



CENTER FOR COMPARATIVE STUDIES  
IN RACE AND ETHNICITY

Newsletter

Summer 1999

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## A Note from the Director

As the academic year 1998-99 comes to a close, all of the students, faculty, and staff associated with CCSRE can take great pride in the growth and vitality of the undergraduate teaching program, the Research Institute of CSRE, and the many activities sponsored by the Center.

The spirit of cooperation and collaboration among the diverse group of people who make up CCSRE makes the job of the Director a gratifying one indeed. The establishment of CCSRE at Stanford represents a new and exciting endeavor in American higher education, and this effort to create an institution to support the interdisciplinary and comparative study of race and ethnicity in the U.S. and abroad now rests on a solid foundation upon which to build for the future. In only its second full year of operation, CCSRE—and all the programs that constitute the Center—are expanding and thriving. Nearly ninety undergraduates have elected to concentrate their studies in one of the degree-granting majors of the Interdepartmental Program in CSRE (African and African American Studies, Asian American Studies, Chicana/o Studies, Comparative Studies in Race and Ethnicity, Jewish Studies and Native American Studies). The Research Institute has sponsored several major national and regional conferences involving dozens of outstanding intellectuals, public policy figures, and representatives from a myriad of governmental agencies and non-profit organizations. The Research Institute will continue to host significant public forums which will involve the Stanford campus

community and leaders from communities throughout the Bay Area and California. Many exciting research and curricular projects are underway and others are being planned; all include a growing cadre of faculty and students participating in the expanding agenda of CCSRE and its programs.

With support from the School of Humanities and Sciences and the Office of the Provost, CCSRE has attracted the first of what we expect to be a number of a major foundation grants that provide funding for undergraduate programs, graduate student fellowships, faculty research, and development of collaborative public policy-oriented projects between CCSRE faculty and local municipalities and non-profit organizations. Indeed, the recent grant made to Stanford University by the James Irvine Foundation (see page 4) will go a long way in supporting a variety of initiatives sponsored by CCSRE over the next three years. We are well on our way down the





path of achieving the goal of making CCSRE the premier curricular and research center in the United States for the study of race and ethnicity. This first edition of what will be an annual newsletter provides information about many of the activities sponsored by the Center's programs in 1998-99. We look forward with anticipation to the next academic year and an agenda filled with exciting and important activities, events, and projects.

As Director, I am grateful to work with such a talented group of intellectuals (undergraduates, graduate students, and faculty) and staff devoted to the collaborative enterprise of CCSRE.

Al Camarillo

### CCSRE On the Move

by Diane Manuel

Stanford News Service

The 40 undergraduates in the Stanford University classroom were a study in the topic of the day: race.

Black, white, Chicano, Asian, Indian and many others in-between, they were transfixed by the history Sylvia Yanagisako, Professor of Anthropology, was recounting. "The existence of race itself has been challenged by scientists since the 1920s, and what we now know is that there are no discreet differences, no ways to divide the human species into specific numbers of races," Yanagisako told them. "The physical characteristics that once were used to classify people — skin color, facial physiognomy, hair form — are not reliable indicators, and not even blood types can distinguish different groups."

Yanagisako's class, "Anthropology 151: Theories of Race and Ethnicity:

A Comparative Perspective," is one of six introductory "core" courses for students majoring or minoring in Comparative Studies in Race and Ethnicity (CSRE), the newest and fastest growing major at Stanford.

This program is being watched closely by faculty and administrators on campuses nationwide. In fact, even before its official launch in spring quarter, 1996, the CSRE program already had attracted considerable attention as the first of its kind in the United States to explore the causes and effects of race and ethnic relations in the modern world from both comparative domestic and international perspectives.

"I was getting calls from friends at Columbia and Cornell, saying, 'We need a copy of your proposal,'" Al Camarillo, Professor of History and Chair of CSRE, recalls. "They understood that Stanford was doing something innovative." In the past two years, the program has grown

## CCSRE Leadership



In 1998-99, each of the undergraduate majors and programs that form a part of the CCSRE was directed by a senior member of the faculty. Each of the faculty listed below served in an important leadership capacity.

### Interdepartmental Program in CSRE

Al Camarillo, *Chair*  
Comparative Studies in Race and Ethnicity (History)

Gordon Chang, *Chair*  
Asian American Studies (History)

John Rickford, *Director*  
Program in African and African-American Studies (Linguistics)

Matt Snipp, *Chair*  
Native American Studies (Sociology)

Guadalupe Valdés, *Chair*  
Chicana/o Studies (Education/  
Spanish and Portuguese)

Steven Zipperstein, *Director*  
Program in Jewish Studies (History)

### Research Institute of CSRE

George Fredrickson  
*Co-Director* (History)

Hazel Markus  
*Co-Director* (Psychology)

Dorothy Steele  
*Associate Director*



exponentially and more than 80 students will have registered as majors by June, 1999. What's the attraction?

For undergraduates, CSRE offers the kind of intellectual cross-pollination that increasingly is in demand on campuses today. Students can choose from six dynamic areas of concentration: Asian American Studies, Comparative Studies, Chicana/o Studies, Native American Studies, African American Studies, and Jewish Studies.

Working with more than 80 faculty from 14 different departments and three schools at the university, students explore the issues that are shaping the society they will inhabit and influence. They study racial identity with faculty from the School of Education, read ethnic autobiographies with a professor of comparative literature, learn about the legacy of prejudice in the United States from historians, and examine representations of race in 20th-century American literature with professors of English. Added bonuses are the quarterly student lunches and off campus dinners with CSRE affiliated faculty.

