



STANFORD UNIVERSITY
CCSRE

CENTER FOR COMPARATIVE STUDIES IN RACE AND ETHNICITY

Newsletter

Spring 2001

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A Note from the Director

The beginning of academic year 2000-01 provided an important opportunity for me to reflect on the growth and development of CCSRE and on the many programs and projects established over the past four years since its founding. As part of the review process for re-authorization of the degree-granting status of the undergraduate Program in Comparative Studies in Race and Ethnicity (CSRE), faculty and staff compiled information and submitted a self-study report to the Dean of the School of Humanities and Sciences. This occasion allowed me to take stock of the many achievements made by students, faculty, and staff associated with CSRE's undergraduate teaching program and the Research Institute of Comparative Studies in Race and Ethnicity (RICSRE). It gives me great gratification to be part of a thriving and intellectually exciting enterprise that is making an impact on the study of race and ethnicity, not only at Stanford but in American higher education in general.

In every aspect of CCSRE's mission, significant gains have been realized since 1996. For example, in spring quarter 1997, when the first group of students were allowed to declare CSRE-related majors, they numbered fifteen. In spring quarter 2000 the number of majors and minors in the program (including students in the Program in African and African American Studies) reached the one hundred mark. Our students engage the program's curriculum with intellectual curiosity and motivation to apply their knowledge to exciting careers and graduate/professional school programs. Many have won prestigious university awards for research, service, and academic excellence.

Four years ago the Center had only one program specifically for graduate students, the CSRE Teaching Fellowships. We now provide, through RICSRE, a graduate stu-



dent seminar, a dissertation fellowship awards program, a dissertation study group, and other support programs. Four years ago we envisioned CCSRE becoming another intellectual home for faculty outside their departments and schools as we began with forty Affiliated Faculty. The number of colleagues associated with the Center has grown to nearly one hundred, a diverse group of colleagues from fourteen departments in the School of Humanities and Sciences and from every other school at the University. Faculty-lead research projects and programs administered through RICSRE have attracted millions of dollars in grants from foundations, and the prospects are bright for increasing the number of projects and funds to support research and training.

Understanding the dynamics of ethnic and race relations in the U.S. and in nations around the world is an undertaking of great importance. Stanford University has made a commitment through CCSRE to engage undergraduates, graduate students, and faculty in an effort to help build a body of knowledge and to consider policies and practices that shed light on how societies and communities of diverse people interact. It is inspiring to be among students, faculty, and staff who are so deeply committed to this proposition.

Al Camarillo



Members of the CCSRE gather at Commencement 2000. From l-r: April Young, Director, Community-University Roundtables; Claude Steele, Professor of Psychology; Hazel Markus, Professor of Psychology, Co-director, RICSRE; Al Camarillo, Professor of History, Director, CCSRE; Dorothy Steele, Associate Director, RICSRE

CCSRE LEADERSHIP

Each of the undergraduate majors and programs that form a part of the CCSRE is directed by a senior member of the faculty. Each of the faculty listed below serves 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

* In 1999–2000, David Palumbo-Liu (Comparative Literature) served as Acting Chair of Asian American Studies



FACULTY PROFILE



Guadalupe Valdés

(Education; Spanish and Portuguese) received an honorary doctorate from the University of Arizona in May. She was also the recipient of Stanford University's Walter Gores Award for Excellence in Teaching. Additionally, she received a grant from the Spencer Foundation for \$400,000 to conduct research on teaching Spanish to Latina/o students. She will be studying Spanish language maintenance among Latino professionals in California as well as the ways in which Spanish is currently taught to Latina/o heritage speakers in the state's high schools and universities.

VISITING LECTURERS AND FACULTY

Professor Ammiel Alcalay (Queens College, City University of New York) (Jewish Studies), Winter quarter

Sharon Nelson-Barber (Native American Studies), Winter quarter

Isabelle Thuy Pelaud (Asian American Studies), Spring quarter

Winona Sims (Native American Studies), Winter quarter

Jim Steyer (CSRE), Spring quarter

FOUNDATION NOTES

Hewlett Foundation Grant

"Visiting and Senior Fellows Program"

The Hewlett Foundation has committed \$450,000 over a three year period to the Research Institute of Comparative Studies in Race and Ethnicity (RICSRE). These funds will enable RICSRE to develop and implement two new research initiatives: the Visiting Fellows Program and the Senior Fellows Program. The purpose of the Visiting Fellows Program is to bring outstanding scholars in the areas of race, ethnicity and culture to Stanford for periods of time ranging from a few weeks to an academic year. Scholars will participate in course development, faculty seminars, and/or research networks. The Senior Fellows Program will convene a small interdisciplinary group of Stanford faculty emeritus to discuss with emerging scholars how to approach new problems using broader interdisciplinary methods.

Russell Sage Foundation

"From Diversity to Community: Models of Difference and Inclusion in American Life"

A grant of \$416,000 from the Russell Sage Foundation will support a two year project that juxtaposes the American ideal of equality and equal opportunity with "the reality of difference in psychological and social experience that is a product of differential status in society." The researchers propose an alternative model of inclusion that acknowledges group differences in status and experience, a model they have labeled "identity safety." "Its thrust is to acknowledge differences attached to group identity and to work toward making the settling accepting of them as non-limiting and contributive," they explain. With this in mind, they will conduct a series of interlinked studies. The project has three interrelated research components: the Exemplary Schools Project, the Models of Inclusion Project, and the Models of Difference Project.

Ford Foundation

"Comparative Perspectives on Race, Ethnicity and Gender"

The two-year project (October 1998 – June 2000), a collaborative effort of CCSRE, the Institute for Research on Women and Gender, and the Program in Feminist Studies, culminated with the videotaping of two discussions. The topics of the discussions grew out of the focus of the workshop series, the intersections of poverty, race, gender.

The first taped event was based upon a workshop presentation by Michael Wald of the Law School in March 1999. Wald's presentation inspired the idea for an examination of the role racial and gender representation has played on the local impact of national welfare reform.

The discussion entitled, "Policy in Action: The Local Impact of National Welfare

Reform," was a roundtable format with three local participants and a skilled moderator. Civil rights attorney and former consultant to the President's Initiative on Race, Sonia R. Jarvis from Washington, DC, was invited to be moderator because to her knowledge of the topic of intersections of race, gender and public policy issues and her skills as a dialogue facilitator. The discussants were drawn from the local area, San Mateo County, and included Sharon Williams, Magda Gonzalez, and Albertine Browning. Williams, the Executive Director of Opportunities Industrialization Center West, has been helping welfare recipients receive job training, attain affordable child care, and transportation for over 20 years in Menlo Park and has been previously involved in providing CCSRE students with a discussion of welfare policy and practical experience at her office. Gonzalez was previously in charge of human services for Redwood City and recently took the position of Assistant to the City Manager in hopes of affecting greater policy changes to serve the local community. Browning, who currently works as a legal secretary, was invited to share her perspectives as an individual who has received public assistance and has suggestions for improvement.

The second event was a 50-minute interview with peace activist, publisher and author Luis Rodriguez organized and conducted by Paula Moya (Assistant Professor, English). The interview explored his critically acclaimed autobiographical work *Always Running, La Vida Loca: Gang Days in L.A.* (1993) in which he relates his life as a young Latino who participates in a gang as a teenager in Los Angeles. Moya structured the interview to explore questions about the relationship between identity and ethnicity, the author's notion of "complete literacy", the criminalization of young men of color and how social structures of inequality militate against "escaping the barrio." One of her main objectives was creating a teaching tool that could make connections between increasing prison populations dominated by men of color, and the state's use of violence and intimidation to control select populations through the use of literature. ■



Community-University Roundtables on Ethnic and Race Relations in California

In May 2000, CCSRE initiated the Community-University Roundtables Project to contribute to public policy discourse on issues relevant to race and ethnicity in California. A three-year initiative funded by the James Irvine Foundation, the Roundtables Project assembles policy makers, leaders from private organizations and local agencies serving and representing community residents, and university faculty with both practical and theoretical expertise to engage issues involving ethnic and race relations. The Project serves as an exciting model for new approaches to university-community collaboration, facilitating research opportunities for faculty while offering local communities access to valuable information relevant to their needs.

The Director of the Project, Dr. April Young, has a background in housing policy and programs as well as experience in social science research consulting. With a Harvard Ph.D. in Social Anthropology, Dr. Young brings her academic expertise and considerable experience in community revitalization and economic development to the post.

