: A Biography of Class and Color* (2012), won the 2013 Nonfiction Honor Award from the Black Caucus of the American Library Association.

**Celine Parreñas Shimizu (2009-2010)** published *The Feminist Porn Book* (The Feminist Press, 2013), "Can the Subaltern Sing, and in a Power Ballad?" in *Concentric* (2013) and "Asian American Studies Must Be Defended!" in *The Journal Of Asian American Studies* (2012). She was on fellowship at the United States Studies Centre at the University of Sydney in 2014.

**Richard A. Shweder (2003-2004)** is the Harold Higgins Swift Distinguished Service Professor of Human Development in the Department of Comparative Human Development at the University of Chicago. His work addresses the moral challenges of robust cultural pluralism, for example in his recent publication "The Goose and the Gander: The Genital Wars."

**Sabrina Zirkel (2005-2006)** spent a sabbatical year at the Institute of Education, University of London, UK during 2012-2013, and recently coedited an issue of *Journal of Social Issues* on Globalization and Psychology with Jeannette Diaz.





## News from Former Graduate Fellows

**Gina Arnold (TF2010-2011)** just published the book *Exile In Guyville* (Bloomsbury), which was recently hailed by the New York Times as "charming and brave and unexpectedly moving." She is an Adjunct Professor of Rhetoric at the University of San Francisco.

**Magdalena L. Barrera (GDF2004-2005)** recently was tenured and promoted to Associate Professor of Mexican American Studies at San Jose State. Her latest publication, on teaching first-generation college students, appears in the *Journal of Latinos and Education*.

**Shana Bernstein (TF2001-2002)** will join the faculty at Northwestern University in September 2014, where she will hold an appointment in the Program in Legal Studies. She was previously an Associate Professor of History at Southwestern University.

**Maneka Deanna Brooks (GDF2012-2013)** will join the faculty of Texas State University as an Assistant Professor of Reading Education in the department of Curriculum and Instruction in August 2014.

**Sapna Cheryan (TF2006-2007)** received tenure and is an associate professor of psychology at the University of Washington.

**Maria Eugenia Cotera (TF1998-1999)** is currently building a national digital archive documenting Chicana Feminist praxis from 1965-1990, and is the co-founder of El Museo del Norte, a museum and cultural space in Southwest Detroit.

**Steffi Dippold (GDF2011-2012)** is now Assistant Professor for early American literature at Kansas State University. Her article "The Wampanoag Word: John Eliot's *Indian Grammar*, the Vernacular Rebellion, and the Elegancies of Native Speech" is out with *Early American Literature*.

**Brenda D. Frink (TF2009-2010)** has recently joined the staff of *Pacific Historical Review* as Coordinating Editor.

**Mishuana Goeman (GDF2001-2002)** was promoted to Associate Professor of Gender Studies and American Indian Studies at UCLA in 2014. Since the 2013-2014 academic year she has been Vice Chair of Gender Studies. Her book *Mark My Words: Native Women Mapping Our Nations* was published with University of Minnesota Press in 2013.

**Ju Yon Kim (TF2009-2010)** is an assistant professor of English at Harvard University. Her book *The Racial Mundane: Asian American Performance and the Embodied Everyday* will be published in spring 2015 by NYU Press.

**Shelley Lee's (GDF2004-2005)** second book, *A New History of Asian America* was published in 2013 by Routledge.

**Julie Avril Minich (TF2007-2008)** is now Assistant Professor of English and Mexican American and Latina/o Studies at the University of Texas at Austin. Her book *Accessible Citizenships: Disability, Nation and the Cultural Politics of Greater Mexico* was published by Temple University Press in 2014.

**Victoria Plaut (TF2001-2002)** is now Professor of Law and Social Science at UC Berkeley, School of Law. Her edited volume, *Diversity Ideologies in Organizations*, was published in 2014.

**Luis Poza (2009-2012)** finished his PhD and accepted a post as Assistant Professor of Culturally and Linguistically Diverse Education at the University of Colorado, Denver's School of Education and Human Development starting Fall of 2014.

**Renya Ramirez (TF1997-1998)** received a postdoctoral fellowship at UCLA in American Indian studies, 2012-13 and a one-month fellowship at the Newberry library for August, 2013 to work on her second single-authored book manuscript, *The Cloud Family*. Once she finishes *The Cloud Family*, she will go up for full professor at UC Santa Cruz in anthropology.