CSRE offers real-world laboratories, and majors in the program can apply for paid summer internships that give them hands-on experience in public policy and public service settings. Some students have worked at non-profit organizations in their hometowns, while others have traveled to Switzerland and Great Britain. Some of the internships have involved preparing high school students for college admissions, writing grant proposals for education programs, and assisting immigration and voting-rights groups.

The Research Institute for Comparative Studies in Race and Ethnicity (RICSRE) is attracting many Stanford faculty, graduate students, and visiting scholars. RICSRE is administered by two senior faculty

members, George M. Fredrickson (History) and Hazel R. Markus (Psychology), and Associate Director, Dorothy M. Steele. The Research Institute encourages interdisciplinary exchange through the Faculty Seminar Series and supports collaborative research through its Mind, Culture, and Society networks. Other research programs currently underway include a project directed by Professor Kenji Hakuta on race relations in higher education, and a project on the development of gifted and talented minority youth, directed by Shirley Brice Heath and Guadalupe Valdés.

Recently, RICSRE hosted a conference entitled, "Models for Diversity: The University's Role in Shaping an Inclusive Society" which attracted some 300 people from the University and local communities. Next year CCSRE will co-host a national conference entitled, "African Americans and the Problems of Race." A conference on "Race and Ethnic Relations in America in the 21st Century" is also being planned.

### Profiles of New Faculty Appointments in the Undergraduate Program

We are delighted to have **Professor John Rickford** join the CCSRE leadership as the new director of the Program in African and African-American Studies (he is also the Martin Luther King, Jr. Centennial Professor). John has been a member of the Department of Linguistics at Stanford since 1980. He is a national expert in sociolinguistics, especially on topics regarding the relation between language and ethnicity, social class and style, pidgin and creole languages, and African American vernacular English. John has authored and co-authored many books and articles in the field of

sociolinguistics. An award-winning teacher, John received a Dean's Award for Teaching in 1984 and a Bing Fellowship for Excellence in Teaching in 1992.

The Native American Studies major of CSRE is chaired by **Matt Snipp**, Professor of Sociology. Matt joined the Stanford faculty in 1996, and over the past three years has made many invaluable contributions to his department, to CCSRE, and to the Native American community on campus. Matt came to Stanford from the University of Wisconsin where he served on the faculty from 1988 to 1996. His research focuses on issues of self-identity among ethnic and racial groups in the U.S., especially among people of American Indian ancestry. Matt is interested in how factors such as residence, education, and family composition are related to racial identification and particularly to questions about multi-racial backgrounds. He is also conducting research on how ethnic and racial identity might change under different scenarios of immigration and intermarriage.

**Professor Guadalupe Valdés**, from the School of Education and the Department of Spanish and Portuguese, was appointed chair of Chicana/o Studies in September 1998. A national expert on Spanish-English bilingualism, Guadalupe is author of many research volumes and textbooks on this subject. She is widely recognized as a teacher committed to getting students in contact with language research outside the classroom. Her courses usually involve a fieldwork component in neighboring Latino communities. As the new chair in Chicana/o Studies, she has done a superb job of attracting new majors and minors and of facilitating the academic and extracurricular interests of students.



## CCSRE Receives Two New Foundation Grants

In September, 1998, the Center for Comparative Studies in Race and Ethnicity (CCSRE) received a seed grant from the **Ford Foundation** to fund a two-year collaborative project entitled, "Comparative Perspectives on Race, Ethnicity and Gender." This project is a joint effort between CCSRE, the Institute for Research on Women and Gender, and the Program in Feminist Studies. During the tenure of the grant, approximately 20 affiliated faculty and graduate students will participate in a workshop series focused on the theme, "Poverty, Inequalities and Identities." The goal of the series is to promote exchange among graduate students and faculty from a wide range of disciplines. The quarterly meetings are convened by Professors Al Camarillo (History), Hazel Markus (Psychology), and Debra Satz (Philosophy).

**The James Irvine Foundation** awarded Stanford a \$3.2 million grant to fund new initiatives over a three-year period beginning in Summer, 1999. A large portion of the grant was awarded to CCSRE to help broaden the mission of the Center and to help extend the reach of Stanford University to surrounding communities. The grant will allow CCSRE to implement the following programs and initiatives:

• **Public Policy/Leadership Summer Institute on Race and Ethnicity in American Society** is a program for undergraduate majors and minors. The purpose of this two-week residence-based Institute is twofold. First, the Institute will provide a solid foundation of knowledge about current public policies and issues which have disproportionate impact on minority populations in the U.S. Topics such as affirmative action, immigration reform, welfare reform, voting rights, and bilingual

education, among other issues, will be included in the curriculum. A secondary goal of the Institute is to provide students with perspectives on how effective leadership can be developed in a diverse, multicultural democracy. Participants will have opportunities to meet several important leaders in California who are shaping new public policies.

• **Public Service Summer Internships for Undergraduates** will link 15 undergraduate students to non-profit or governmental agencies involved in public policy or public service endeavors during eight to ten weeks of the summer. The internship program will constitute an extension of the students' academic course of study and will help to bridge the gap between theory and practice. The internships are also intended as vehicles to provide exposure to and promote careers for students in public policy arenas. The internship program is an important vehicle through which students have opportunities to engage "real world" issues outside the university.

• **Graduate Student Dissertation Fellowships** will provide stipend support for three advanced graduate students whose dissertations address topics related to race and ethnicity. The Fellows will participate in the Research Institute of Comparative Studies in Race and Ethnicity Faculty Seminar Series and have an opportunity to present their own work to the seminar members. They will also have an opportunity to develop their own undergraduate course for the CSRE program in consultation with the CSRE Curriculum Committee. The Fellows will meet regularly to discuss their respective dissertation projects and to support one another during the process of research and writing.