The goals of the Roundtables Project are:

1. *Fostering and brokering collaboration between university faculty and leaders from low-income communities. The links are to be mutually beneficial. Through these working relationships, the communities will receive accurate and useful information about issues affecting the well-being of disadvantaged residents. The faculty members will have opportunities to pursue socially relevant research in a real-world context, advancing their own research agendas.*
2. *Assembling local leaders and university researchers for "roundtable" discussions about issues germane to local low-income areas.*

CCSRE is very pleased to report that the Roundtables Project has created its first research link between a faculty member and a municipality. The Project facilitated collaboration between social psychologist Dr. Jennifer Eberhardt, who studies stereotyping and prejudice and is interested in racial profiling in policing procedures, and a local law enforcement agency. The changing demographics—linguistically, culturally, and economically—of California residents present a challenge to law enforcement departments in the training, preparation, and recruitment of staff. Dr. Eberhardt has conducted research examining the role of social identity in officers' processing of facial features to assign race, age, criminality, and other attributes. The research will contribute to discussions about training for law enforcement staff and community residents. ■

Irvine Foundation Grant "Developing Public Policy & Leadership in a Diverse Society"

Projects and programs funded by a generous grant from the James Irvine Foundation are now more than midway through a three year funding cycle. The grant has enabled the CSRE undergraduate program and RICSRE to support the following projects and program:

- Graduate Dissertation Fellowship Awards
- Junior Faculty Leave Program
- Public Policy/Leadership Institute
- Summer Public Service/ Public Policy Internships
- Community-University Roundtables Project ■

Ethnic and Racial Changes in South Central Los Angeles: A Pilot Study of Compton

This pilot project, funded by the United Parcel Service Endowment Fund at Stanford, focused on the consequences of changing ethnic and racial demographic patterns in Compton over the past fifty years. A research team headed by Al Camarillo included doctoral students Christopher West (history, USC), Ilda Jimenez y West (anthropology, USC), and undergraduate research assistant Jeff Camarillo (senior, University of Pennsylvania). The second phase of the summer pilot project concentrated on the collection of oral history interviews from a number of Compton residents reflecting a cross-section of the city's citizens. Based on the pilot project, a full-scale interdisciplinary research project proposal will be prepared for submission to foundations. The project will focus on issues concerning the state of Compton's public schools, civic participation and coalition building among Latinos and African Americans, economic needs assessment of the city's infrastructure, and community-neighborhood revitalization. ■

1999-00 CCSRE TEACHING FELLOWS

Each year CCSRE awards teaching fellowships to two or three advanced graduate students selected from a very competitive pool of applicants. Teaching Fellows teach their own courses, serve as TAs in CSRE core courses and are provided fellowship funding in support of their dissertation research and writing.

The 1999-00 Teaching Fellows contributed significantly to CCSRE's curricular program. **Martha Mabie Gardner**, a doctoral candidate in History, served as the CSRE Senior Seminar Coordinator, helping CSRE majors conceive, research and write their honors theses. She also completed her dissertation, "The Qualities of a Citizen: Women, Immigration, and Citizenship, 1870-1965," which traces the application of U.S. immigration and naturalization law to women, from the first federal immigration restrictions against Asian prostitutes in the late 1870s to the immigration "reform" measures of the late 1960s. Martha joined the history department at De Paul University in September. **Stephanie A. Fryberg**, a Ph.D. student in Psychology, was a TA for the new CSRE Core Course and taught her own course, "Identity, Inequality, and

the Self: The American Indian Experience." This class examined how historically and socially constructed representations and stereotypes of American Indians influence the identities of contemporary Native Americans. Her dissertation is entitled, "Representations of American Indians in the Media: Do they influence how American Indian students negotiate their identities in mainstream contexts?" **Sara Johnson-La O**, a doctoral candidate in Comparative Literature, is working on a dissertation entitled "Migrant Recitals: Pan-Caribbean Inter-changes in the Aftermath of the Haitian Revolution." She offered a course entitled "Comparative Caribbean Discourse," a survey of literatures from the Spanish, French, and English Caribbean. Focusing on key social and cultural movements that emerged on that imperial frontier, the class examined slavery and labor, nationalism and transnational identities, post-coloniality, and mestizaje.

The 2000-01 CCSRE Teaching Fellows are **Marisol Negrón** (Spanish and Portuguese) and **Simón Weffer** (Sociology). ■

CSRE PROFILE

Renya Ramirez

Renya Ramirez, well-known around CCSRE for her contributions to Native American Studies, has been hired as an assistant professor of American Studies at U.C. Santa Cruz. Her research interests—in Native American studies, gender, urban Indians, mixed identity, anthropology, cultural citizenship, and government—inspired her to become involved in CSRE in its earliest stages. An enrolled member of the Winnebago tribe, Renya helped create the Native American Studies major and minor as a member of the CSRE curriculum committee. She was also one of the first CSRE Teaching Fellows (1997-98) and was hired as a full time lecturer during the 1999-00 academic year to teach Native American Studies courses at Stanford. Renya believes that these "wonderful experiences" helped her secure a position at the University of California at Santa Cruz. She writes that she sincerely feels gratitude to all of the faculty, staff, and students at CCSRE and will miss everyone at Stanford. CCSRE wishes Renya every success as she begins teaching at UC Santa Cruz.





Undergraduate Programs

Undergraduate Opportunities Through CCSRE

The Interdepartmental Program in Comparative Studies in Race and Ethnicity (CSRE) allows students to focus on comparative ethnic studies or concentrate their coursework in a single ethnic studies area. The fastest growing major at Stanford, CSRE attracts a diverse cross section of undergraduates.

CSRE Core and Thematic Courses

Students who declare any of the five majors (African and African American Studies, Asian American Studies, Chicana/o Studies, Comparative Studies, Native American Studies) enroll in a common CSRE core curriculum consisting of two introductory "gateway" courses and a senior seminar. They may choose from more than 150 courses in nearly twenty different departments to fulfill major requirements. Minors must complete six courses from the approved course list. In 1999-00, 124 students were enrolled in CSRE core courses, and 2,454 took advantage of CSRE-related courses. The following is a sampling of core courses offered:

Cultural and Social Anthropology 88: Theories of Race and Ethnicity: A Comparative Perspective (Professor Sylvia Yanagisako)
Comparative Literature 202: Comparative

Ethnic Autobiography (Professor David Palumbo-Liu)

Education 156x: Understanding Racial and Ethnic Identity (Professor Teresa LaFromboise)

History 65: Introduction to Comparative Studies in Race and Ethnicity (Professor Al Camarillo and CSRE Affiliated Faculty)

Philosophy 177: Philosophical Issues of Race and Racism (Professor Debra Satz)

Spanish 169E: Cultural Dimensions of Globalization (Professor Claire Fox)

New CSRE Core Course

In spring 2000, CSRE initiated a new core course, Introduction to Comparative Studies in Race and Ethnicity. Coordinated by Professor Al Camarillo and teaching assistants Roberta Chávez and Stephanie Fryberg, the course explored how different academic disciplines approach the study of race and ethnicity through guest lectures by nearly twenty CSRE Affiliated Faculty, including George Fredrickson (History), David Abernethy (Political Science), Sylvia Yanagisako (Cultural and Social Anthropology), Matt Snipp (Sociology), Paula Moya (English), and John Rickford (Linguistics). Through these lectures and related readings, the approximately sixty undergraduates identified topics and issues central to the study of ethnic and race relations in the United States and elsewhere in the world. This course will be offered again in spring 2001.

Other Undergraduate Opportunities Through CCSRE

Stanford in Washington (SIW)

The CSRE/SIW quarter is designed to give students both intellectual exposure and hands-on experience in the development and implementation of public policy by government agencies and non-profit organizations. The intensive program includes a mini-seminar series on "Race and American Public Policies" taught by CSRE Affiliated Faculty, full-time policy-oriented internships in a government agency or non-profit organization, and participation in a full range of extracurricular activities sponsored by SIW.

In 1999-2000, the following CSRE majors participated in SIW: Maria Camacho (Comparative Studies), Valaree Carrasco (Comparative Studies), Desert Horse Grant (Comparative Studies), Willow Lung (Comparative Studies), Jennie Park (Comparative Studies), Celina Ramirez (Chicana/o Studies), Holly Thomas (AAAS) and Malia Villegas (Comparative Studies).

Stanford Program in Puebla

This recently established program offers Stanford students the opportunity to pursue courses focused on race and ethnicity in Mexico. The Stanford Program in Puebla is ideally suited for Chicana/o Studies majors, who may take such courses as Overseas Studies 104x: Cholula: The Workings of a Sacred City. In Winter 2000, Chicana/o Studies major Steven López attended the Stanford Program in Puebla.