**Katherine C. Rodela (2008-2011)** completed her dissertation on a study of Latina immigrant mothers participating in a parent education and leadership program in Oregon. She will be joining the faculty of Washington State University Vancouver as an Assistant Professor of Educational Leadership in August 2014.

**Emily Ryo (GDF2009-2010)** is an assistant professor of law and sociology at USC. Her article, "Deciding to Cross: Norms and Economics of Unauthorized Migration", published in *American Sociological Review* (2013), was recently awarded the American Sociological Association's Louis Wirth Best Article Award Honorable Mention in the International Migration section.

**Helle Rytönen (GDF2001-2002)** was promoted to Academic Director for the Danish Institute for Study Abroad in March 2014. She is responsible for curriculum development, contact with 180 US partner universities, alignment with US undergraduate education, etc.

**Maribel Santiago (2009-2012)** is a Stanford El Centro Chicano Graduate Scholar-in-Residence, and a DARE (Diversifying Academia, Recruiting Excellence) Fellow. Maribel's article, "Teaching a New Chapter of History" appeared in the March 2013 issue of *Phi Delta Kappan*.

**Christopher Scott (GDF, 2003-2004)** recently published a translation of Shu Ejima's award-winning novel *Quick Draw* (Vertical, 2014). He teaches Japanese language and culture at The Nueva School, a private school in the Bay Area.

**Ellen Tani (2008-2011)** is a predoctoral fellow at the Carter G. Woodson Institute for African and African-American Studies at the University of Virginia.

**Lisa B. Thompson (TF1998-1999)** was appointed Associate Director of the John L. Warfield Center for African and African American Studies at the University of Texas at Austin. Her new play, *I Don't Want to Be* was featured in the Company of Angels Theatre production of *Black Women: State of the Union-Taking Flight* in February 2013.

**Cecilia M. Tsu (GDF2005-2006)** is now Associate Professor of History at the University of California, Davis. Her first book, *Garden of the World: Asian Immigrants and the Making of Agriculture in California's Santa Clara Valley*, was published by Oxford University Press in 2013.

**Jennifer Harford Vargas (GDF2010-2011)** received a Woodrow Wilson Career Enhancement Fellowship for 2014-2015 and will be a Mellon Regional Faculty Fellow at the Penn Humanities Forum in 2014-2015 as she uses her research leave to complete her book manuscript.

# Religious and Ethnic Coexistence Initiative

***In 2012, CCSRE, the Religious Studies Department, and the Taube Center for Jewish Studies launched the Stanford Initiative for Religious and Ethnic Understanding and Coexistence with generous support from the President's Fund. The Initiative's goals are to improve understanding of religious and ethnic conflict, promote fresh thinking about inter-group interaction, conflict resolution, and ethnic religious coexistence, as well as inspire collaboration between academic units and Residential Education on campus.***

To fulfill this vision, the Initiative follows three main strategies: advancing scholarship and dialogue through academic programming and events, backing faculty-sponsored educational initiatives, and supporting ResEd-hosted educational initiatives. Each activity encourages a broad range of proposals and applications, thereby ensuring a fuller spectrum of campus participants and collaboration across units.

Initiative participants have addressed pivotal interethnic and religious issues in classrooms, in residences, and abroad. For instance, Islamic Studies hosted former U.S. Ambassador Ryan Crocker for an extended visit that included a seminar, student meetings, and a large public lecture. An overseas study seminar in Israel hosted guest presentations, including the military commander who designed the security wall dividing Israeli and Palestinian territories, a Palestinian professor of Islamic studies, and a representative from a woman's group seeking equal religious access to the Western Wall.

The Initiative also aims to stimulate exchange and cooperation between academic units that do not typically collaborate. One of example of this collaboration took shape as a workshop shared by Jewish Studies, Islamic Studies, the Graduate School of Education, and the Center on Philanthropy and Civil Society exploring the relationship between faith and philanthropy in Jewish and Muslim communities. As a result, numerous academic and institutional collaborations emerged both to enhance the workshop and expand independently from it.