• **The Junior Faculty Professional Development** program will provide course relief for up to six junior faculty members each year over the next three years. This funding will permit younger colleagues to dedicate a quarter or two to their research and writing in an effort to enhance their publications record and prospects for promotion to tenure. In addition, CCSRE will include The Fellows in a growing network of CCSRE affiliated faculty and invite them to present their work in the RICSRE Faculty Seminar Series.

• **Community-University Roundtables on Ethnic and Race Relations in California** will facilitate the collaboration between Stanford University faculty members and local city governments and non-profit organizations from communities where ethnic and racial minorities constitute a large percentage of the populations. These community/university partnerships will develop research agendas based on community needs, hold roundtable meetings focused on important current policy issues, develop CSRE service-learning courses focused on current policy issues, and collect and disseminate data relevant to identified issues. This three year effort will conclude with a public symposium entitled "On the State of Ethnic and Race Relations in California."





## CSRE Core and Thematic Courses

All CSRE-related majors enroll in a common curriculum consisting of at least two introductory core courses and a year-long senior seminar. In 1998-99, 141 students were enrolled in CSRE core courses. The following is a sampling of core courses offered in 1997-98 and 1998-99:

**Anthropology 151B:** *Theories of Race and Ethnicity: A Comparative Perspective* (taught by Professor Sylvia Yanagisako)

**Comparative Literature 202:** *Comparative Ethnic Autobiography* (taught by Professor David Palumbo-Liu)

**Education 156:** *Racial and Ethnic Identity: Increasing Self-Understanding* (taught by Professor Teresa LaFromboise).

**History 64:** *Introduction to Race and Ethnicity in the American Experience* (taught by Professors Al Camarillo and George Fredrickson)

**History 257:** *Undergraduate Colloquium: Immigrants and Racial Minorities in American Cities: Comparative Perspectives* (taught by Professor Pedro Castillo)

**CSRE 200XYZ:** *Senior Seminar* (coordinated by Maria Cotera, CSRE Teaching Fellow)

**Spanish 16E:** *Cultural Dimensions of Globalization* (taught by Professor Claire Fox)

In addition, there are more than 131 approved thematic courses that can be taken for credit by majors and minors. These courses are offered in about twenty different departments, including Stanford's Overseas Programs. For example, students studying at the Stanford program in Puebla, Mexico, may take *Race and Ethnicity in Mexico*, while students at Stanford in Washington have the option of taking a seminar on *Race and Public Policy*. Approximately 2,314 students took advantage of CSRE-related courses during the academic year 1998-99.



## Stanford In Washington

In spring 1999, CSRE carried out its second Stanford in Washington (SIW) quarter. The second group of CSRE-related majors who applied and were accepted to SIW enrolled

in a special two part mini-seminars series on *Race and American Public Policies* taught by visiting CSRE Affiliated Faculty Al Camarillo and Gordon Chang. As part of the SIW

sponsored by SIW including a tutorial taught by a Washington-area expert.

The CSRE/SIW spring quarter program is designed to give students intellectual exposure and hands-on experience about how government agencies and non-profit organizations go about the business of creating and implementing public policies. The CSRE/SIW quarter provides an intensive learning and internship experience for participants.



Al Camarillo (R) with Stanford in Washington students spring 1997-98.

program, the CSRE majors were involved in full-time policy-oriented internships in a government agency or non-profit organization. Students also participated in the full range of extra-curricular activities



## 1998-99 CCSRE Teaching Fellows

Each year CCSRE awards teaching fellowships to three advanced graduate students selected from a very competitive pool of applicants. Teaching Fellows either offer their own courses or serve as TAs in CSRE core courses and are provided fellowship funding in support of their dissertation research and writing. The 1998-99 CCSRE Teaching Fellows are a dynamic trio who contributed significantly to our curricular program.

**Maria Cotera**, a doctoral candidate in Modern Thought and Literature, served as the CSRE Senior Seminar Coordinator. Maria's dissertation explores the intersection of literature and ethnography in early American anthropology by examining the work of native intellectuals in the field. The goal is to reveal the role of American Indian, Mexican American, and Afri-

can American women in the development of an "ethnographic fiction" genre in the 1920s and 1930s.

**Jacqueline Lazú**, a doctoral candidate in Spanish and Portuguese, offered a winter quarter undergraduate colloquium, "Latino Self-Representation in the Arts: 1980s-1990s." Jacqui also served as a Teaching Assistant for Al Camarillo and George Fredrickson's course, "Introduction to Race and Ethnicity in the American Experience." Her dissertation, *The New Rican Theater: The Sacrifice of the Canon*, focuses on the works of several Nuyorican playwrights and performance artists in conversation with and in radical departure from the canon of Puerto Rican literature.

**Lisa Thompson** is a doctoral candidate in Modern Thought and Literature. Lisa's autumn quarter course was an interdisciplinary exploration

of the African American middle class in the 20th century. Lisa served as a Teaching Assistant for Sylvia Yanagisako's "Theories of Race and Ethnicity: A Comparative Perspective." Lisa's dissertation, *Show and Tell: Representations of Black Middle Class Sexuality in Contemporary African American Narrative and Performance*, examines how dramatic, fictional and autobiographical texts by African American women writers portray black middle class female sexual agency. The study interrogates how their depictions of black female sexuality work in relation to public discourse and popular culture.

### Single Black Female: A Play by CSRE Teaching Fellow, Lisa Thompson

Lisa B. Thompson premiered her new play, *SBF: Single Black Female*, on March 11 at Theater Rhinoceros. Inspired by her dissertation, *Show and Tell: Representations of Black Middle Class Sexuality in Contemporary African American Narrative and Performance*, *SBF* was developed in workshops with famed poet Cherrie Moraga.