Public Policy/Leadership Institute (PPI) on Race and Ethnicity in America

Inaugurated in September 1998 and funded by the James Irvine Foundation, the Public Policy/Leadership Institute (PPI) is a two-week long, residence-based seminar that exposes students to the challenges of both leadership and public policy-making in a racially and ethnically diverse democratic society. Through intensive study and discussion with guest speakers from a variety of public policy organizations and agencies, students explore some of the major issues relating to race and ethnic relations in California and the nation. Students also

travel to Sacramento to meet with elected and appointed officials and to learn from insiders about public policy making processes. The PPI offers students new perspectives on developing effective leadership in a diverse, multicultural democracy and helps foster intellectual and social community among participants.

The first PPI was taught by Professor Luis Fraga (Political Science). In 1999-00, the Institute was directed by Professor Al Camarillo (History and CSRE), with eleven students participating. Professor Fraga led the PPI in 2000-2001.

Sixteen students participated in the September 2000 Institute, involving majors in Comparative Studies in Race and Ethnicity, African and African American Studies, Chicana/o Studies and Urban Studies. Their interests include minority participation in the American political process, tribal sovereignty, welfare reform, voting rights, health care policy, affirmative action, California's bilingual education policies, immigrant rights, comparative perspectives on African American and Latino social reform in the United States, and domestic violence—all issues which have had significant impact on the status of racial and ethnic groups in the United States.

Public Policy/Public Service Summer Internship Program

In 1996-97, CCSRE launched a summer internship program to link students' academic study of 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 helps 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.

Interns gain first-hand knowledge about how non-profit and government agencies work, and their experiences help them make career choices about the field of public service. The summer internships run at least eight weeks during the summer break. Interns receive a stipend to help offset loss of summer earnings. All students are

required to arrange their own internship placements.

Some interns have focused their attention on human rights issues while others have concentrated on community outreach efforts or national policy issues like immigration and voting rights. Summer interns have been placed in a wide variety of public policy-related work in many different settings, from China and Great Britain to Los Angeles and Brooklyn.

Over the past four years, fifty-one Public Policy/Public Service Summer Internships have been awarded. In 1996-97 the pilot program funded four internships. Seventeen interns received funding in 1997-98, fourteen in 1998-99, sixteen in 1999-00, and seventeen students were awarded summer stipends for Summer 2000.

Career Workshops

CSRE has continued its career planning workshops entitled "What Can You Do With A CSRE Major?" The workshops give students the opportunity to interact with professionals from a variety of areas of interest. The winter quarter workshop focused on law and public policy. Its panel of experts included two Stanford alumni and a faculty member from the School of Law. The experts were Pamela Karlan (Kenneth and Harle Montgomery Professor of Public Interest Law and Academic Associate Dean, School of Law, Stanford University), Darryl Hamm (Attorney with the Region IX Office of Civil Rights, Dept. of Justice in San Francisco), and Chris Arriola (Attorney with the Santa Clara County District Attorney's Office). ■

FACULTY PROFILE



John R. Rickford recognized for *Spoken Soul*

John Rickford, the Martin Luther King, Jr. Centennial Professor in the Department of Linguistics, and his son Russell Rickford won a 2000 American Book Award for their work *Spoken Soul: The Story of Black English*. Given by the Before Columbus Foundation, the award recognizes outstanding literary achievement and is a writers' prize given by other writers who represent a spectrum of America's diverse literary community. The Rickfords received the award at the recent Book Expo America in Chicago.

Stanford Report June 2000

CSRE-Related Majors & Programs



Members of the African and African American Studies Learning Expedition to Jamaica

AFRICAN AND AFRICAN AMERICAN STUDIES

The Program in African and African American Studies (AAAS) was the first ethnic studies program developed at Stanford University. During its 31 year history at Stanford University the program has graduated over 75 students with either a major or double major in AAAS.

1999-00 Lecture Series

Each quarter AAAS sponsors a lecture series that can be taken for course credit. The lecture series features prominent scholars in the field of African and African American studies covering a wide range of topics. The Fall Quarter Lecture Series covered general topics in the field and included such speakers as Arthur Spears, Professor of Anthropology and Linguistics at City University of New York; Kenneth Warren, Stanford alumnus and Professor of English at University of Chicago; Carolivia Herron, author of the controversial book *Nappy Hair*; and Dr. David Woods, Vice Chancellor of Rhodes University, South Africa.

The Winter Quarter Lecture Series focused on Jamaica and served as a preparation for the Learning Expedition to Jamaica. The course was taught by Dr. Lawford Goddard and included lectures

from Stanford faculty members John Rickford (Director of AAAS), Ewart Thomas, and Sylvia Wynter. Other lecturers included Professor Robert Hill from UCLA and Professor Percy Hintzen from UC Berkeley.

The Spring 2000 Lecture Series was entitled: Scholarship by African American Women. Some of the featured speakers included Stanford professors Linda Darling-Hammond and Joy Williamson, both from the School of Education; Portia Maultsby, Professor of Ethnomusicology, Indiana University; Choya Wilson, Stanford alumna and Professor of Education, University of Wisconsin-Milwaukee; and Dr. Albirda Rose-Eberhardt, Professor of Dance, San Francisco State University

Learning Expedition: Jamaica

Each year AAAS takes interested students, faculty and staff on a Learning Expedition during spring break. The first expedition was to the South Carolina Sea Islands in 1999. This year a group of 30 students, faculty and staff traveled to Kingston, Jamaica for a week of learning about Africans in the diaspora. From a home-base at the University of the West Indies, Mona, participants traveled to the site of the Morant Bay rebellion, a Maroon settlement at Acompong, the Sistern Collective (a group of women who use drama to address women's issues), the Institute of Jamaica's

National Gallery and the Bob Marley Museum. *An Evening of Poetry and Prose* featured Professor Mervyn Morris, Dr. Velma Pollard, Professor Edward Baugh and Mutabaruka (featured in the movie *Sankofa*)

For the 2000-2001 academic year, AAAS will sponsor a trip to Ghana in West Africa exploring sites in Accra, Kumasi and Cape Coast. We will have lectures by some of the leading scholars on African history, literature, linguistics and culture from professors at the University of Ghana, Legon and the University of Cape Coast. ■

ASIAN AMERICAN STUDIES

In 1999-00, Asian American Studies (AAS) sponsored three student-run courses and was home to such classes as "Asian Americans of Mixed Heritage" and "Asian American Women." In addition to these highly successful activities, Asian American Studies presented a film series. In March, Asian American Studies cooperated in an Alternate Spring Break project that sent students to work and learn in public policy housing organizations in Southern California. Finally, AAS participated in a graduate student/faculty workshop on Asian Pacific American cultural studies

AAS/CEAS Lecture Series

AAS and the Center for East Asian Studies cosponsored a quarter-long lecture series entitled "Asia and Asian America: Crossing the Boundaries." Speakers included such distinguished scholars as Philip Kuhn (Harvard University), Elaine Kim (UC Berkeley), and Ahwa Ong (UC Berkeley), as well as others from Washington State, British Columbia, and other places. ■

CHICANA/O STUDIES

Chicana/o Studies arranged or co-sponsored a series of events in 1999-00. A spring-quarter dinner brought together current and prospective Chicana/o Studies majors and minors and a faculty guest speaker. Muralist Juana Alicia was the keynote speaker. Juana Alicia also taught a very successful class during winter quarter, "Chicana/o Muralism." This class included a field trip to view murals, to which she has contributed, in San Francisco.

Lorna Dee Cervantes Reading

The most important Chicana/o Studies event was a CSRE-cosponsored poetry reading by acclaimed Chicana-Chumash poet Lorna Dee Cervantes in April 2000. Cervantes, born in San Francisco's Mission District and currently a professor of creative writing at the University of Colorado at Boulder, recalled that "Poetry politicized me." She described her conviction that "you can go so far inside that you can come out the other side and what is so personal becomes universal." Cervantes's first collection of poetry, *Emplumada* (1981), garnered the American Book Award from the Before the Columbus Foundation; her second collection, *From the Cables of Genocide: Poems of Love and Hunger* (1991) won her the Latino Literature Prize. ■

COMPARATIVE STUDIES IN RACE AND ETHNICITY

In 1999-00 Comparative Studies in Race and Ethnicity sponsored two undergraduate courses. "Race, Class, and Gender" taught by Visiting Professor Margaret L. Andersen (Department of Sociology, University of Delaware) had as its primary purpose the study of how the interconnections of race, class, and gender shape the structure of U.S. society. "Race and Education: Strategies for Change in the 21st Century" co-taught by James Montoya (Vice Provost for Student Affairs, Stanford University) and James P. Steyer (Chairman and CEO of JP Kids) focused on in-depth analysis of current race discrimination strategies, their relation to a variety of education reform initiatives, and the role of media in shaping racial attitudes in the U.S.