The Graduate School of Education and the Institute for Diversity in the Arts were similarly motivated by the wide attendance and educational impact generated by the class

"The 5<sup>th</sup> Element: Hip-Hop Knowledge, Pedagogy, and Social Justice" – Stanford's first course to explore the affinities between hip-hop arts and education. Supported by lectures from leading scholars, performances by influential artists, and discussion panels with both, this course closely examined innovative pedagogies at work in schools, community organizations, and prisons in America and Africa.

Furthermore, CCSRE and Religious Studies were inspired by the Initiative's ongoing success to begin mutually promoting scholarship that examines intersections between religious, racial, and ethnic identities. As such, the American Religions Workshop helped raise the profile of the study of American religion and race on campus by hosting speakers and forums that probed topics including a Californian mixed-race utopian community as well as the interplay between religion, race, and the FBI.

The ResEd system has been a valued ally of the Initiative, with Resident Fellows and students partnering to promote both accessible and important conversations in the residences – such as those of the Interfaith@Noon program in Arrillaga Dining Commons, which engaged interfaith perspectives on religion, economics, and poverty; a Syrian hip-hop performance in Roble theatre; and a showing of the film *The Sheikh and I* with the director present to discuss perceptions of Americans in the Middle East. Residents have also been able to tour the backstreets of China and a Taoist temple as part of the Initiative's emphasis on firsthand encounters.

As a result of the enrichment of perspective achieved in inter-academic unit collaboration, scholarly programs and dialogue, as well as Residential Education on campus and overseas, CCSRE has been encouraged to continue innovating Initiative projects together with Religious Studies and the Taube Center. The Initiative's third and final year promises to prepare Stanford's community to better understand and address the complex challenges facing this century.



– Fabrice Palumbo-Liu  
Fabrice writes about the humanities at Stanford.



*CCSRE thanks Professor Steven Weitzman for his ambitious work in spearheading the Initiative. He has left his directorship of the Taube Center at Stanford to become Director of the Katz Center at the University of Pennsylvania. Professor Ari Kelman from the Stanford Graduate School of Education will succeed Weitzman to work with CCSRE and administer the last year of the Initiative.*

**FACULTY DIRECTOR / ASIAN AMERICAN STUDIES**

**Anthony Lising Antonio** is Associate Professor of Education. Dr. Antonio's research addresses many of the major issues currently facing American higher education. First, as admission spots into higher education institutions become more competitive and more acute, he seeks to achieve a better understanding of how college-going cultures are developed and maintained in schools. Second, his research investigates the impact that increasing racial and cultural diversity is having on higher education. His current projects also include studies of engineering education.

**FACULTY DIRECTOR / CHICANA/O-LATINA/O STUDIES**

**Tomás Jiménez** is Associate Professor of Sociology and a faculty fellow at the Institute for Research in the Social Sciences (IRiSS) at Stanford. His research and writing focus on immigration, assimilation, social mobility, and ethnic and racial identity. His book, *Replenished Ethnicity: Mexican Americans, Immigration, and Identity* (University of California Press, 2010) draws on interviews and participant observation to understand how uninterrupted Mexican immigration influences the ethnic identity of later-generation Mexican Americans.

**FACULTY DIRECTOR / RESEARCH INSTITUTE OF CSRE**

**Hazel Rose Markus** is a prominent social psychologist and a pioneer in the field of cultural psychology. She is currently the Davis-Brack Professor in the Behavioral Sciences at Stanford University in Stanford, California, where she also co-directs the Mind, Culture, and Society Lab and Stanford SPARQ: Social Psychological Answers to Real-world Questions. Her research interests include culture, ethnicity, self, identity formation, emotion, gender, and motivation. A former president of the Society for Personality and Social Psychology, she is a member of the American Academy of Arts and Sciences, a recipient of the prestigious Donald T. Campbell Award and Society of Experimental Social Psychology Distinguished Scientist Award, and the American Psychological Association Distinguished Scientific Contribution Award.

**CENTER MANAGER / CCSRE**

**Anita Samantaray**, MPH, is Center Manager of CCSRE at Stanford University. Prior to joining CCSRE, she was program manager of the Center for Cancer Systems Biology (CCSB) at the Stanford School of Medicine. Outside of work, she raises funds for Indo American Sevak Foundation and donates to the Jeevan Jyoti Ashram, an orphanage located in Orissa, India. She is also involved with Empower Tanzania, an organization that works in partnership with Tanzanians to develop sustainable models to enhance the quality of life and resilience of rural areas through health improvements, education and economic empowerment.