Thompson spent her undergraduate years at UCLA studying English and avoiding anything theatrical in an attempt to pursue a more scholarly route. Looking back, however, Thompson said, "If there is something in you, it will emerge at some point." For Thompson, that "something" was theater.

*SBF* focuses on the lives of two single black females. One is a college professor at prestigious university, the other is a director of marketing in a Silicon Valley firm. As professional black women, both must deal with the "Shenequa Bonita" stereotype on the one hand and the stereotypical "black bitch," typified by Anita Hill, on the other. Told through rapid-fire comic vignettes, the play explores gay and straight relationships, friendships, racism, pain, heartache, sex, love and shopping, both exploring and poking fun at the cultural identity of the black middle class. Despite its comedic nuances, *SBF* provides a vivid and thoughtful portrait of diverse black women in their efforts to navigate the urban world.

"I want to shed light on black women and validate us and say, 'Look at us smart black women. Aren't we amazing?'" Thompson explained. "We are frequently portrayed without the depth, soul and humanity that we deserve." Single, black middle-class women, according to Thompson, are often unable to find a place in mainstream society. It is for this reason that Thompson strives to illustrate the necessity of self-love, acceptance and strong bonds between black women, as well as within the black community at large.

Excerpted from *Premier of Stanford Playwright's 'SBF: Single Black Female'*, *The Stanford Daily*, April 1, 1999 by Nadia Johnson



## Students, Others Face History and Themselves During Sea Island Pilgrimage

"These are the fields where my ancestors worked, where they plowed and bled. These are the woods where their bones are buried... I am looking to see myself in these woods, in these waters, in these skies," said Elsa Cruz Pearson, as she read from a journal she kept during spring break.

Pearson, a junior majoring in urban studies, was among 35 students, staff and faculty members who took a week-long sojourn to the South Carolina Sea Islands last month. Pearson read her reflections during a debriefing on the trip held April 9.

The "learning expedition," sponsored by the Program in African and African-American Studies, was led by John Rickford, the Martin Luther King Jr. Centennial Professor. "The trip not only matched but exceeded our expectations," said Rickford, a linguist who has conducted research on the language spoken by African Americans on the Sea Islands. "The thing I didn't count on so much was the impact [on the group] of the people that we met."

Many of the panel participants talked about that impact. "I shook hands with history... I was sitting inside of history. Those are the things that you can't get from textbooks," said freshman Devin Griffin, recalling the people he met and the historical places he visited. "That \$500 investment that I made to go for that one week made the \$30,000 that my parents pay for me to go here all the more valuable." Griffin added that he no longer views African American studies as a narrow discipline, but as fertile ground for broad, serious study.

During most of the week the group lodged at the Penn Center on St. Helena Island, a facility established



Professor Luis Fraga with the 1998 Public Policy/Leadership Institute participants.

by abolitionists after the Civil War to serve as an education center for African Americans. Each participant spent one night in the home of a Sea Island family. The group prepared a gospel song, which they offered up for a Sunday morning service. They visited other churches as well, including the First African Baptist Church, which is said to be the oldest black church in the United States. The church once served as a stop on the Underground Railroad and still has evidence of holes in the flooring that provided air for run-away slaves. The group toured Savannah's Ralph Mark Gilbert Civil Rights Museum and the Beach Museum. Participants met Philip Simmons, a renowned African American blacksmith, at his home and foundry in Charleston and were treated to a history lesson by W. W. Law, a local activist who had served as president of Savannah's NAACP for 26 years. Evening sessions at the Penn Center were devoted to lectures by local scholars and professionals and debriefing sessions in which participants shared their observations of the day's events.

Excerpted from an Article by Elaine Ray, *Stanford Report*, May 5, 1999

## 1998 CSRE Public Policy/Leadership Institute

Inaugurated in September 1998, the Public Policy/Leadership Institute will be offered over the next three years as a result of a generous grant from the James Irvine Foundation. CSRE majors and minors are eligible to participate in the Institute. The Institute is designed as a two-week long, residence-based seminar that provides students with exposure to major public policy issues that directly affect ethnic and racial groups in the United States. Though many students in CSRE-related majors/minors obtain some working knowledge about policy issues relevant to understanding race and ethnicity in America through various courses they enroll in during the academic year, the Institute offers an opportunity for intensive and focused study of policies at the state and national levels. In addition, the Institute will introduce participants to several Bay Area and California state leaders who have experience dealing with policy issues in a variety of areas. One of the goals of the Institute is to expose students to the issue of leadership and to provide participants with perspectives on what it takes to be a leader in a diverse society. A secondary goal of the Institute is to help foster intellectual and social community among the fifteen participants.

Last September, Professor Luis Fraga directed and taught the first Institute and provided thirteen undergraduates with an exciting and memorable introduction to policy issues and important policy makers.



### CSRE Public Policy/Public Service Summer Internships

CSRE's summer internship program seeks to link students' academic study on issues related to race and ethnicity to a hands-on public policy or public service internship in a non-profit or governmental agency. The summer internship program constitutes an extension of the students' academic course of study and will help to bridge the gap between theory and practice. The internships are also intended as vehicles to provide exposure to, and promote careers for students in public policy arenas. The internships will also help to link students with leaders in public agencies and non-profit organizations. The student interns will also provide valuable staff support to agencies and organizations. The summer internship program is an important vehicle through which students have opportunities to engage public policy and public service issues outside the university that deal with to race and ethnicity in a diverse society.

The summer internships run at least eight weeks during the summer break before the senior year. Students who apply and are accepted to the program receive a stipend to help offset loss of summer earnings. All students are required to arrange their own internship placements and to make application to CSRE for summer support based on letters of recommendation from faculty and from letters of support from their prospective internship supervisors.