JEWISH STUDIES

The Program in Jewish Studies, an interdisciplinary program involving ten faculty members (including two endowed professorships), sponsored a variety of symposia, colloquia, and other events in 1999-2000. Four endowed lectures brought renowned faculty from as far away as Israel. In December, Professor Anita Norich, from the University of Michigan, spoke on "A Time for Every Purpose: Yiddish Culture in America during the Holocaust" for the



Shoshana and Martin Gerstel Conference Fund Lecture in Jewish Studies. "From Generation to Generation: Amalek Defeated, Remembered, and Invented in Medieval and Modern Times."

Aaron-Roland Lecture in Jewish Studies/
The Elsie B. Lipset Jewish Community Endowment Fund Lecture. In February, the Shoshana and Martin Gerstel Conference Fund Lecture in Jewish Studies brought Professor Elliot Horowitz from Bar Ilan University in Israel to give a lecture entitled, "From Generation to Generation: Amalek Defeated, Remembered, and Invented in Medieval and Modern Times." Arnold Band (UCLA), Nurit Govrin (Tel Aviv University), and Alan Mintz (Brandeis University) presented "The Literary and Cultural Life of Pre-State Israel: A Conference Marking the Acquisition of the Israel Cohen Collection by the Stanford University Libraries," at a conference in March, courtesy of the Koret Foundation and Jewish Community Endowment Fund. For the Jewish Community Endowment Fund Lecture in April, Leon Wieseltier, the Literary Editor of *The New Republic*, spoke on "On the Writing of Kaddish," while in May, Professor Elliot Dorff (University of Judaism, Los Angeles) gave the Aaron-Roland Lecture in Jewish Studies on "Matters of Life and Death: A Jewish Approach to Modern Medical Ethics." In addition to these endowed lectures, Professor Norman Stillman gave a lecture in January entitled "The Judeo-Islamic Encounter: Visions and Revisions."

Jewish Studies' endowed lectures and special events for 2000-2001 include:

October 17, 2000

Special Public Lecture

Professor Arthur Goren, Columbia University, "The Communal Celebrations of American Jews"

October 26, 2000

The Shoshana and Martin Gerstel Conference Fund Lecture in Jewish Studies

Professors Frances Malino, Wellesley College, and Eugene Black, Brandeis University, "New Perspectives on Modern Jewish Politics"

March 17-March 19, 2001

The Ansky Conference

"Between Two Worlds: S. Ansky at the Turn of the Century, an International Conference"

April 23, 2001

The Aaron-Roland Lecture in Jewish Studies

Professor Daniel Boyarin, UC Berkeley, "Saint Athanasius and Saint Gemara: Interpretation, Textuality, and the Formation of Christianity and Judaism"

May 8, 2001

The Elsie B. Lipset Jewish Community Endowment Fund Lecture

Professor Berel Lang, Trinity College, "The

Nazi as Criminal: Inside and Outside the Holocaust" ■

NATIVE AMERICAN STUDIES

The 1999–2000 academic year saw several courses offered in Native American history. In Sociology, Professor Matt Snipp taught two courses: "American Indians in Comparative-Historical Perspective" and "American Indians in Contemporary Society." CSRE Teaching Fellow Stephanie Fryberg taught "Identity, Inequality, and the Self: The American Indian Experience," examining how representations and stereotypes of American Indians influence contemporary American Indians' identities. Renya Ramirez, a lecturer for CSRE, offered three courses: "Introduction to Native American Studies," "Healing Native America: Subverting Dominant Discourses of Indian Identity," and "Native American Women."

Native American Studies also co-sponsored the highly successful Stanford Powwow, whose theme was "Uniting Native Peoples for All Generations." A project of the Native American undergraduate and graduate students, the Powwow, now in its twenty-ninth year, is the largest student-run powwow in the nation and one of the three largest on the West Coast.

Coming Attractions

For the 2000–2001 academic year, Native American Studies plans to bring at least two visiting scholars to campus: Valerie Lambert, an anthropologist working with the Bureau of Indian Affairs; and Diane Smith, from Australia National University's Center for Aboriginal Economic Policy Research. In addition, several visiting faculty will offer classes in Native American Studies.

NAS will participate in the celebration of the thirtieth anniversary of the Stanford American Indian Organization (SAIO) and will co-sponsor the Stanford Powwow. ■

Public Policy/Public Service Summer Internship Program

CSRE has funding from the James Irvine Foundation to support a summer internship program. The program seeks to link students' academic study on issues related to race and ethnicity to hands-on public policy or public service internship in a non-profit or governmental agency. The 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 summer internships run at least eight weeks. 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.

Dayna Cobarrubias (Chicana/o Studies Minor) worked as Deputy Director for Latino Committee 2000 (LC 2000) in Los Angeles, a non-profit, civic organization that sought to optimize visibility and maximize participation and opportunities for Latinos during the 2000 Democratic National Convention. Dayna's responsibilities included coordinating the LC 2000 Youth Component, a program for 75 Latino high school youth, and the LC 2000 Media Component, a resource meant to provide the media with accurate information regarding Latinos during the DNC.

Theresa Downey (Comparative Studies) worked as a Juvenile Probation Officer and researcher at the Tesuque Pueblo Tribal Court in Santa Fe, New Mexico. Members of the Tesuque Pueblo Tribal Court are working on developing the Juvenile Justice System, focusing on traditional forms of dispute resolution, alternative traditional sentencing and traditional restorative justice systems.

Lindsay Gervacio (Asian American Studies Minor) worked as a legislative intern to California Assembly Member Gilbert Cedillo, who represents the 46th Assembly District.

The primary task of the Capitol office is to design and implement statewide policy through both the legislative and budgetary processes. Lindsay's duties included developing a substantiated proposal for a legislative idea, drafting talking points for speaking engagements, conducting extensive research, writing memos regarding certain policies, and responding to constituent letters.

Brook Hooper (Comparative Studies) worked as an intern case manager at Shelter Network, the Haven Family House in Menlo Park, CA. Shelter Network is a non-profit agency providing housing and support services to homeless families and single adults throughout San Mateo County. The Haven Family House is a family homeless shelter that offers a continuum of support and intervention services designed to break the cycle of homelessness. Brook's duties included helping prepare the shelter for opening, supervising a client, and helping to enforce the rules of the program. She also helped set up the Children's Program.

Irene Hsu (Comparative Studies) worked as an intern at Community Homeless Alliance Ministry (CHAM). CHAM has been one of the most visible organizations dedicated to advocating for San Jose's poor and oppressed. CHAM is an advocacy group and an urban ministry based in First Christian Church in the heart of downtown San Jose. Irene's duties included performing outreach to nearby shelters and public parks, compiling contact information of clients and resources in a database, creating a new brochure, writing press releases, and performing research on affordable housing tactics. Irene also put together a presentation for the San Jose Human Rights Commission arguing that San Jose is enacting a human rights violation by not providing affordable housing for all of its citizens.

Joy Hsu (Asian American Studies Minor) was an intern at the Asian Pacific American Legal Center of Southern California (APALC), the leading Southern California organization advocating for Asian Pacific American civil rights and providing legal services and education to growing Asian Pacific American communities. APALC provides multilingual and culturally sensitive legal counseling, education and representa-

tion in the areas of family law and domestic violence, housing, consumer issues, employment, immigration and government benefits. Joy's research duties included monitoring media coverage of immigrant issues, investigating a recent change in the Medi-Cal application process, isolating the most effective entry points for Food Stamp outreach, and reviewing innovative interpreter services. In addition to working on research projects, Joy also did policy advocacy work and organized a press conference.

Keaton Hubbert (Comparative Studies) was an intern at the Northwest Labor and Employment Law Office (LELO) based in Seattle. LELO is a non-profit, community-based organization seeking to support workers rights, both of women and people of color, locally and internationally. They lead community organizing campaigns, popular education projects and an international worker-to-worker network. Keaton's duties included working on a history/archive project for LELO, working on a booklet of speeches given at a post-WTO conference on women, immigration and the global economy, and creating dialogue between the International Worker-to-Worker committee at LELO and "Voix d'Elles-Rebelles," an immigrant association in Paris.

Jerri Kay (African and African American Studies) was an intern in the Press Office of Mayor Willie Brown in San Francisco. The Mayor's Press Office organizes press events, sets up press conferences, staffs the mayor's public events, and prepares news clippings. Jerri's primary duties included doing research and preparing notes for the mayor before public appearances and public statements. She did intensive research and prepared all the notes before the mayor's appearance on the ABC show *Politically Incorrect* and for the mayor's participation on a panel at the International Conference of Mayors in Rome.