**STUDENT SERVICES COORDINATOR / CCSRE**

**Jaime Barajas Hernandez** is the Student Services Coordinator at CCSRE. Jaime attended California State University, Chico for his undergraduate career where he studied Multicultural and Gender Studies. Prior to joining CCSRE, he worked at San Jose State University where he was the programming coordinator for University Housing Services, and managed the living-learning themed communities on campus. In addition, Jaime worked in East Palo Alto for a public charter school where he coordinated the early college success program. This December, he will complete his master's degree in Mexican American Studies with an emphasis in Comparative Ethnic Studies from San Jose State University.



## DIRECTORS



**ANTHONY LISING ANTONIO**  
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**AL CAMARILLO**  
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 Associate Director



**HEIDI M. LÓPEZ**  
 Administrative and Finance Associate



**ANITA SAMANTARAY**  
 Center Manager



**New CCSRE Team: MarYam, Anita, Jaime, Nadia, and Heidi**

For a complete list of our affiliated Centers, Institutes, and Programs, please visit their websites:

**Center for the Study of Race Ethnicity  
 and Language (CREAL)**

<http://ccsre.stanford.edu/programs/ccsre-affiliated-institutes-centers-and-programs>

**Program in African and African American Studies (AAAS)**

<http://www.stanford.edu/dept/AAAS/>

**Institute on the Politics of Inequality Race  
 and Ethnicity at Stanford (InsPIRES)**

<http://ccsre.stanford.edu/programs/ccsre-affiliated-institutes-centers-and-programs>

**Institute for the Study of International Migration (ISIM)**

<http://ccsre.stanford.edu/programs/ccsre-affiliated-institutes-centers-and-programs>

**Martin Luther King, Jr. Research and Education Institute**

<http://mlk-kpp01.stanford.edu/>

**Stanford Center for Opportunity  
 Policy in Education (SCOPE)**

<http://edpolicy.stanford.edu/>

**Taube Center for Jewish Studies**

<http://www.stanford.edu/dept/jewishstudies/overview/index.html>



# Affiliated Faculty

CCSRE affiliated faculty come from a variety of backgrounds across disciplines and schools. Each faculty member brings to the Center her or his own individual experience, contributing to our community, activities and programs, and students.

## School of Humanities and Sciences

### Anthropology

Paulla Ebron  
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Angela Garcia  
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Miyako Inoue  
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### Music

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Cecilia Ridgeway  
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C. Matthew Snipp

### Taube Center for Jewish Studies

Vered Karti Shemtov

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Shashank Joshi  
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Dale T. Miller  
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Hilton Obenzinger  
Laura Saldívar  
Delphine Shaw  
James Steyer  
Teceta Thomas Tormala  
Roberto Trujillo

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Lucius Barker  
Larry Cuban  
Michael Kirst  
Herbert Leiderman  
Joanne Martin  
Arnold Rampersad  
David Tyack  
Bryan Wolf



Center for Comparative Studies  
in Race and Ethnicity

## **GIVING**

The Center for Comparative Studies in Race and Ethnicity appreciates the support of individual donors who have made gifts in 2012-2014.

## **NAMED GIFTS**

Ina Coleman Gift for CCSRE

Anne & Loren Kieve Distinguished Speaker Fund

Jeff and Tricia Raikes Fund for CCSRE

Raikes Foundation Service Learning Gift

## **BE A FRIEND OF CCSRE**

In this time of budgetary restrictions and an uncertain financial climate, annual gifts from friends of the Center for Comparative Studies in Race and Ethnicity are especially important to funding its fellowships, research, and other innovative programs. All gifts are tax deductible. Every gift is welcome and appreciated!

For more information, please contact Scott Sugiura at the Office of Development, 650.723.1208 or [ssugiura@stanford.edu](mailto:ssugiura@stanford.edu). Information is also available on the CCSRE website (<http://ccsre.stanford.edu/news/be-friend-ccsre>).

## **Newsletter**

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For more information please visit: <http://ccsre.stanford.edu>





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