A pilot internship program was implemented last summer and the experience for student interns was incredibly worthwhile. Interns gained first-hand knowledge about how non-profit agency and government agency staff deal with a huge range of issues, projects, and programs that affect the lives of thousands of people

everyday. In some cases, the career choices of interns were altered as a result of the summer work and, in other cases, the internships solidified careers paths already considered by the students.

### Undergraduate Honored With Deans' Award For Academic Achievement

**Yolanda (Yoli) Anyon**, a junior majoring in Comparative Studies in Race and Ethnicity, was a recipient of the 1999 Deans' Award for Academic Achievement. The award, now in its 12th year, is given to extraordinary undergraduates deserving attention from the Stanford community for their intellectual accomplishments. Yoli interned at the President's Initiative on Race autumn quarter while studying at the Stanford-in-Washington program. She helped create new policy agendas for the Clinton administration on subjects related to racial inequality.

### Commencement 1997-98

The Program in Comparative Studies in Race and Ethnicity conferred degrees for the first time in June 1998. Two majors and three minors were among the first cohort of CSRE graduates.

**Jennie Kim** (A.B. Psychology & Asian American Studies) is currently teaching elementary school in the Los Angeles Unified School District. Jennie plans to attend graduate school in clinical or counseling psychology.

**Mina Kim** (A.B. Comparative Studies in Race and Ethnicity) spent her summer as an intern at the Children's Defense Fund in Washington, DC. In September, Mina's internship at CDF turned into a regular, full-time staff position. She is considering law school, and would like to find a career that somehow combines policy advocacy with direct service.



CSRE Affiliated Faculty at siring reception.



CSRE students and staff at end-of-year reception.





**Stephen Lee** (A.B. Anthropology, Minor - Asian American Studies) has spent this past year in Korea on a Fulbright Scholarship. Stephen's immediate plans are to return to the Bay Area to teach at the high school level. Eventually he will head off to law school.

**Aly Remtulla** (A.B. Anthropology with Distinction, Minors - Asian American Studies and Biological Sciences) worked at the National Network for Immigrant and Refugee Rights in Oakland on a Haas Summer Fellowship last summer. Aly has been awarded a Canadian Rhodes Fellowship. He will head to Oxford University to pursue an M. Phil. in developmental studies.

**Venus Uttchin** (A.B. Psychology, Minor - Comparative Studies in Race and Ethnicity) spent last summer working at an Indian Health Services clinic in Oklahoma. This year Venus is attending the University of Oklahoma where she is completing pre-med requirements.



Mina Kim, the first CSRE graduate, with Prof. Al Camarillo (L) and Gordon Chang.

### 1999 CSRE Degree Candidates

We offer our warmest congratulations to the following 1999 graduates of the Undergraduate Program in Comparative Studies in Race and Ethnicity:

#### A.B., Comparative Studies in Race and Ethnicity

- Alejandro Amezcua  
*(and Anthropology)*
- Elias Barajas, Jr.  
\*Trinity Donovan
- \*Natasha Dwamena
- \*Daniel Greenwood  
*(and B.S., Biological Sciences)*
- N'Kenge Haines *(Minor - Spanish)*
- Lindsay Imai
- Patrice Johnson *(and English)*
- Adriane Lee *(and Psychology)*
- Rebecca Mervis
- Francisco Najera  
*(and Political Science)*
- \*Vanessa Negrete
- \*Deborah Orosz
- Jane Park
- Brenna Powell  
*(Minor - Political Science)*
- Cynthia Rojas
- Simone Shah
- Jennifer Slaski
- Olivia Udovic

#### B.A.S., Comparative Studies in Race and Ethnicity

- Rahwa Ghebremichael  
*(and Biological Sciences)*

#### Minor in Comparative Studies in Race and Ethnicity

- Patricia Arteaga  
*(Major - Political Science)*
- Kori Shlachter  
*(Major - Anthropology)*
- D'Neisha Simmons  
*(Major - Individually Designed)*
- Edith Wu *(Major - Anthropology)*

#### A.B., African and Afro-American Studies

- Deborah Ann Brown *(and History-with Honors, Jewish Studies)*
- Melody Peterson  
*(and Political Science)*
- \*Justin Phipps
- Jamila Wideman  
*(and Political Science)*
- Ayanna Wooten  
*(Minor - Philosophy)*

#### Minor in African and Afro-American Studies

- Shane Anderson  
*(Major - Human Biology)*
- Jennifer Carr  
*(Major - Communication)*
- Autumn Cooper  
*(Major - Human Biology)*
- Stavonnie Henderson  
*(Major - Biological Sciences)*
- Evan Herring *(Major - Economics)*
- Zakiyyah Langford  
*(Major - Computer Science)*
- Tiy Ree Martin  
*(Major - International Relations)*
- Marc Mitchell  
*(Major - Biological Sciences)*
- Shawnte Mitchell  
*(Major - Biological Sciences)*
- Jacqueline Marie Statum  
*(Major - Industrial Engineering)*



**A.B., Asian American Studies**

Jane Kim (and Political Science)

Gloria Lee (Minor - Psychology)

**Minor in Asian American Studies**

Bianca Ling

(Major - Industrial Engineering)

Hyun Jee Son (Major - Economics)

**A.B., Chicana/o Studies**

Edelina Burciaga (and English-with Honors, Education)

\*Brenda Chavez (and Sociology)

\*Vanessa Delgado (and Political Science)

\*Celia Garcia (and Political Science)

\*Maribel Ledezma (and Spanish)

**A.B., Native American Studies**

Brenna Clani

**Minor in Native American Studies**

Annette Evans

(Major - International Relations)

Kelly Monroe (Major - Sociology)

\* These students have completed the requirements for graduation with departmental honors.