Steven Lopez (Chicana/o Studies) participated in an internship program in Washington, D.C. sponsored by the Congressional Hispanic Caucus Institute. The Congressional Hispanic Caucus Institute is a non-profit, non-partisan educational organization established to develop the next generation of Latino leaders. Steven was placed in the office of Representative Ileana Ros-Lehtinen,

a Republican Congresswoman from the 18th District of Florida. Steven's duties included representing Ileana at legislative hearings and committee meetings, working on certain pieces of legislation, and responding to constituent mail. He also worked to secure funding for an immigrant education program located in Miami.

Jennifer Marshall (Comparative Studies) was an intern in the Regional Office of the U.S. Department of Health and Human Services (DHHS)—Office for Civil Rights (OCR). The OCR works to resolve complaints of discrimination on the basis of race, color, national origin, age and disability by programs such as nursing homes, public assistance, and social service agencies or any agency that receives funding from the DHHS. Jennifer's responsibilities included the preparation of pre-grant materials for distribution to applicants for Medicaid or Medicare funding, archiving of closed cases, entering case information into the regional/national database, conducting online research, reviewing pre-grant applications to determine compliance, distributing materials, and working with a team of investigators to open a case.

José Saldivar (Chicana/o Studies) was an intern at the Llano Grande Center for Research and Development, an organization he helped found, in Edcouch, Texas. This non-profit, community-based organization has an ongoing research program which focuses on education reform and community and economic development. José's duties included mentoring high school students to help them develop video and publishing projects, planning a staff retreat, policy workshop, and press conference, developing policy issues for the Center and local school district, and developing a grant proposal for the National Endowment for the Arts.

Akua Searcy (African and African American Studies) worked as an intern at the Alliance Property Group in Los Angeles, CA. The Alliance Property Group works on the development of affordable housing for low-income individuals and families. Akua's duties included organizing newsletters and magazines, organizing files for her supervisor, attending meetings, teaching members of the company to use Microsoft Project, and scanning pictures of

development projects. She also helped in the process of applying for state funds for a housing project.

Caitlin Sislin (Urban Studies Minor) was an intern at Chrysalis in Los Angeles, CA. Chrysalis is a non-profit organization dedicated to helping economically disadvantaged and unhoused individuals become self-sufficient through employment opportunities. Caitlin's responsibilities included doing assessments of new clients, helping clients use computers to search for jobs, teaching an introductory computer class for clients, and creating a web page for clients. For a short period of time, Caitlin worked as a case manager, keeping files updated and giving out resources.

Andrene Smith (African and African American Studies) worked as an intern at the Central Brooklyn Partnership. The Central Brooklyn Partnership is a non-profit organization that builds financial cooperatives and organizes local people around economic justice issues. Andrene's duties included organizing financial literacy workshops, researching foundations and other charitable organizations, and searching for new ways to provide funding for the community within the community itself. She also worked on the web site, set up email distribution lists, installed software programs, and did database research and entry.

Jennifer Yador (African and African American Studies Minor) was an intern at the Central Brooklyn Partnership in New York. The partnership is a non-profit organization that builds financial cooperatives and organizes local people around economic justice issues. Jennifer's duties included assessing the needs of the Central Brooklyn Partnership and the economic needs of the Central Brooklyn community, designing the current web site for the organization, organizing meetings, and doing research for the Central Brooklyn Partnership. She also helped coordinate two concerts for the Malcolm X Grassroots Movement. ■



Members of CCSRE's Class of 2000

2000 CSRE Degrees Awarded

We offer our warmest congratulations to the following Class of 2000 graduates of the Undergraduate Program in Comparative Studies in Race and Ethnicity†

A.B., Comparative Studies in Race and Ethnicity

- *Yolanda Temko Anyon (Phi Beta Kappa)
- Valaree Kristina Carrasco
- Joshua Chia-Shin Chao
- Beatriz H. Garcia (and Political Science)
- Rahwa Shumet Ghebremichael
- *Lorie Gumbs-Tyler
- *Desert Horse Grant
- Willow Su-Aie Lung
- *Anne-Marie McReynolds (and Art)
- Radha Natarajan
- Annette Preciado (and Sociology)
- *Amanda Rose Salzman
- Sara Shon Scott
- Jill Snyder Shenker
- Andrea K. Suh (and International Relations)
- Pedro Villela Toledo (and Anthropology, with Honors in Anthropology)
- Michael Edward Zarate

Minor in Comparative Studies in Race and Ethnicity

- Kelly Christine Nystrom (Major—American Studies)

A.B., African and African American Studies

- Abel Bogale (and Biological Sciences)
- *Ariane Cruz (and Art)

- *Christina Erwin (and English)
- *Marini Lee
- *Damien Schnyder
- *Holly A. Thomas (and Political Science)
- *Shannon Prograis (Minor—Music)
- Lauren Veasey (and Political Science)

Minor in African and African American Studies

- Elsa Cruz Pearson (Major—Urban Studies)
- Meleah Hall (Major—Psychology)
- Stephanie Fortune (Major—Anthropology)

A.B., Asian American Studies

- Chester Wren-ming Day
- *Jieun Grace Park (Minor—Psychology)
- Esther Kyungmin Ro (and Political Science)

Minor in Asian American Studies

- Alexander Dong Rosten (Major—History)

A.B., Chicana/o Studies

- *Genevieve Crystal Aguilar
- Edelina Muñoz Burciaga (and English, with Honors in Education)
- Marisela Gonzalez (and Political Science, with Honors in Education)
- *Roberto Gabriel Villegas (and Biological Sciences)

A.B., Interdisciplinary Major in Jewish Studies

- David Douek

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

† There were no degrees awarded in Native American Studies in June 2000.

UNDERGRADUATE AWARD WINNERS, 2000

We offer our warmest congratulations to the following Award and Prize Winners from the CSRE Class of 2000:

CSRE Senior Honors Thesis Prize in the Social Sciences and Public Policy Category:

Genevieve Aguilar, Chicana/o Studies

CSRE Senior Honors Thesis Prize in the Humanities and Art Category:

Anne-Marie McReynolds, CSRE; Ariane Cruz, African and African American Studies

Louis Sudler Prize in the Performing and Creative Arts (Department of Art):

Anne-Marie McReynolds, CSRE

CSRE Senior Paper Prize:

Chester Day, Asian American Studies

Chicana/o Studies Achievement Award:

Genevieve Aguilar

Weinstein Award and Excellence in Teaching Award (Department of Biological Sciences):

Roberto Villegas, Chicana/o Studies

Robert M. Golden Award for Humanities and Creative Arts (University Award):

Amanda Salzman, CSRE



Amanda Salzman's honors thesis, "Revolution through Education: An Analysis of Neve Shalom/Wahat al-Salam and the Ramifications of Integrated Schools in Israel," earned a Robert M. Golden Award for Humanities and Creative Arts.

RICSRE Programs & Activities



The Research Institute of Comparative Studies in Race and Ethnicity (RICSRE) has served as the research arm of CCSRE since 1996, promoting interdisciplinary and comparative investigation and encouraging a deeper understanding of how race and ethnicity affect our daily lives and the many fields of inquiry in which social scientists and humanities scholars are engaged. RICSRE also supports the development of a community of scholars and students at Stanford University who share research and teaching interests in race and ethnicity through its programs and activities.

Faculty Seminar Series

First sponsored in 1994 by the Mellon Foundation, the monthly Faculty Seminar Series is CCSRE's longest running program. As a forum for faculty and advanced graduate students to explore topics related to race and ethnicity in an interdisciplinary and comparative framework, the Series brings Stanford and visiting faculty together to look at topics including schooling, employment, immigration policies, corporate practices, and representations in literature and the arts. Seminar presentations in 1999-00 included the following:

- "Economic Globalization and its Effects on African Americans and Hispanics in the United States"

- "Universalism and Difference: Conceptualizing Race in France"
- "Race and Self-Esteem: Contingencies of Self-Worth."

Research Networks

Central to the mission of the RICSRE is the establishment and maintenance of interdisciplinary research networks of scholars dedicated to investigating a shared topic over an extended period of time. These research networks bring together social scientists and humanities scholars to apply their theoretical knowledge to the comparative study of complex problems found in social institutions such as schools, workplaces, and courts. By providing the opportunity for participants to consider the interplay of theoretical scholarship and applied practice, the networks encourage scholars from related disciplines to pursue coordinated research and apply their expertise to such issues as the effective management of diversity, schooling practices for minority students, and the consequences of racial and ethnic prejudices. Currently, two research networks meet monthly, with participants interacting with scholars from Stanford and other universities. These research networks are working to develop collaborative research projects in two areas:

The Social and Cultural Construction of Race and Ethnicity and its Consequences, convened by Professor George M. Fredrickson (History) and Assistant Professor Jennifer L. Eberhardt (Psychology), looks at the ways in which racism has emerged and been perpetuated in the United States and around the world, focusing on the historical, political, economic, social, and psychological antecedents of ethnic conflict and genocide. Sixteen scholars from eight departments participate.