**Research Institute of Comparative Studies in Race and Ethnicity**

**Meet the New RICSRE Directors**

Fall Quarter, 1998 brought changes to the Research Institute of Comparative Studies in Race and Ethnicity. Professor Hazel Markus joined Professor George Fredrickson as Co-Director of the Research Institute and Dorothy Steele was appointed as its first Associate Director. Under this new leadership, a major conference entitled "Models for Diversity: The University's Role in Shaping an Inclusive Society" was held and a new program, "Mind, Culture, and Society" was launched (for more information on these projects, please see articles on page 11).

**George M. Fredrickson** has been a Co-Director of the Research Institute of Comparative Studies in Race and Ethnicity since 1996. Since 1984, he has been the Edgar E. Robinson Professor of History at Stanford. His professional interests include race relations in American history, comparative history of racism and race relations, American intellectual history, and South African history. George's most recent book, *The Comparative Imagination: On Racism, Nationalism, and Social Movements* was published in 1997.

**Hazel R. Markus** began serving as a Co-Director of the Research Institute in September, 1998. She is the Davis-Brack Professor in the Behavioral Sciences in the Psychology Department of Stanford. Hazel's research has focused on the role of the self in regulating behavior. She has studied the notion of self-schemas, possible selves, the influence on the self of the perception of others, and the constructive role of the self in



George M. Fredrickson



Dorothy M. Steele



Hazel R. Markus

adult development. Most recently, her work has been in cultural psychology and explores how sociocultural practices and institutions shape the self and behavior.

**Dorothy M. Steele, Ed.D.**, was appointed Associate Director of the Research Institute of Comparative Studies in Race and Ethnicity in January 1999. Until then, she served as the Associate Director of Stanford's Institute for Research on Women and Gender. Dorothy is an early childhood educator who has been involved in school reform programs that focus on teaching practices that are more effective for diverse classrooms, alternative assessment processes that inform teaching and learning, and strategies that build inclusive communities of learners in schools.



## Mind, Culture, and Society

Mind, Culture, and Society is a new program of the Research Institute of Comparative Studies in Race and Ethnicity that is designed to bring together scholars in the social sciences and humanities to study systematically important societal issues. This program will promote interdisciplinary and comparative approaches to the study of the problems in social institutions such as schools, workplaces, and courts. In addition, this program will provide the opportunity for participants to consider the interplay between theoretical scholarship and applied practice.

The goal of the Mind, Culture, and Society initiative is to establish research networks through which Stanford scholars from related disciplines such as psychology, sociology, anthropology, history, political science, economics, and law can pursue coordinated research and training. The networks will recruit scholars interested in working on a specific problem area for an extended period of time. Currently, four faculty networks are being developed: *The Social and Cultural Construction of Race and Ethnicity*, *The Meanings and Practices of Diversity*, *Academic Success in Diverse Classrooms*, and *Ethnic Violence and Genocide*. These networks address distinct social, moral, and intellectual problems within our democratic society. These networks are headed by Stanford faculty members including Professor George Fredrickson and Assistant Professor Jennifer Eberhardt (*The Social and Cultural Construction of Race and Ethnicity*), Professor Hazel Markus (*The Meanings and Practices of Diversity*), Professor Robert Zajonc (*Ethnic Violence and Genocide*), and Professor Linda Darling-Hammond and Professor Claude Steele (*Academic Success in Diverse Classrooms*).

## Scholars Defend Affirmative Action in Higher Education

Adapted from an article  
by Diane Manuel  
*Stanford Report*, March 10, 1999

The Research Institute of Comparative Studies in Race and Ethnicity sponsored a two-day conference, *Models for Diversity: The University's Role in Shaping an Inclusive Society*, in March. An estimated 300 students, faculty, staff, and community participants attended the opening session. The conference was supported by the Office of the Provost, the School of Humanities and Sciences, the Graduate School of Business, the Law School, the Alumni Association, and the Paramitas Foundation.

William Bowen, President of the Andrew W. Mellon Foundation, former President of Princeton University, and co-author (with former Harvard University President Derek Bok) of *The Shape of the River: Long-Term Consequences of Considering Race in College and University Admissions*, kicked off the conference with vigorous support for affirmative action policies in education.

In their research, Bowen and Bok looked at 45,000 students, over a 20-year span, at 28 of the most selective universities in the United States, including Stanford. They examined grades, test scores, choice of major, graduation rates, careers and attitudes. Their data indicates that "race-neutral" admissions policies would set diversity of American society back several decades, reducing the percentage of African Americans attending universities from 7 to less than 2, Bowen said.

Overall, Bowen said, the benefits of increased campus diversity were



Keynote Speaker William Bowen

striking. "There is very deep support for race-sensitive admissions policies from the students who actually attend these schools, and our study shows that diversity does matter," he said. "There is a lot of interaction going on, and the walls between groups are much more porous than people had thought.

"I conclude that having provided some evidence that people did pretty darn well is perhaps the single most useful result of the whole process," Bowen added.

After Bowen's keynote address, a panel of leaders in higher education responded to his presentation. The panel included Lee Bolinger (President of the University of Michigan), Robert O'Neil (former President of the University of Wisconsin and the University of Virginia), and Ricardo Romo (newly named President of the University of Texas at San Antonio). Stanford Provost Condoleezza Rice moderated the lively roundtable discussion in which the university leaders discussed arguments for affirmative action as well as diversity.

Nicholas Lemann, national correspondent for *Atlantic Monthly* magazine and author of a forthcoming book about meritocracy in America, *The Big Test*, opened Saturday's session by recounting the history of IQ testing, SATs and affirmative action in the United States.



Noting the widening gaps in black-white scores in standardized testing, and the similarly increasing gap between more and less selective universities, Lemann said his vote on affirmative action was "strongly pro."

"Achieving diversity is a legitimate concern for institutions that were set up to select and train leaders, when the surrounding society is one in which race and gender still matter so much," he said.

Following Lemann's address, four panelists looked at the role of technology in enhancing educational opportunity. These panelists included Allen Hammond, Professor of Law at Santa Clara University, Henry Becker, Professor of Education at the University of California-Irvine, John Gage of Sun Microsystems, and Bernard Gifford, Professor of Education at the University of California-Berkeley.

The panel that examined diversity in the workplace included David Thomas of Harvard and Roberto Fernandez and Joanne Martin, professors at Stanford's Graduate School of Business, all of whom portrayed environments that were inhospitable to gender and racial diversity. Dr. Martin described case histories of several promising, qualified women who were ultimately driven out of upper level management of a Silicon Valley company by the gender biases they experienced.

A third Saturday afternoon panel examined models that have helped minority students achieve academic success. Claude Steele, Professor of Psychology at Stanford, said the gap in test performance between African-American students and equally qualified white students can be eliminated when the students have been assured that the tests are "race fair" and that "the research is in the hands of



*Stanford Provost Condolessa Rice*

black people." Uri Treisman, professor of mathematics at the University of Texas, described the programs he and his colleagues have devised to help black and Hispanic students achieve in mathematics and sciences, and to help resources be "fundamentally redirected to kids who used to be forgotten" in Texas.

Frank Wu, a graduate of Stanford Law School and professor of law at Howard University, galvanized the late-afternoon audience by suggesting a new, three-step way of looking at the affirmative action debate. He encouraged listeners to acknowledge the problems of racial diversity, recognize that principles and values are what matter most, and then take a pragmatic public stand by saying that "we, as a society, care about consequences, that we care about the effects of any policy we adopt." "Affirmative action at its best challenges our notion collectively of who belongs and who does not belong," Wu said. "As we approach this challenge, may we ensure that we all belong."

Nancy Cantor, another Stanford graduate and currently Provost of the University of Michigan, ended the two-day session with a lively talk that recapped many of the presenters' conclusions and observations.



*Speakers Nicholas Lemann and William Bowen*



*University of Michigan President Lee Bollinger*

"What is missing in the defense of affirmative action is the notion of the life period in which we are bringing students into our organizations," the former chair of psychology at Princeton University said. "There's a trade-off between a sense of security and place, of finding your group and staying within it — and of exploring beyond that boundary, getting outside of what is known to oneself and what is comfortable in the habits of mind and habits of place."

The Research Institute will continue to sponsor conferences that address critical issues in research and public policy related to race and ethnicity in the U.S. and elsewhere.



### Current and Upcoming Conferences Co-Sponsored by CCSRE and RICSRE

Both CCSRE and its Research Institute are co-sponsors of two conferences in 1999. In May, CCSRE helped support a conference entitled "Facing the Courts of Law and Public Opinion: Social Science Evidence on Diversity in Higher Education," organized by CCSRE Affiliated Faculty member Kenji Hakuta, Professor of Education and Associate Director, Daria Witt.

The purpose of this conference was to examine current evidence regarding fairness, merit, race, and the educational benefits of diversity, with an eye toward informing the complementary arenas of the court of law and the court of public opinion. In addition to a keynote address from the United States' Assistant Attorney General for Civil Rights (Acting), Bill Lann Lee, there were four panel discussions. Panelists included perspectives from the law, media, and university administration.

An executive summary of the current research on this topic is available at: [www.stanford.edu/~hakuta/RaceInHigherEducation.html](http://www.stanford.edu/~hakuta/RaceInHigherEducation.html). For more information on this project, please contact Daria Witt at (650) 725-8411 or [dwitt@leland.stanford.edu](mailto:dwitt@leland.stanford.edu).

The second conference is an upcoming national conference entitled "African Americans: Research and Policy Perspectives at the Turn of the Century." Organized by CCSRE Affiliated Faculty member and Professor of Political Science Lucius J. Barker, the conference is designed to inform and enrich ongoing public debate and, where appropriate, suggest policy options concerning major issues and challenges facing African Americans and the nation.

The conference, which will take place on November 11-13, 1999, is also co-sponsored by African and African-American Studies, the Offices of the President and Provost, and the Dean of the School of Humanities and Sciences. Dr. John Hope Franklin, the distinguished historian and former chair of President Clinton's Initiative on Race, serves as honorary chair of the conference.

The conference will utilize a variety of formats, with primary reliance on individual panels, supplemented by roundtables, plenary sessions, and a town meeting. Presentations are currently being organized around the following themes: arts, culture, and society; the education of African-Americans; business, economics, and social welfare; politics and public policy; law, courts, and the justice system; and health, science, engineering and technology.

For more information, please consult the conference webpage at <http://www.stanford.edu/~luciusb/conference99.htm>, or send email to Dr. Barker at [luciusb@leland.stanford.edu](mailto:luciusb@leland.stanford.edu).

### Stanford Center for Chicano Research

Founded in 1980, the Stanford Center for Chicano Research (SCCR) is the first research center at a major private university in the United States to focus on Mexican Americans. Over the past two decades the SCCR has sponsored many research projects, training programs, and initiatives that have helped define the state of Chicana/o studies. It also played the key role in launching the nation's first comparative, interdisciplinary research and training program for Latinos—the Inter-University Program for Latino Research (a consortium of fourteen

university-based Latino research centers). Four faculty members at Stanford have directed the SCCR over the past nineteen years: Al Camarillo (History), Renato Rosaldo (Anthropology), Fernando Mendoza (Medicine), and Luis Fraga (Political Science). Currently, the SCCR is administered by a three member Faculty Executive Committee. In 1997 the SCCR became an affiliated center of the CCSRE's Research Institute.