The Meanings and Practices of Diversity, headed by Professor Hazel R. Markus (Psychology), examines the collective representations of multiculturalism and difference to examine the political, sociological, cultural, and historical factors shaping the public discourse around diversity. Twelve scholars from nine departments comprise the group. ■

African Americans: Research and Policy Perspectives at the Turn of the Century— A Conference of “Breathtaking Scope”

Adapted from an article by
Diane Manuel
Stanford Report, November 17, 1999

In November 1999, CCSRE Affiliated Faculty member and Professor of Political Science Lucius J. Barker organized a three-day national conference on *African Americans: Research and Policy Perspectives at the Turn of the Century*. The goal of the conference was to enrich the ongoing public debate about the major issues and challenges facing African Americans and the nation. 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, the conference boasted 39 panels, four plenary sessions, and two town meetings. Dr. John Hope Franklin, the distinguished historian and former chair of President Clinton's Initiative on Race, served as honorary chair of the conference, with RICSRE Co-Director George Fredrickson and Psychology Professor Claude Steele as conference co-chairs.

Together, some 400 participants looked at issues of race in the media, the role of historically black colleges and universities, political representation, the labor market in the 21st century, access to scientific and technological careers for African Americans, affirmative action, higher education, entrepreneurship, community life and corporate culture—plus 30 other topics.

The academics who turned out for the conference represented a broad range of disciplines—anthropology, business, chemistry, computer science, drama, economics, education, English, environmental sciences, history, law, linguistics, mechanical engineering, psychology and sociology. They were joined by ministers, television commentators, marketing specialists, judges, medical researchers, educators, community activists, students, and parents.

On most panels there appeared to be tacit agreement about societal goals, even if discussants didn't always come to the same conclusions about the same sets of empirical data. In fact, several threads recurred: the centrality of religion in African Americans' lives, their desire to advocate on behalf of children and pass the torch of activism to a new generation, and the continuing harsh reality of racism.

The overarching issue of racism was addressed by many panels, including one that looked at “race, representations and marketplace implications.” **Jennifer Eberhardt**, assistant professor of psychology and one of CSRE's Affiliated Faculty, described her research using a morphing program to create a “racially ambiguous” person and then asking viewers to identify a series of 41 evolving faces as either black or white. Brain scans of viewers in the process of trying to make the identifications pick up neuropsychological signals that indicate judgments of “race” change, depending on the context in which the faces are presented.

Harry Elam, associate professor of drama and one of CSRE's Affiliated Faculty, argued on the same panel that race is “performed” in contemporary films that show white teenagers—“cultural tourists”—adopting the lyrics, music and gestural poses of black hip-hop culture. “In the future, new ethnic coalitions may transcend racial barriers,” Elam said. “From the urban environment, a new sense of blackness may emerge.”

Looking at the realities of race in the U.S. today, **Kathleen Sullivan**, dean of Stanford's law school, argued that “many elite institutions look different today because minorities and women are ‘in the room.’” However, Lawrence Bobo, professor of Afro-American studies at Harvard University, described a “laissez-faire racism” that he said renders the status of the black middle class extremely “fragile” today. And Margaret Simms, vice president for research at the Joint Center for Political and Economic Studies in Washington, D.C., cited recent studies that show “the convergence of black and white Americans on a number of issues—but not race.”

The conference sparked several follow-up activities, including a proposal to publish both an interdisciplinary, comprehensive print volume of papers and transcripts from the sessions and a companion video volume, both co-edited by Lucius J. Barker and John Hope Franklin. ■

Stanford Center for Chicano Research

Founded in 1980, the Stanford Center for Chicano Research (SCCR) was the first research center at a major private university in the United States to focus on Mexican Americans. Over the past two decades SCCR has sponsored a number of research projects, training programs, and initiatives that have helped define the field of Chicana/o Studies. It also played a 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. In 1997, SCCR became an affiliated center of the CCSRE's Research Institute.

Ernesto Galarza Commemorative Lecture

For the past 15 years the SCCR has honored the memory of Ernesto Galarza with an annual commemorative lecture by a scholar or activist whose work exemplifies the interests and issues that were the focus of Dr. Galarza's life work. One of Stanford's first Chicano alumni, Galarza received his M.A. in history and political science in 1929. An intellectual, civil rights and labor activist, and scholar, he was a pioneer during the decades when Mexican Americans had few public advocates. Galarza galvanized national attention to the plight of farm workers in the 1940s and 1950s through his scholarly books, including *Merchants of Labor*, *Spiders in the House*, *Workers in the Field*, and *Farmworkers and California Agribusiness*. He also wrote bilingual books for children and an autobiography, *Barrio Boy*. His civil rights legacy includes the founding of the Mexican American Legal Defense and Education Fund (MALDEF) and the National Council of La Raza (NCLR). The SCCR honors his memory by supporting the annual Galarza Commemorative Lecture and by awarding the annual Galarza Prizes for Excellence in Chicano Research, both co-sponsored this year by the CCSRE.

GALARZA LECTURE



Renato Rosaldo Presents the 15th Annual Galarza Lecture

The 2000 Galarza Lecture was presented by Renato Rosaldo, a Lucie Stern Professor in the Social Sciences and member of Stanford University's Department of Cultural and Social Anthropology. His publications include *Ilongot Headhunting, 1883-1974: A Study in Society and History and Culture and Truth: The Remaking of Social Analysis*.

For the past ten years, Professor Rosaldo has been conducting research on cultural citizenship in San Jose, California, contributing the introduction and an arbole to 1997's *Latino Cultural Citizenship: Claiming Identity, Space and Rights*. He has served as President of the American Ethnological Society, Director of the SCCR, and Chair of the Department of Anthropology.

Entitled "In This Together: Cultural Citizenship and the Politics of Difference," Rosaldo's lecture explored the contested nature of culture and ideas of citizenship. "The problem of universal citizenship," he suggested, "is that it assumes sameness. It presupposes all are the same—monoglot, not polyglot." Pointing to the long tradition of struggle for inclusion in the name of citizenship, he proposed a more metaphoric use of the term. Acknowledging that "culture can be an argument where some voices don't get heard," he concluded that, while it takes an effort of understanding to hear subordinated voices, that subordinated knowledge illuminates the ways that privilege operates.

2000 Ernesto Galarza Prizes for Excellence in Undergraduate and Graduate Student Research

This year's Galarza Prize Selection Committee selected two students as recipients of the graduate student prize: **Magdalena Barrera** (Modern Thought and Literature) was co-winner for her paper "'Ya andan las pelonas de puro vacilón': Music, Money and Gender in Pre-WWII Mexican American Communities," and **Gina Marie Pitti** (History) was co-winner for her paper focusing on the *Sociedades Guadalupeñas* in the San Francisco Archdiocese. Gina's paper was based upon her dissertation entitled "To Hear About God in Spanish: Gender, Church, and Community in the Bay Area Mexican American Communities."

The undergraduate research prize went to senior **Rosina Lozano** (History), for her paper examining the early formative period of the Community Service Organization, one of the most important Mexican American grassroots organizations in the Southwest in the immediate post-WWII era.

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 memorial Prize was established six years ago by the parents of Professor Arturo Islas, a member of the Stanford community as an undergraduate, a graduate student and, between 1971 and 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 Chicana/o Studies, broadly defined, and an interest in pursuing graduate studies.

The 2000 recipient of the Arturo Islas, Jr. Prize was **Jessica Aaron** (A.B., Spanish and Political Science '99; A.M., Latin American Studies '00). Jessica is currently enrolled in the Ph.D. program in the Department of Anthropology at the University of New Mexico. ■

Graduate Student Development

For the second year, RICSRE has provided dissertation fellowships and other important resources for advanced graduate students to support their professional development as scholars and as teachers.

Graduate Student Seminar and Programming

With support from the Paramitas Foundation, CCSRE sponsored a Graduate Seminar, which initiated the following projects to meet graduate students' needs. A Dissertation Support Group met regularly to provide a forum for advanced graduate students to share their ongoing work and receive feedback. Twelve graduate students from a number of departments participated. The bi-monthly Reading Group read and discussed critical essays and fiction with race and ethnicity as central themes. Like the other projects of the Graduate Seminar, this one offered both an intellectual and a social forum. A Graduate Student Presentation Forum allowed students to present their work, often in preparation for a job talk or conference presentation. These mock sessions provide a supportive, instructive opportunity to prepare for these experiences. Additionally, quarterly rap sessions attracted more than two dozen graduate students to an informal forum; a speakers series was well attended; and an e-mail list informed graduate students about these and other activities.

Graduate Dissertation Fellows

In addition to the Graduate Seminar, RICSRE offers financial support to three Graduate Dissertation Fellows, who are provided office space and other research support services. In turn, the CCSRE Graduate Dissertation Fellows contribute to the intellectual vitality of the Center through participation in the Faculty Seminar Series and in the graduate student programs. Each of the Fellows has an opportunity to participate in and present his or her dissertation research work to the RICSRE-sponsored Faculty Seminar Series, a monthly lunch meeting of faculty and graduate students committed to the

study of race and ethnicity. Participation in the Faculty Seminar provides an excellent opportunity for the Fellows to hear and discuss the work of a multidisciplinary group of university colleagues. The fellowship program is supported by a grant from the James Irvine Foundation.

In 1999–2000, Graduate Dissertation Fellowships were awarded to John H. Davis, Jr., Heejung Kim, and Martín Valadez. **John H. Davis, Jr.** (Cultural and Social Anthropology) examined the intersection of human rights, race and nation in Japan by analyzing the liberation movement of Japan's Burakumin, the largest ethnic minority group, in his dissertation, "'Racial Flexibility' and the Politics of Human Rights in Japanese Society". He reflected that the Fellowship "was a key factor in helping me inculcate a daily habit of writing. Moreover, the quality of my work progressed rapidly, and I was even able to prepare an essay for publication. My essay 'Blurring the Boundary of the Buraku(min)' is included in a volume to be published this September in the book *Globalization and Social Change in Contemporary Japan*. This essay is based on one of the main arguments I am developing in my dissertation." **Heejung Kim** (Psychology) explored a number of questions about the social and educational significance of "talking" as it relates to modes of thought in a dissertation entitled "We Talk, Therefore We Think? A Cultural Analysis on the Effect of Talking on Thinking." Heejung noted that "Being awarded with the Fellowship provided not only financial help but also intellectual encouragement in continuing my research, as I felt that my interests and concerns were shared by other fellows at CCSRE. The fellowship was an absolutely valuable award that allowed me to make my dissertation ideas into a concrete product." In his dissertation, "Constructing a Modern Nation: Native and Foreign Railway Workers in Porfirian Mexico," **Martín Valadez** (History) analyzed the development of the railway system in Mexico in the late 19th century. Martín commented, "Thanks to the Dissertation Fellowship, I was able to concentrate the bulk of my time during the 1999–2000 school year to my dissertation

As a result of this, during this time I was able to write four of the most important chapters of my dissertation and also input a significant amount of data that I then analyzed and used in two of the chapters. ...[The] Fellowship allowed me the time to write more than half of the text."

The following graduate students were selected as Dissertation Fellows for 2000–2001: **Mark Brilliant**, a Ph.D. candidate in History, accepted the Dissertation Fellowship but declined the offer of financial support which accompanies this fellowship. Mark's thesis, "Beyond Black and White: The Struggle for Civil Rights on America's 'Racial Frontier,' 1945–1975," follows on the heels of his work on topics like education desegregation. **Stephanie A. Fryberg** is a sixth-year candidate in the Ph.D. program in Psychology. Her dissertation project is entitled, "Representations of American Indians in the Media: Do they influence how American Indian students negotiate their identities in mainstream contexts?". **Sara Johnson-La O** is in her sixth year in the doctoral program in Comparative Literature, focusing in Caribbean Studies. Her dissertation, "Migrant Recitals: Pan-Caribbean Interchanges in the Aftermath of the Haitian Revolution," relies on her inter-disciplinary approach. **Gina Marie Pitti** is a doctoral candidate in the History Department. Her secondary field in Race and Gender theory informs her dissertation, "To Hear About God in Spanish: Gender, Church, & Community in Bay Area Mexican American Colonias, 1942–1970." ■

The Junior Faculty Professional Development Project

Junior faculty play a key role in developing innovative curriculum and producing new research related to the study of race and ethnicity in America. In an effort to help facilitate the career development of junior colleagues, CCSRE has initiated a project to provide a variety of resources to support younger colleagues. In particular, the program provides the following resources for the Irvine Foundation Junior Faculty Fellows:

- Fellows are invited to present their work at the CCSRE Faculty Seminars Series.
- Fellows are offered research support in the form of photocopy services, data collection and analysis advice, and other valuable services.
- Fellows are provided modest amounts of funding to bring to the Stanford campus or to meet elsewhere with colleagues who are senior experts in their respective fields and are willing to provide specific feedback on the Fellows' work-in-progress.

In 1999–2000, CCSRE offered support to two fellows: **Paula Moya**, Assistant Professor of English, and **Michael Thompson**, Assistant Professor of History. Moya and Thompson were released from regular teaching responsibilities for one quarter in order to research and write on their respective book projects.

For 2000–2001, the Faculty Steering Committee of CCSRE offered nine junior faculty members the opportunity to participate in the professional development program. Six of the faculty will participate in the program during the coming year. Three have chosen to delay participation until 2001–2002.

The faculty participants in 2000–2001 include the following assistant professors:

Anthony Antonio (School of Education) Anthony Antonio seeks to achieve a better understanding of how students and families gather and digest information about college admissions to make crucial college choice decisions. His research also investigates the impact that increasing racial and cultural

diversity is having on higher education. He is specifically interested in socialization in multicultural environments and the role that campus diversity plays in the civic development of students.

Claire Fox (Spanish and Portuguese) Claire Fox, who originated CSRE's core course on "Cultural Dimensions of Globalism," currently focuses her research on women, popular culture, and the state during the Ávila Camacho and Aleman administrations in Mexico. She recently completed a book manuscript based on her dissertation that explores the visual representations of the U.S.–Mexico border region in the era of free trade.

Laura Leets (Communication) Laura Leets works within the social science tradition and uses an interdisciplinary approach to focus her research on language and ethnicity. Recently Leets developed a framework for analyzing all types of deprecating speech (e.g., based on race, ethnicity, religion, gender, age). Her most recent research examines not only the effects of deprecating speech but also the consequences and coping mechanisms associated with this genre of speech.

Robert Reich (Political Science) In his research and teaching, Robert Reich focuses on the fields of political theory,

educational theory and policy, and civic education. His courses are cross listed with the Program in Ethics and Society. Reich is a member of CCSRE's workshop on Race, Ethnicity, and Gender, a project funded by the Ford Foundation.

Carolyn Wong (Political Science) Carolyn Wong joined the faculty at Stanford as one of its few experts in immigration policy and ethnicity. Her work focuses on congressional policy-making and on American racial and ethnic group politics. Her research informs the courses she teaches on comparative immigration policy and on Asian Americans politics.

Rudy Busto (Religious Studies) Rudy Busto teaches and researches religious traditions among racial and ethnic communities in the United States. Busto is particularly interested in transformations in Mexican American and Asian American traditions, as well as issues of syncretism, gender, and indigenous reinscriptions. He also teaches courses in American religion and evangelical Christianity.

Participants who will defer their awards to 2001–02 participants include Richard Banks (School of Law), Paula Ebron (Cultural and Social Anthropology), and Purnima Manekar (Cultural and Social Anthropology). ■

From Diversity to Community: Models of Difference and Inclusion in American Life

RICSRE has continued to approach foundations for support for its research initiatives, most recently the Russell Sage Foundation, which is devoted to research in the social sciences. The Russell Sage Foundation emphasizes the application of social sciences to social issues. With this in mind, three RICSRE-affiliated faculty—Hazel R. Markus, Claude M. Steele, Dorothy M. Steele, along with Michael Kass—have proposed a three-part research project: "From Diversity to Community: Models of Difference and Inclusion in American Life."

This project juxtaposes the American ideal of equality and equal opportunity with "the

reality of difference in psychological and social experience that is a product of differential status in society." Beginning with the premise that institutional settings like schools and workplaces—which help to mainstream members of ethnic groups—are experienced differently by African Americans, Native Americans and Latinos, this study argues that those experiential differences are crucial to the story of America's struggle with inclusion.

The investigators argue that the desire to remedy group prejudice by not seeing group difference—the idea of "color-

Alumni News and Notes

CLASS OF 1997

Jamila Wideman (A.B. Political Science and African and African American Studies) began playing professional basketball in the WNBA immediately after her graduation from Stanford in 1997. Now with the Portland Fire, she has also played professional basketball in Israel, winning the Israeli Championship cup this year. This fall, she begins her first year of law school at NYU, focusing on criminal defense, capital defense and civil rights litigation. She plans to continue playing professional basketball in the summer.