### Ernesto Galarza Commemorative Lecture

Each year for the past 14 years the SCCR has honored the memory of Ernesto Galarza by inviting to campus a scholar or activist whose works exemplify the interests and issues which were the focus of Dr. Galarza's life work. Dr. Galarza's connection to Stanford ran deep, not only as one of the first Chicano alumnus (he received his MA in history and political science in 1929) but because his personal document collection has been archived in our Department of Special Collections in Green Library for nearly 25 years. Galarza was truly a Renaissance person. Scholar, teacher, labor union leader, U.S. government representative to Latin American nations, founder of Chicano civil rights organizations, and author of bilingual books for children, Galarza was a pioneer during decades when Mexican Americans had few advocates. His scholarly books—*Merchants of Labor*, *Spiders in the House*, *Workers in the Field*, and *Farmworkers and California Agribusiness*—and his autobiography, *Barrio Boy*, are classics in agricultural labor history and Chicano studies. The SCCR honors his memory by supporting the annual Galarza Commemorative Lecture and by awarding the annual Galarza Prizes



for Excellence in Chicano Research. The CCSRE co-sponsored the 1999 Galarza Lecture and student research prizes.

### Arturo Madrid Presents 14th Annual Galarza Lecture

The 1999 Galarza Lecture was presented by Dr. Arturo Madrid. His lecture, entitled "Por La Ventana: Chicanos and Institutions of Higher Education, A Personal Memoir," focused on his work in a number of organizations and initiatives during the 1970s and 1980s which supported Chicanos and other historically underrepresented groups at universities and colleges across the nation.

Dr. Madrid is the Norine R. and T. Frank Murchison Distinguished Professor of the Humanities at Trinity University and the recipient of the Charles Frankel Prize in the Humanities, National Endowment for the Humanities in 1996. In addition to holding academic and administrative appointments at Dartmouth College, the University of California, San Diego, and the University of Minnesota, he has also served as Director of the Fund of the Improvement of Post-Secondary Education (FIPSE), U.S. Department of Education and of the Ford Foundation's Graduate Fellowships Program. From 1984 to 1993 he served as the founding president of the Tomás Rivera Center, the nation's first institute for policy studies on Latino issues, and from 1975 to 1980 he served as the founding president of the National Chicano Council for Higher Education.

### 1999 Ernesto Galarza Prizes for Excellence in Undergraduate and Graduate Student Research

The Galarza Prize Selection Committee for 1999 selected two students as recipients of the graduate student prize. **Sonia González** (Department of Spanish and Portuguese) was co-winner for her paper "Recovering 'Home' in From the Cables of Genocide: The Poetic Self as Scribe." Sonia's essay is an excellent example of the quality and significance of her dissertation which focuses on the work of Lorna Dee Cervantes. The other co-winner of the Galarza Prize for Excellence in Research for graduate students was **Monica Perales**, a third year Ph.D. student in American history who specializes in Chicana/o history. Monica's paper, entitled "The Day the Doctors Came to Smelertown: Emotional

Ownership, Lead Contamination, and the Demise of an Ethnic Mexican Community, Smelertown, Texas, 1970-1973," was described by the Selection Committee as an outstanding piece of historical research and writing that documents the demise of Smelertown, a community of Mexican immigrants and their children built on the property of a large smelting refinery just outside El Paso, Texas. Two students also split the prize for undergraduate research. **Angel Fabián**, a senior majoring in Human Biology, received the prize for his paper, "Mi Vida Loca: Transvestis y Mayates," an essay that addresses the multiple issues that influence the HIV risk behavior among young, gay Latino men. Genevieve Aguilar, a junior in Chicana/o Studies, was the co-winner of the undergraduate prize. Genevieve's paper on "Immigration Enforcement and the Civil Rights of Immigrant and Native Born Latinos" is an excellent example of public policy-oriented research based on a topic developed during her internship at the National Council of La Raza while a student at the Stanford in Washington program.



Speaker Arturo Madrid



Al Cármanillo and Alejandro Amecua (R)



Monica Perales, Genevieve Aguilar, Yvonne Yarbrow-Bejarano and Sorilia Gonzalez (L-R)



### Arturo Islas, Jr. Prize

The Islas Prize is awarded to a senior whose accomplishments at Stanford best exemplify the intellectual interests, background, and values of Arturo Islas, Jr. The Prize was established six years ago by the parents of Arturo Islas in memory of their son. Professor Islas was a part of the Stanford community as an undergraduate, a graduate student, and from 1971 to 1991, an honored member of the faculty in the Department of English and a beloved colleague and friend. The prize is awarded annually to a student in the humanities or social sciences and is based on outstanding academic achievement, a demonstrated intellectual interest in Chicano studies, broadly defined, and an interest in pursuing graduate studies.

The 1999 recipient of the Arturo Islas, Jr. Prize is **Alejandro Amezcua**. Alejandro is a senior double majoring in Comparative Studies in Race and Ethnicity and Social and Cultural Anthropology. He is currently completing an innovative and important honors thesis in Anthropology. His record of excellence in course work is impressive. One of his faculty advisers stated in a letter of nomination that "Mr. Amezcua stands out in a class of extremely talented undergraduates for several reasons. First, his ability to read, digest, and critique difficult theoretical texts marks him as a talented intellectual. His honors thesis imaginatively and effectively interrelates literature on gender, sexuality, science, medicine, immigration law, and identity."

Congratulations to Sonia, Monica, Angel, Genevieve, and Alejandro for the quality of research and writing recognized by the faculty on the selection committee.

### Center For Comparative Studies In Race & Ethnicity Affiliated Faculty

*The successful work of CCSRE is dependent on the many affiliated faculty who provided leadership and support to its students and programs. The Directors and staff members thank them for their many contributions.*



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