CLASS OF 1998

Aly Kassam-Remtulla (A.B. Anthropology, Minor—Asian American Studies and Biological Sciences) is a Rhodes Scholar at Oxford University where he completed a Master of Studies in Forced Migration in July, 2000. He will return for an MBA at Oxford's Saïd Business School this fall. This summer he worked on Hillary Rodham Clinton's Senate campaign and helped launch the Foundation for Health in Aging under the auspices of the American Geriatrics Society. He is considering law school for the fall of 2001. **Stephen Lee** (A.B. Anthropology, Minor—Asian American Studies) is currently finishing his M.A. in Asian American Studies at UCLA. His research is on the construction of manhood within an Asian American fraternity. Upon completion this next year, he will be heading off to law school. **Venus Utchin** (A.B. Psychology, Minor—Comparative Studies in Race and Ethnicity) is completing her medical school pre-requisites at the University of Oklahoma in Norman. Additionally, she has been working as an Academic Assistant for the public school's Indian Education office, monitoring the performance of Native American high school students and trying to impress upon them "how valuable college can be in their lives." This summer she is also working for a rural Indian Health Services clinic.

CLASS OF 1999

Edelina Burciaga (A.B. Chicana/o Studies and English, Honors in Education) pursued a Master's Degree in the Social Sciences of Education Program as a co-term student at Stanford, graduating in June. Since graduation, **Brenda Chávez** (A.B. Chicana/o Studies) has worked as the Latina/o Outreach Coordinator at the Independent School Alliance for Minority Affairs, a small non-profit organization in Los Angeles which helps racially integrate private independent schools. In August 2000, she started law school at Columbia Law School in New York. For **Brenna Clani** (A.B., Native American Studies) a summer congressional internship funded by the Morris K. Udall Foundation led to her present job with her hometown Congressman Tom Udall of Gallup, New Mexico. (In between her internship and her present job, she worked as a program assistant/analyst for the Indian Health Services Special Diabetes Project.) As the Outreach and Community Services Representative, she helps constituents with issues they have with different agencies, travels throughout Northern New Mexico meeting with communities and learning about their concerns. **Autumn Cooper** (A.B. Human Biology, Minor—African and African American Studies) works and lives in Brooklyn, New York, where she is the Director of an educational center for children in Bedford Stuyvesant, which serves 500 children between the ages of 5 and 14. She loves her job and plans to continue working for Score! for at least one more year before attending Business School. **Vanessa Delgado** (A.B., Chicana/o Studies and Political Science) enrolled at USC after graduation to pursue a Master's Degree in Public Administration. She also began working full time for the City of Pico Rivera. **Trinity Donovan** (A.B., Comparative Studies in Race and Ethnicity) is the Executive Director for Imploring Chandler Area Neighborhoods (ICAN), an Arizona non-profit organization for youths at risk of becoming involved in gangs. She works to increase the number of ICAN volunteers and the number of teenagers on ICAN's teen council. After leaving Stanford, **Celia García** (A.B., Chicana/o Studies and Political Science, Honors in Education) enrolled in Harvard University's School of

Education to pursue a Master's Degree in the Administration, Planning, and Social Policy Program. Upon completing her Master's, Celia intends to teach for two years in Watts as a district intern. **Daniel Greenwood** (A.B., Comparative Studies in Race and Ethnicity and B.S. Biological Sciences) taught at San Jose's Burnett Middle School during 1999-2000. He is currently in UCSF Medical School. **Patrice Johnson** (A.B., Comparative Studies in Race and Ethnicity and English) works as a Safety Network Community Organizer through the International Institute of San Francisco. As a children's advocate, she works closely with elementary school, community organizations, and businesses to make San Francisco's South of Market area a safer place for children. **Jane Kim** (A.B. Asian American Studies and Political Science) works as an Academy Fellow at the Greenlining Institute, a multi-ethnic advocacy and public policy institute that works on economic empowerment for low-income Latina/o, Asian American, and African American communities in California. This summer she plans to travel in Southeast and East Asia for two months before returning to San Francisco. **Maribel Ledezma** (A.B. Chicana/o Studies and Spanish) works in New York for Saks Fifth Avenue Corporate, recruiting for corporate sales support and top management positions at Saks' many stores. In her spare time, she is a self-described "headhunter" tracking down people within the company to recruit or promote. Her Chicana/o Studies background helps her analyze minority recruitment, retention, and promotion, within a corporate environment. She plans to work another two years and then move on either to graduate school or law school. She continues to write and hopes to complete a collection of essays about Latinos in New York by next year. **Gloria Lee** (A.B., Asian American Studies, Minor—Psychology) traveled extensively in Asia after graduation. Upon her return, she began working for Achieva.com, an educational counseling service, where she helps high school students develop their academic and extracurricular activities, explore majors, and decide on college options. Her Asian American Studies and psychology backgrounds help her serve a diverse pop-

Alumni News and Notes (cont.)

ulation. This fall, she heads off to the University of Michigan to pursue a joint Social Work/Law degree, specializing in child advocacy. Before that, she'll be doing mission work with members of her Los Angeles church in Paraguay. **Deborah Orosz** (A.B., Comparative Studies in Race and Ethnicity, Minor—Spanish) and **Cynthia Rojas** (A.B., Comparative Studies in Race and Ethnicity) are organizers at the Labor/Community Strategy Center in Los Angeles. The Center is a multiracial "think-tank/act-tank" committed to building democratic internationalist social movements. **Edith Wu** (A.B., Anthropology, Minor—Comparative Studies in Race and Ethnicity) joined AmeriCorps after graduation, working with Asian Americans for Community Involvement (AACI). The largest agency in Santa Clara County, AACI is sponsored by Public Allies in Silicon Valley. Edith coordinates the AllSTARS (All Students Together All Radiate Success), an after-school, multicultural prevention program for at-risk children.

CLASS OF 2000

Yolanda Anyon (A.B., Comparative Studies in Race and Ethnicity) served as a research assistant for Alameda County Social Services Agency, where she identified the needs of low-income families who are moving from welfare to work. In September, Yolanda completed her internship and traveled to the Dominican Republic to volunteer as an outreach worker for an HIV clinic. Upon returning to California, she will serve as a research consultant for a UC Berkeley study of CalWorks recipients whose cash assistance has been reduced for failing to meet the new work requirements of welfare reform. **Marisela González** (A.B., Chicana/o Studies and Political Science) is currently working at the East San Jose Community Law Center as the paralegal/clinic coordinator for the workers' compensation program. The Center provides a variety of free legal services ranging from drop-in advice to full representation. Marisela's work also includes community outreach and education, and she plans to be at the Center for at least a year before applying to law school. **Holly Aiyisha Thomas** (A.B., African and African

American Studies and Political Science) will be working this year for the Bar Association of San Francisco's Volunteer Legal Services Program (VLSP), a non-profit organization that helps secure legal and social service solutions for low-income and minority clients. As the Spanish-English bilingual staff member, she will screen cases and find pro-bono lawyers, refer clients to other social service providers, and set up legal clinics and community legal workshops. She plans to attend law school in Fall 2001. **Roberto Villegas** (A.B., Chicana/o Studies and B.S. Biological Sciences) spent the summer in Houston training for Teach for America and teaching sixth grade science and math summer school. This fall, he will be teaching biology at Locke High School in East Los Angeles. He reports that the people involved in Teach for America are "tremendous." ■

Diversity/Community (cont. from p. 17)

blindness" given legal force by the 14th Amendment—actually magnifies the impact of difference. They propose an alternative model of inclusion that acknowledges group differences in status and experience, a model they have labeled "identity safety." "Its thrust is to acknowledge differences attached to group identity and to work toward making the setting accepting of them as non-limiting and contributive," they explain.

With this in mind, they will conduct a series of interlinked studies. First, they will explore individual psychological representations and public representations of group difference among Americans. Second, they will interrogate whether workplace and school efforts to ensure "identity safety" actually improve the experiences and outcomes of minority groups in these settings. Finally, they will examine models of community in schools, further evaluating the theory that "identity safety" is critical to success in these settings and identifying practical procedures for implementing constructive models of community in K-12 schools.

This research project inspired an article, "Colorblindness as a Barrier to Inclusion: Assimilation and Non-Immigrant Minorities" by Hazel R. Markus, Claude M. Steele, and Dorothy M. Steele, published in *Daedalus* (Winter 2001). ■

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Center for Comparative Studies in Race and Ethnicity

Student Services Coordinator
Margarita Ibarra

Administrative Manager
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Program Coordinator, Research Institute
Kia Darling-Hammond

Associate Director, Research Institute
Dorothy Steele

Director, Community-University Roundtables Project
April M.W. Young

Program in Jewish Studies

Program Assistant
Susan Cordas

Senior Administrator/Stewardship Coordinator
Sue Damrau

Administrative Office

450 Serra Mall
Building 240, Main Quad
Stanford University
Stanford, CA 94305-2152
Tel: (650) 723-8449
Fax: (650) 723-8528
www.stanford.edu/dept/csre

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